

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Tuesday, June 3, 2014 — 1:15 to 4:15 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

It was upon the 4th of March, as I have good reason to remember, that I rose somewhat earlier than usual, and found that Sherlock Holmes had not yet finished his breakfast. The landlady had become so accustomed to my late habits that my place had not been laid nor my coffee prepared. With the unreasonable petulance¹ of mankind I rang the bell and gave a curt intimation that I was ready. Then I picked up a magazine from the table and attempted to while away the time with it, while my companion munched silently at his toast. One of the articles had a pencil-mark at the heading, and I naturally began to run my eye through it. ...

“From a drop of water,” said the writer, “a logician could infer the possibility of an Atlantic or a Niagara without having seen or heard of one or the other. So all life is a great chain, the nature of which is known whenever we are shown a single link of it. Like all other arts, the Science of Deduction and Analysis is one which can only be acquired by long and patient study, nor is life long enough to allow any mortal to attain the highest possible perfection in it. Before turning to those moral and mental aspects of the matter which present the greatest difficulties, let the inquirer begin by mastering more elementary problems. Let him, on meeting a fellow-mortal, learn at a glance to distinguish the history of the man and the trade or profession to which he belongs. Puerile² as such an exercise may seem, it sharpens the faculties of observation and teaches one where to look and what to look for. By a man’s fingernails, by his coat-sleeve, by his boot, by his trouser-knees, by the callosities of his forefinger and thumb, by his expression, by his shirt-cuffs—by each of these things a man’s calling is plainly revealed. That all united should fail to enlighten the competent inquirer in any case is almost inconceivable.”

“What ineffable twaddle!” I cried, slapping the magazine down on the table; “I never read such rubbish in my life.”

“What is it?” asked Sherlock Holmes.

“Why, this article,” I said, pointing at it with my egg-spoon as I sat down to my breakfast. “I see that you have read it, since you have marked it. I don’t deny that it is smartly written. It irritates me, though. It is evidently the theory of some arm-chair lounge who evolves all these neat little paradoxes in the seclusion of his own study. It is not practical. I should like to see him clapped down in a third-class carriage on the Underground and asked to give the trades of all his fellow-travellers. I would lay a thousand to one against him.”

“You would lose your money,” Sherlock Holmes remarked, calmly. “As for the article, I wrote it myself.”

“You?”

“Yes, I have a turn both for observation and for deduction. The theories which I have expressed there, and which appear to you to be so chimerical, are really extremely practical—so practical that I depend upon them for my bread-and-cheese.”

¹petulance — a quality or state of being rude

²puerile — childish

“And how?” I asked, involuntarily.

40 “Well, I have a trade of my own. I suppose I am the only one in the world. I’m a consulting detective, if you can understand what that is. Here in London we have lots of government detectives and lots of private ones. When these fellows are at fault they come to me, and I manage to put them on the right scent. They lay all the evidence before me, and I am generally able, by the help of my knowledge of the history of crime, to set them
45 straight. There is a strong family resemblance about misdeeds, and if you have all the details of a thousand at your finger-ends, it is odd if you can’t unravel the thousand and first. Lestrade is a well-known detective. He got himself into a fog recently over a forgery case, and that was what brought him here.”

“And these other people?”

50 “They are mostly sent out by private inquiry agencies. They are all people who are in trouble about something, and want a little enlightening. I listen to their story, they listen to my comments, and then I pocket my fee.”

“But do you mean to say,” I said, “that without leaving your room you can unravel some knot which other men can make nothing of, although they have seen every detail for
55 themselves?”

“Quite so. I have a kind of intuition that way. Now and again a case turns up which is a little more complex. Then I have to bustle about and see things with my own eyes. You see, I have a lot of special knowledge which I apply to the problem, and which facilitates matters wonderfully. Those rules of deduction laid down in that article which aroused your scorn
60 are invaluable to me in practical work. Observation with me is second nature. You appeared to be surprised when I told you, on our first meeting, that you had come from Afghanistan.”

“You were told, no doubt.”

“Nothing of the sort. I *knew* you came from Afghanistan. From long habit the train of thought ran so swiftly through my mind that I arrived at the conclusion without being
65 conscious of intermediate steps. There were such steps, however. The train of reasoning ran: ‘Here is a gentleman of a medical type, but with the air of a military man. Clearly an army doctor, then. He has just come from the tropics, for his face is dark, and that is not the natural tint of his skin, for his wrists are fair. He has undergone hardship and sickness, as his haggard face says clearly. His left arm has been injured. He holds it in a stiff and
70 unnatural manner. Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in Afghanistan.’ The whole train of thought did not occupy a second. I then remarked that you came from Afghanistan, and you were astonished.” ...

75 I was still annoyed at his bumptious style of conversation. I thought it best to change the topic.

“I wonder what that fellow is looking for?” I asked, pointing to a stalwart, plainly dressed individual who was walking slowly down the other side of the street, looking anxiously at the numbers. He had a large, blue envelope in his hand, and was evidently the bearer of a message.

80 “You mean the retired sergeant of marines,” said Sherlock Holmes.

“Brag and bounce!” thought I to myself. “He knows that I cannot verify his guess.”

The thought had hardly passed through my mind when the man whom we were watching caught sight of the number on our door, and ran rapidly across the roadway. We heard a loud knock, a deep voice below, and heavy steps ascending the stair.

85 “For Mr. Sherlock Holmes,” he said, stepping into the room and handing my friend the letter.

Here was an opportunity of taking the conceit out of him. He little thought of this when he made that random shot. “May I ask, my lad,” I said, blandly, “what your trade may be?” “Commissionnaire, sir,” he said, gruffly. “Uniform away for repairs.”
90 “And you were?” I asked, with a slightly malicious glance at my companion.
“A sergeant, sir, Royal Marine Light Infantry, sir. No answer? Right, sir.”
He clicked his heels together, raised his hand in a salute, and was gone.

—A. Conan Doyle
excerpted from *A Study in Scarlet*, 1904
Harper & Brothers Publishers

- 1 The phrase “with the unreasonable petulance of mankind” (line 4) emphasizes the narrator’s
 - (1) frustration with himself for missing sleep
 - (2) irritation about not finding his breakfast ready
 - (3) concern regarding the pencil-mark on the newspaper
 - (4) impatience with Sherlock Holmes’s silence
- 2 How do the words “logician” (line 9), “deduction” (lines 12, 36, and 59), and “analysis” (line 12) advance the author’s purpose?
 - (1) by indicating the relationship between science and art
 - (2) by suggesting the reasons why private inquiry agencies seek outside help
 - (3) by highlighting the complexity of the crimes encountered by Sherlock Holmes
 - (4) by emphasizing the systematic nature of Sherlock Holmes’s approach to solving crimes
- 3 What is the effect of withholding the identity of Sherlock Holmes as the author of the article (lines 9 through 34)?
 - (1) It creates a somber mood.
 - (2) It foreshadows an unwelcome turn of events.
 - (3) It allows the reader to learn the narrator’s true feelings.
 - (4) It leads the reader to misunderstand who the writer is.
- 4 In this passage, the conversation between Holmes and the narrator (lines 23 through 38) serves to
 - (1) reinforce the narrator’s appreciation for deduction
 - (2) establish a friendship between the narrator and Holmes
 - (3) reveal how Holmes makes his living
 - (4) expose some of Holmes’s misdeeds
- 5 As used in line 37, the word “chimerical” most nearly means
 - (1) unfair
 - (2) unrealistic
 - (3) aggravating
 - (4) contradictory
- 6 Which analysis is best supported by the details in lines 43 through 55 of the text?
 - (1) Private detectives base their analyses on an understanding of human nature.
 - (2) Sherlock Holmes’s association with other well-known detectives improves his crime-solving abilities.
 - (3) Government detectives are mostly ineffective at solving complicated crimes.
 - (4) Sherlock Holmes’s intuition relies on his ability to detect similarities among various crimes.

7 Which quotation best reflects a central theme in the text?

- (1) “So all life is a great chain, the nature of which is known whenever we are shown a single link of it” (lines 10 and 11)
- (2) “What ineffable twaddle ... I never read such rubbish in my life” (lines 23 and 24)
- (3) “They are all people who are in trouble about something, and want a little enlightening” (lines 50 and 51)
- (4) “Now and again a case turns up which is a little more complex” (lines 56 and 57)

8 The narrator views the arrival of the messenger as “an opportunity of taking the conceit out of him” (line 87) because the narrator wishes to

- (1) challenge Holmes’s theories of deduction
- (2) stress the importance of self-confidence
- (3) reveal Holmes’s true intentions
- (4) practice his own deductive abilities

9 The author’s description of the conversation between the narrator and the retired sergeant in lines 88 through 92 serves mostly to

- (1) develop a character
- (2) create a flashback
- (3) establish a comparison
- (4) resolve a conflict

10 The conversation with the retired sergeant (lines 89 through 91) leaves the narrator with a sense of

- (1) astonishment
- (2) confusion
- (3) pleasure
- (4) distrust

Reading Comprehension Passage B

Give Us Our Peace

Give us a peace equal to the war
Or else our souls will be unsatisfied,
And we will wonder what we have fought for
And why the many died.

5 Give us a peace accepting every challenge—
The challenge of the poor, the black, of all denied,
The challenge of the vast colonial world
That long has had so little justice by its side.

10 Give us a peace that dares us to be wise.
Give us a peace that dares us to be strong.
Give us a peace that dares us still uphold
Throughout the peace our battle against wrong.

15 Give us a peace that is not cheaply used,
A peace that is no clever scheme,
A people's peace for which men can enthuse,
A peace that brings reality to our dream.

20 Give us a peace that will produce great schools—
As the war produced great armament,
A peace that will wipe out our slums—
As war wiped out our foes on evil bent.

25 Give us a peace that will enlist
A mighty army serving human kind,
Not just an army geared to kill,
But trained to help the living mind—
An army trained to shape our common good
And bring about a world of brotherhood.

—Langston Hughes
from *The Chicago Defender*, August 25, 1945

- 11 The prevailing tone of the poem is
- (1) demanding
 - (2) angry
 - (3) celebratory
 - (4) proud
- 12 What is most likely *not* a purpose of the repetition of the phrase “Give us a peace” throughout the poem?
- (1) to provide a unified structure
 - (2) to emphasize a central idea
 - (3) to solicit the people’s loyalty
 - (4) to introduce the poet’s requests
- 13 The military references throughout the poem serve to
- (1) recall the heroic cause of war
 - (2) stress the destructive nature of war
 - (3) rally the people for a new form of war
 - (4) warn the people of an impending war
- 14 The poet’s purpose in the poem can best be described as
- (1) a condemnation of war
 - (2) an appeal for justice
 - (3) an argument for colonial values
 - (4) a criticism of education
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Reading Comprehension Passage C

Science is a way of thinking much more than it is a body of knowledge. Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of things—from subnuclear particles, which may be the constituents of all matter, to living organisms, the human social community, and thence to the cosmos as a whole. Our intuition is by no means an infallible guide. Our perceptions may be distorted by training and prejudice or merely because of the limitations of our sense organs, which, of course, perceive directly but a small fraction of the phenomena of the world. Even so straightforward a question as whether in the absence of friction a pound of lead falls faster than a gram of fluff was answered incorrectly by Aristotle and almost everyone else before the time of Galileo. Science is based on experiment, on a willingness to challenge old dogma, on an openness to see the universe as it really is. Accordingly, science sometimes requires courage—at the very least the courage to question the conventional wisdom.

Beyond this the main trick of science is to *really* think of something: the shape of clouds and their occasional sharp bottom edges at the same altitude everywhere in the sky; the formation of a dewdrop on a leaf; the origin of a name or a word—Shakespeare, say, or “philanthropic”; the reason for human social customs—the incest taboo, for example; how it is that a lens in sunlight can make paper burn; how a “walking stick” got to look so much like a twig; why the Moon seems to follow us as we walk; what prevents us from digging a hole down to the center of the Earth; what the definition is of “down” on a spherical Earth; how it is possible for the body to convert yesterday’s lunch into today’s muscle and sinew; or how far is up—does the universe go on forever, or if it does not, is there any meaning to the question of what lies on the other side? Some of these questions are pretty easy. Others, especially the last, are mysteries to which no one even today knows the answer. They are natural questions to ask. Every culture has posed such questions in one way or another. Almost always the proposed answers are in the nature of “Just So Stories,” attempted explanations divorced from experiment, or even from careful comparative observations.

But the scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not. Then we are forced to ask why what we see is present and not something else. Why are the Sun and the Moon and the planets spheres? Why not pyramids, or cubes, or dodecahedra? Why not irregular, jumbly shapes? Why so symmetrical, worlds? If you spend any time spinning hypotheses, checking to see whether they make sense, whether they conform to what else we know, thinking of tests you can pose to substantiate or deflate your hypotheses, you will find yourself doing science. And as you come to practice this habit of thought more and more you will get better and better at it. To penetrate into the heart of the thing—even a little thing, a blade of grass, as Walt Whitman said—is to experience a kind of exhilaration that, it may be, only human beings of all the beings on this planet can feel. We are an intelligent species and the use of our intelligence quite properly gives us pleasure. In this respect the brain is like a muscle. When we think well, we feel good. Understanding is a kind of ecstasy. ...

Let us approach a much more modest question: not whether we can know the universe or the Milky Way Galaxy or a star or a world. Can we know, ultimately and in detail, a grain of salt? Consider one microgram of table salt, a speck just barely large enough for someone with keen eyesight to make out without a microscope. In that grain of salt there are about 10^{16} sodium and chlorine atoms. This is a 1 followed by 16 zeros, 10 million billion atoms. If we wish to know a grain of salt, we must know at least the three-dimensional positions of each of these atoms. (In fact, there is much more to be known—for example, the nature of the forces between the atoms—but we are making only a modest calculation.) Now, is this number more or less than the number of things which the brain can know?

50 How much *can* the brain know? There are perhaps 10^{11} neurons in the brain, the
circuit elements and switches that are responsible in their electrical and chemical activity
for the functioning of our minds. A typical brain neuron has perhaps a thousand little wires,
called dendrites, which connect it with its fellows. If, as seems likely, every bit of information
in the brain corresponds to one of these connections, the total number of things knowable
55 by the brain is no more than 10^{14} , one hundred trillion. But this number is only one
percent of the number of atoms in our speck of salt.

So in this sense the universe is intractable,¹ astonishingly immune to any human
attempt at full knowledge. We cannot on this level understand a grain of salt, much less the
universe.

60 But let us look a little more deeply at our microgram of salt. Salt happens to be a
crystal in which, except for defects in the structure of the crystal lattice, the position of
every sodium and chlorine atom is predetermined. If we could shrink ourselves into this
crystalline world, we would see rank upon rank of atoms in an ordered array, a regularly
alternating structure—sodium, chlorine, sodium, chlorine specifying the sheet of atoms we
are standing on and all the sheets above us and below us. An absolutely pure crystal of salt
65 could have the position of every atom specified by something like 10 bits of information.²
This would not strain the information-carrying capacity of the brain.

If the universe had natural laws that governed its behavior to the same degree of
regularity that determines a crystal of salt, then, of course, the universe would be knowable.
Even if there were many such laws, each of considerable complexity, human beings might
70 have the capability to understand them all. Even if such knowledge exceeded the information-
carrying capacity of the brain, we might store the additional information outside our
bodies—in books, for example, or in computer memories—and still, in some sense, know
the universe. ...

—Carl Sagan
excerpted from *Broca's Brain*, 1979
Random House

¹intractable — stubborn

²Chlorine is a deadly poison gas employed on European battlefields in World War I. Sodium is a corrosive metal
which burns upon contact with water. Together they make a placid and unpoisonous material, table salt. Why each
of these substances has the properties it does is a subject called chemistry, which requires more than 10 bits of
information to understand.

- 15 The central idea of the first paragraph focuses on the
- (1) nature of scientific investigation
 - (2) unknowable nature of the universe
 - (3) growth of our understanding over time
 - (4) benefits of formal education
- 16 Which phrase from the text clarifies the meaning of “dogma” as used in line 11?
- (1) “constituents of all matter” (lines 3 and 4)
 - (2) “infallible guide” (line 5)
 - (3) “phenomena of the world” (line 7)
 - (4) “conventional wisdom” (line 12)
- 17 Which statement from the text best summarizes the central idea of paragraph 2?
- (1) “Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of things” (lines 1 through 3)
 - (2) “But the scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not” (lines 27 and 28)
 - (3) “We are an intelligent species and the use of our intelligence quite properly gives us pleasure” (lines 37 and 38)
 - (4) “Even if there were many such laws, each of considerable complexity, human beings might have the capability to understand them all” (lines 69 and 70)
- 18 According to the text, the “main trick” (line 13) of science is to
- (1) follow one’s intuition
 - (2) observe and develop questions
 - (3) experiment and create laws
 - (4) accept one’s limitations
- 19 The examples presented in lines 27 through 31 help the reader understand
- (1) how scientific inquiry differs from ordinary questioning
 - (2) why multiple worlds could potentially exist
 - (3) how cultural stories influence scientific observation
 - (4) why popular explanations rarely rely on experimentation
- 20 Which statement best summarizes the central claim made in lines 27 through 39?
- (1) Science is based on human criticism of the world.
 - (2) Science is based on the accuracy of human perceptions.
 - (3) Humans have a capacity to experience joy through their intelligence.
 - (4) Humans consider themselves superior to all other species on the planet.
- 21 The purpose of the figurative language in lines 38 and 39 is to
- (1) question the function of the human brain
 - (2) contrast the human brain with the brains of other beings
 - (3) indicate the shape and composition of one’s brain
 - (4) illustrate the effect of using one’s brain
- 22 The description of salt in lines 41 through 47 emphasizes the idea of
- (1) interconnectedness
 - (2) complexity
 - (3) predictability
 - (4) uniqueness
- 23 What effect is created by the use of irony in line 47 and lines 53 through 55?
- (1) humor
 - (2) doubt
 - (3) scorn
 - (4) awe
- 24 With which statement would the author of this text most likely agree?
- (1) Understanding the world is essential to our well being.
 - (2) The human brain has an unlimited capacity to store knowledge.
 - (3) Scientific inquiry should only focus on objective reality.
 - (4) Technology allows us to have complete knowledge of the universe.

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 17 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should companies be allowed to track consumers' shopping or other preferences without their permission?

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 companies being allowed to track consumers' shopping or other preferences without their permission. 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 companies being allowed to track consumers' shopping or other preferences without their permission
- 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 – Cell Phone Carrier Marketing Techniques An Invasion of Privacy?

Text 2 – EyeSee You and the Internet of Things: Watching You While You Shop

Text 3 – Where Will Consumers Find Privacy Protection from RFIDs?: A Case for Federal Legislation

Text 4 – RFID Consumer Applications and Benefits

Text 1

Cell Phone Carrier Marketing Techniques An Invasion of Privacy?

BOSTON (CBS) – Your cell phone may be spying on you.

Every time you download an app, search for a website, send a text, snap a QR code or drive by a store with your GPS on, you are being tracked by your cell phone company.

5 “They know you were playing Angry Birds. They know that you drove by Sears. They know you drove by Domino’s Pizza. They can take that and take a very unique algorithm¹ that can focus on your behavior,” explained marketing expert Mark Johnson. “It’s very impactful.”

According to Johnson, your data trail is worth big money to the cell phone companies.

10 Details about your habits, your age and gender are compiled and can be sold to third parties. The information is predominantly used as a marketing tool so advertisers can target you with products or services that you are more likely to use or want.

The idea does not sit well with smartphone user Harrine Freeman. “It does seem creepy that companies are collecting all this information about consumers,” she said.

15 Freeman is so uneasy; she turns off her GPS when she is not using it. She also clears her browser history.

“I think it is an invasion of privacy,” she said.

All of the major cell phone carriers admit to collecting information about its customers. Some in the industry argue it benefits consumers because they get ads that are relevant to them.

20 Cell phone companies do notify customers about the data they collect, but critics say the notices are often hard to understand and written in fine print.

Rainey Reitman of the Electronic Frontier Foundation doesn’t like the fact that those who don’t want to be tracked have to go out of their way to get the company to stop.

“This is something that consumers are automatically opted into,” Reitman said.

25 To find out how your cell phone company might be monitoring you, be sure to carefully read the privacy policy.

Also, make sure you read all of the updates your carrier might send you because this tracking technology keeps changing.

—Paula Ebben

<http://boston.cbslocal.com>, January 16, 2012

¹algorithm — process or set of rules followed in calculations

Text 2

EyeSee You and the Internet of Things: Watching You While You Shop

5 ...Even the store mannequins have gotten in on the gig. According to the *Washington Post*, mannequins in some high-end boutiques are now being outfitted with cameras that utilize facial recognition technology. A small camera embedded in the eye of an otherwise normal looking mannequin allows storekeepers to keep track of the age, gender and race of all their customers. This information is then used to personally tailor the shopping experience to those coming in and out of their stores. As the *Washington Post* report notes, “a clothier introduced a children’s line after the dummy showed that kids made up more than half its mid-afternoon traffic... Another store found that a third of visitors using one of its doors after 4 p.m. were Asian, prompting it to place Chinese-speaking staff members by the entrance.”

10 At \$5,072 a pop, these EyeSee mannequins come with a steep price tag, but for store-owners who want to know more—a *lot more*—about their customers, they’re the perfect tool, able to sit innocently at store entrances and windows, leaving shoppers oblivious to their hidden cameras. Italian mannequin maker Almax SpA, manufacturer of the EyeSee mannequins, is currently working on adding ears to the mannequins, allowing them to record people’s comments in order to further tailor the shopping experience. ...

15 It’s astounding the amount of information—from the trivial to the highly personal—about individual consumers being passed around from corporation to corporation, all in an effort to market and corral potential customers. Data mining companies collect this wealth of information and sell it to retailers who use it to gauge your interests and tailor marketing to your perceived desires.

20 All of the websites you visit collect some amount of information about you, whether it is your name or what other sites you have visited recently. Most of the time, we’re being tracked without knowing it. For example, most websites now include Facebook and Twitter buttons so you can “like” the page you are viewing or “Tweet” about it. Whether or not you click the buttons, however, the companies can still determine which pages you’ve visited and file that information away for later use. ...

25 As the EyeSee mannequins show, you no longer even have to be in front of your computer to have your consumer data accessed, uploaded, stored and tracked. In August 30 2012, for example, data mining agency Redpepper began testing a service known as Facedeals in the Nashville, Tennessee area. Facial recognition cameras set at the entrances of businesses snap photos of people walking in, and if you’ve signed up to have a Facedeals account via your Facebook, you receive instant coupons sent to your smartphone. Similarly, a small coffee chain in San Francisco, Philz Coffee, has installed sensors at the front door 35 of their stores in order to capture the Wi-Fi signal of any smartphone within 60 yards. Jacob Jaber, president of Philz Coffee, uses the information gleaned from these sensors to structure his stores according to the in-store behavior of customers. ...

40 Not even politicians are immune to the lure of data mining. In the run-up to the 2012 presidential election, the Romney and Obama campaigns followed voters across the web by installing cookies on their computers and observing the websites they visited in an attempt to gather information on their personal views. CampaignGrid, a Republican affiliated firm, and Precision Network, a Democratic affiliated firm, both worked to collect data on 150 million American Internet users, or 80% of the registered voting population. ...

—John W. Whitehead
excerpted

<https://www.rutherford.org>, December 17, 2012

Text 3

Where Will Consumers Find Privacy Protection from RFIDs?: A Case for Federal Legislation

What Are RFIDs? How Do RFIDs Work?

...RFID [Radio Frequency Information Device] technology is an automatic identification system that identifies objects, collects data, and transmits information about the object through a “tag.” A device called a reader extracts and processes the information on the tag. Experts characterize RFIDs as devices “that can be sensed at a distance by radio frequencies with few problems of obstruction or misorientation.”¹ In essence, RFIDs are wireless barcodes. However, unlike typical barcodes, which are identical for all common products, each RFID has a unique identification. Therefore, every individually tagged item has a different barcode sequence. Typical barcodes also require unobstructed paths for scanning, whereas RFIDs can be scanned through solid objects.² RFIDs have communication signals that facilitate data storage on RFID tags and enable the stored information to be gathered electronically—hypothetically permitting, for example, Coca-Cola to have a database storing information about the life cycle of a Coke can. The database would contain tracking details from the moment the can is manufactured through its processing at a garbage dump—since RFID readers can be attached to garbage trucks. Between the birth and death of a customer’s Coke can, the RFID tags would tell the Coca-Cola Company where and when the Coke was purchased, what credit card the Coke was purchased with, and, in turn, the identity of the purchaser. Even if the customer did not purchase the Coke with a credit card, state issued ID cards equipped with RFID technology could relay the customer’s identity to RFID readers as he or she leaves the store. Coca-Cola’s final product of the RFIDs’ communications is a database of the life cycles of individual cans of Coke and personal information about their purchasers. With this myriad of information, Coca-Cola has the ability to individually market to each of the 1.3 billion daily Coca-Cola consumers. ...

How Are RFIDs Used?

RFIDs are currently used in many ways, including, “livestock management[,] 24 hour patient monitoring[,] authentication of pharmaceuticals[,] tracking consignments in a supply chain[,] remote monitoring of critical components in aircraft [, and] monitoring the safety of perishable food.”³ Advocates of RFID technology, including retailers and manufacturers, praise the increased functionality and efficiency that will likely ensue from using RFIDs. Once all products are individually tagged, shoppers are expected to be able to purchase items without checking-out. This should be possible since RFID readers will be able to scan every item as the customer exits the store and charge an RFID credit card, thereby simultaneously increasing efficiency and possibly reducing shoplifting. Other RFID uses include easy monitoring of product recalls, tracking lobsters for conservation purposes, and purchasing products with transaction-free payment systems.⁴ Additionally, in October 2003, the Department of Defense set standards mandating suppliers to place

¹KATHERINE ALBRECHT & LIZ MCINTRYE, SPYCHIPS 13 (Nelson Current 2005) quoting Raghu Das, *RFID Explained: An Introduction to RFID and Tagging Technologies*, ID TECHEX (2003).

²*Id.*

³Viviane Reding, Member of the European Commission responsible for Information Society and Media, Address at EU RFID 2006 Conference: Heading for the Future, RFID: WHY WE NEED A EUROPEAN POLICY, 1,3 (Oct. 16, 2006).

⁴David Flint, *Everything with Chips!*, BUS. L. REV., Mar. 2006, 73, 73.

RFID tags on all packaging for the Department of Defense.⁵ Thus, RFIDs can be used to increase efficiency and safety. ...

**Do Consumers Have a Right to Privacy
from RFIDs under Tort Law?⁶**

40 ...In the context of RFIDs, there are some situations where gathering information from
RFID tags violates consumers' privacy expectations. For example, a consumer does not
have a reasonable expectation of privacy when carrying RFID equipped items in a trans-
parent shopping cart. However, once the items are placed in an opaque bag, a right to
privacy immediately arises. If a business or third-party gathers data about the items once
the items are no longer visible to the naked eye, there is an objective invasion of privacy.
45 Gathering information stored in the RFID tag in a winter jacket worn in public is also not
an invasion of privacy, yet pulling data off undergarments is intrusive. However, since the
home is always considered a private place, once an active RFID tag enters the home, any
information gathered, including information from the winter jacket, immediately offends
the principles of privacy. Protecting consumers from unreasonably intrusive actions of
businesses requires that RFID tags become unreadable once they enter private places.
50 However, the fundamental nature of the technology does not harmonize with this privacy
goal because RFID readers do not scrutinize whether the information is considered private
before it gathers data from the tag. ...

55 With new technologies come new methods of consumer tracking and changing
parameters for what may be considered highly offensive. These new methods of tracking
are not considered intrusive simply because the nature of the technology requires consumer
purchases to be recorded. If individuals make active decisions to use a credit card instead
of cash—a voluntary act—their purchases can be tracked. Similarly, the gathering of
information stored on RFID technology in consumer goods may not be deemed highly
offensive depending on changing consumer expectations. ...

—Serena G. Stein
excerpted and adapted
Duke Law & Technology Review, 2007, No.3

⁵PRESS RELEASE, US DEP. OF DEFENSE, DoD ANNOUNCES RADIO FREQUENCY IDENTIFICATION POLICY,
UNITED STATES DEPARTMENT OF DEFENSE NEWS RELEASE, (Oct. 23, 2003).

⁶Tort Law — covers civil wrongs resulting in an injury or harm constituting the basis for a claim by the injured person

Text 4

RFID Consumer Applications and Benefits

...One of the first consumer applications of RFID was automated toll collection systems, which were introduced in the late 1980s and caught on in the 1990s. An active transponder is typically placed on a car's or truck's windshield. When the car reaches the tollbooth, a reader at the booth sends out a signal that wakes up the transponder on the windshield, which then reflects back a unique ID to the reader at the booth. The ID is associated with an account opened by the car owner, who is billed by the toll authority. Consumers spend less time fumbling for change or waiting on lines to pay their toll fee.

In the late 1990s, ExxonMobil (then just Mobil) introduced Speedpass, an RFID system that allows drivers who have opened an account to pay for gas automatically. Drivers are given a small, passive 13.56 MHz transponder in a small wand or fob that can be put on a key chain. To pay for gas, they just wave the key fob by a reader built into the gas pump. Seven million people in the United States use the system, and it has increased the number of cars each gas station can serve during rush periods. ...

RFID has other consumer applications, besides being a convenient payment system. One is the recovery of lost or stolen items. A company called Snagg in Palo Alto, Calif., has created an electronic registry for musical instruments. It provides an RFID tag that can be affixed to a classic guitar or priceless violin and keeps a record of the serial number in the tag. If the instrument is recovered by the police after being lost or stolen, they can call Snagg, which can look up the rightful owner. ...

Merloni Elettrodomestici, an Italian appliance maker, has created a smart washing machine. When you drop your clothes in the machine, an RFID reader in the appliance can read the tags in the clothes (if your clothes have tags) and wash the clothes based on instructions written to the tag.

Whether smart appliances with RFID readers catch on depends on how long it takes for RFID tags to become cheap enough to be put into packaging for items. It also depends on whether consumers find RFID-enabled products convenient enough to accept the potential invasion of privacy that comes with having RFID tags in products. But RFID will certainly have a positive impact on people's lives in less direct ways.

One area of importance is product recalls. Today, companies often need to recall all tires, meat or drugs if there is a problem to ensure people's safety. But they can never be sure they recovered all the bad goods that were released into the supply chain. With RFID, companies will be able to know exactly which items are bad and trace those through to stores. Customers that register their products could be contacted individually to ensure they know something they bought has been recalled. ...

And RFID should enable consumers to get more information about the products they want to purchase, such as when the items were made, where, whether they are under warranty and so on. When RFID tags are eventually put on the packaging of individual products, consumers will be able to read the tag with a reader embedded in a cell phone or connected to a computer and download data from a Web site. They'll be able to learn, for example, whether the steak they are about to buy is from an animal that was raised organically in the United States. Some companies will be reluctant to share this information, but smart companies will provide it to their customers to build trust and loyalty.

45 RFID could also have an [sic] positive impact on our environment by greatly reducing waste. The main reason many companies want to use RFID is to better match supply and demand and to make sure that products are where they are supposed to be. If successful, there should be fewer products that are thrown away because no one wants to buy them or they pass their sell-by date (it's estimated that 50 percent of all food harvested in the United States is never eaten).

50 RFID tags could also help improve our environment by identifying hazardous materials that should not be dumped in landfills. One day, robots at landfills might be equipped with RFID tags, and they might be able to quickly sort through garbage to locate batteries and other items that contain toxic materials. ...

—Bob Violino
excerpted
<http://www.rfidjournal.com>, January 16, 2005

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 19 and 20 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 speech delivered by suffragette Anna Howard Shaw in 1915.

5 ...Now one of two things is true: either a Republic is a desirable form of government, or else it is not. If it is, then we should have it, if it is not then we ought not to pretend that we have it. We ought at least be true to our ideals, and the men of New York have for the first time in their lives, the rare opportunity on the second day of next November, of making the state truly a part of the Republic. It is the greatest opportunity which has ever come to the men of the state. They have never had so serious a problem to solve before, they will never have a more serious problem to solve in any future of our nation's life, and the thing that disturbs me more than anything else in connection with it is that so few people realize what a profound problem they have to solve on November 2. It is not merely a trifling matter; it is not a little thing that does not concern the state, it is the most vital problem we could have, and any man who goes to the polls on the second day of next November without thoroughly informing himself in regard to this subject is unworthy to be a citizen of this state, and unfit to cast a ballot.

15 If woman's suffrage¹ is wrong, it is a great wrong; if it is right, it is a profound and fundamental principle, and we all know, if we know what a Republic is, that it is the fundamental principle upon which a Republic must rise. Let us see where we are as a people; how we act here and what we think we are. The difficulty with the men of this country is that they are so consistent in their inconsistency that they are not aware of having been inconsistent; because their consistency has been so continuous and their inconsistency so consecutive that it has never been broken, from the beginning of our Nation's life to the present time. If we trace our history back we will find that from the very dawn of our existence as a people, men have been imbued² with a spirit and a vision more lofty than they have been able to live; they have been led by visions of the sublimest³ truth, both in regard to religion and in regard to government that ever inspired the souls of men from the time the Puritans left the old world to come to this country, led by the Divine ideal which is the sublimest and the supremest ideal in religious freedom which men have ever known, the theory that a man has a right to worship God according to the dictates of his own conscience, without the intervention⁴ of any other man or any other group of men. And it was this theory, this vision of the right of the human soul which led men first to the shores of this country. ...

30 Now what is a Republic? Take your dictionary, encyclopedia lexicon or anything else you like and look up the definition and you will find that a Republic is a form of government in which the laws are enacted by representatives elected by the people. Now when did the people of New York ever elect their own representatives? Never in the world. The men of New York have, and I grant you that men are people, admirable people, as far as they go, but they only go half way. There is still another half of the people who have not elected representatives, and you never read a definition of a Republic in which half of the people elect representatives to govern the whole of the people. That is an aristocracy and that is just what we are. We have been many kinds of aristocracies. We have been a hierarchy⁵ of church members, than an oligarchy⁶ of sex. ...

¹suffrage — right to vote

²imbued — inspired

³sublimest — noblest

⁴intervention — interference

⁵hierarchy — order of authority

⁶oligarchy — rule by a few

Now I want to make this proposition, and I believe every man will accept it. Of course he will if he is intelligent. Whenever a Republic prescribes the qualifications as applying equally to all the citizens of the Republic, when the Republic says in order to vote, a citizen must be twenty-one years of age, it applies to all alike, there is no discrimination against any
45 race or sex. When the government says that a citizen must be a native-born citizen or a naturalized citizen that applies to all; we are either born or naturalized, somehow or other we are here. Whenever the government says that a citizen, in order to vote, must be a resident of a community a certain length of time, and of the state a certain length of time and of the nation a certain length of time, that applies to all equally. There is no
50 discrimination. We might go further and we might say that in order to vote the citizen must be able to read his ballot. We have not gone that far yet. We have been very careful of male ignorance in these United States. I was much interested, as perhaps many of you, in reading the Congressional Record this last winter over the debate over the immigration bill, and when that illiteracy clause was introduced into the immigration bill, what fear there was
55 in the souls of men for fear we would do injustice to some of the people who might want to come to our shores, and I was much interested in the language in which the President vetoed the bill, when he declared that by inserting the clause we would keep out of our shores a large body of very excellent people. I could not help wondering then how it happens that male ignorance is so much less ignorant than female ignorance. When I hear
60 people say that if women were permitted to vote a large body of ignorant people would vote, and therefore because an ignorant woman would vote, no intelligent women should be allowed to vote, I wonder why we have made it so easy for male ignorance and so hard for female ignorance. ...

—Anna Howard Shaw
excerpted from “The Fundamental Principle of a Republic”
delivered at Ogdensburg, New York, June 21, 1915
<http://www.emersonkent.com>

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SCORING KEY AND RATING GUIDE

Mechanics of Rating

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 (Common Core). 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 (Common Core)*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or the Department's contractor, Data Recognition Corporation, if the school has been selected for the Department's score collection project. The scoring key for this exam is provided below. **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.

Correct Answers			
Part 1			
1 2	6 4	11 1	15 1 20 3
2 4	7 1	12 3	16 4 21 4
3 3	8 1	13 3	17 1 22 2
4 3	9 4	14 2	18 2 23 4
5 2	10 1	19 1	24 1

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.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**New York State Regents Examination in English Language Arts (Common Core)
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-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
Command of Evidence: 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
Coherence, Organization, and Style: 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
Control of Conventions: 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 the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, 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 as a 0.

The world we are living in is changing around us. The individual is no longer the most important unit of society. We are being turned into a collective, in no small part due to the startling disregard for privacy today. Technology is changing, allowing companies and other interests, big and small, to track our location and mine information, all without our consent. There should be a limit to what these entities can gather on us. The invasion of our lives is simply not worth the ^{apparent} benefits.

Cell phones today are a huge source of information for companies seeking to market to us. Not only can companies purchase information about our appearance and interests, but the locations we visit as well (Text 1, lines 4, 9-10). First of all, this comes off as astonishing, even somewhat "creepy" (Text 1, line 10). To think that technology reduces our privacy to near zero, that we are never entirely alone, is potentially terrifying. In addition, collecting this information does not require explicit permission from the subject (Text 1, lines 20-22). Not only can these companies collect personal information, they do so in a way that is essentially hidden from the consumer. There are ways to be notified of privacy policies and to even opt out, but the legal language and fine print used make them very difficult to understand (Text 1, lines 20-21). Why should consumers be required to make such an effort in the name of privacy?

Perhaps an even more startling case of consumer tracking technology is the Eye See, a store mannequin that sees what customers look like and where they go in the store (Text 2, lines 1-5). In this instance a well known and well established piece of advertising collects information about us without our knowledge. It cannot discriminate between a willing participant and a person who desires his/her privacy. The very

nature of this technology makes it an enemy to privacy. The companies using these mannequins would argue that they are trying to "personally tailor the shopping experience" to their customers (Text 2, lines 5-6). However, the way it allows companies to categorize people is wrong. Since it can only see you, the Eye See must make assumptions based on appearance. Have we not tried to move away from stereotypes and generalizations? These mannequins now promote such practices, turning customers into nothing more than cattle, who are expected to follow the group.

Finally, an already relatively common device can do what the previous two technologies can do and more. RFIDs, or Radio Frequency Information Devices, can collect location data as well as store certain pieces of information about a product or other subject (Text 3, lines 9-11). The use of these devices is credited with having positive environmental and safety impacts. They can, hypothetically, help with regarding efforts and food or product recalls (Text 3, lines 9-11, 22, 27). ~~What~~ Unlike other technologies, however, the very nature of RFIDs prevents the user from opting out entirely, since radio waves cannot discriminate. This opens up an entirely new level of privacy invasion. Not only are products within sight fair game for companies, but RFIDs can also be read from inside otherwise private places, like homes or purses (Text 3, lines 41-48). While this is generally distasteful, it is also an invasion of privacy by law. With this knowledge, it should be entirely possible to limit RFIDs either through compromise with manufacturers or by requiring the consumer's consent to even have one installed.

No benefit or potential upside to data mining technology should be worth a complete invasion of privacy. Consumers, who are

Anchor Paper – Part 2 – Level 6 – A

largely unaware of this invasion, should be informed and presented with easy ways to opt out. Technology has progressed so quickly that we must be careful with what we accept.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*Technology is changing, allowing companies and other interests ... to track our location and mine information, all without our consent. There should be a limit to what these entities can gather on us*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from the alternate or opposing claims (*The use of these devices is credited with having positive environmental and safety impacts and Unlike other technologies, however, the very nature of RFIDs prevents the user from opting out entirely, since radio waves cannot discriminate*). The essay presents ideas fully and thoughtfully (*In this instance a well known and well established piece of advertising collects information about us without our knowledge. It cannot discriminate between a willing participant and a person who desires his/her privacy*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*collecting this information does not require explicit permission from the subject and Not only are products within sight fair game for companies' intrusion, but RFIDs can also be read from inside otherwise private places, like homes or purses*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, lines 5-6*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, by first identifying tracking technology as an *invasion of our lives*, then analyzing the supposed benefits and potential risks of different methods of tracking and collection of personal data, and concluding with the reiteration of the claim (*No benefit or potential upside to data mining technology should be worth a complete invasion of privacy*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Not only can these companies collect personal information, they do so in a way that is essentially hidden from the consumer*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

In today's world, companies have ways of marketing their products to specific people. Companies do this by using information gained by tracking consumers while they shop, browse the web, or even use their phones. Such tracking is often performed without consumers being aware that it is occurring and without permission from the consumers for it to be done. Such tracking is definitely an invasion of a person's right to privacy. If informed consent were obtained from people, companies would be able to track those who have voluntarily suspended their privacy rights. Otherwise, companies should not be allowed to track consumers' shopping or other preferences without their permission.

Today's consumers often have access to cell phones, ipods, and computers. While using such devices, people are being tracked, especially since a "data trail is worth big money" to those who can supply information about "people's habits, ages, genders, and location to companies (Text 1, lines 8-9). A major supplier of such information is a cell phone company. In fact, "all of the major cell phone carriers admit to collecting information about its customers" (Text 1 lines 17). While downloading apps onto phones, accessing the internet, using GPS, or even just making calls and accepting updates, users are "technically" giving consent to be tracked when they accept terms and conditions without reading them carefully, or do not pay full attention to privacy policies. Tracking information is often supplied in fine print, and long, drawn-out documents typically do not state that "cookies" will be put on the consumers' devices. Is transparency lacking? At least it appears to be hidden.

Moreover, consumers may not even have the opportunity to know that they are being tracked. Some high-end boutiques are starting to buy mannequins equipped with cameras that employ "facial recognition

technology" (Text 2 line 3). While to the companies, it may seem like a great idea to know who frequent their establishments and what they do while there, the recording of people without their permission or sometimes even knowledge is definitely an invasion of privacy. Businesses, however, justify such surveillance as necessary "to personally tailor the shopping experience to those coming in and out of their stores" (Text 2 lines 5-6). That may make some customer happy, but many will not want their personal information, with pictures, stored in a data base available to third parties. The manufacture of the surveillance mannequins is now working on the development of mannequins "ears" a hearing feature which would further challenge the expectation of privacy.

Shoppers, however, are not just threatened by mannequins. They are also at the mercy of Radio Frequency Identifier Devices or RFIDs, as they are called, that track and collect data through tags (Text 3 lines 1-3). Then "a reader extracts and processes the information on the tag" (Text 3 line 3). In truth, a tag is a wireless barcode that does not possess some of the limitations of regular barcodes. RFIDs can be read through solid objects and can supply "a different barcode sequence" (Text 3 lines 7-8) for each individual item. Eventually companies hope to move all their products to RFIDs and eliminate check out lines by having everything charged. This would definitely save time and reduce shoplifting (Text 3 line 32); but RFIDs go home with consumers, and the home may not still be a "private place" when "an active RFID tag enters the home" (Text 3 line 46).

In today's world of cell phones, computers, hand held devices, surveillance systems, and RFIDs, companies are continually seeking new ways to market products specific to consumers. This is their right. However, the practices they employ must respect the privacy rights of consumers. Companies should not be allowed to track consumers' shopping or other preferences without their permission and this permission must be gained openly and not be a product of fine print.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task, stating that companies who obtain *informed consent ... would be able to track those who have voluntarily suspended their privacy rights*, but without such consent *companies should not be allowed to track consumers' shopping or other preferences*. The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims, recognizing that companies have the *right to seek information needed to market products specific to consumers*, but in doing so they *must respect the privacy rights of consumers*. The essay presents ideas fully and thoughtfully, stating that *companies have ways of marketing their products* and do so *by using information gained by tracking consumers*, making highly effective use of a wide range of specific and relevant evidence to support analysis (“*all of the major cell phone carriers admit to collecting information about its customers*”; *Some high-end boutiques are starting to buy mannequins equipped with cameras; In truth, a tag is a wireless barcode*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 1, lines 8–9*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, recognizing the major sources of tracking information (*cell phones, computers, hand-held devices, surveillance systems, and RFIDs*), devoting each body paragraph to a tracking source (*cell phones, store surveillance, and RFIDs*), and discussing how each source infringes on the privacy rights of consumers. The essay establishes and maintains a formal style, using fluent and precise language (*Is transparency lacking? At least it appears to be hidden*), and sound structure. The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Companies should be permitted to have access to consumer's spending without their permission. The companies may seem like they are invading their privacy, but they are simply finding better and more efficient ways to help their consumers and profit their business. Tracking consumer spending will help small businesses grow, make the lives of the buyers easier, and improve the environment.

Despite popular belief in the invasion of privacy, companies in today's society do not aim to intrude your space just to ~~get~~ personally know you. Companies track your spending and history to help ~~them~~ their business grow. They do not care that you are going to a meeting, or cannot find your way to a place. Companies only check up on ~~your~~ ^{consumer's} history to find out what their interests are and how to advertise their products so that they fit those interests. Needless to say, businesses are in it for the money, and they "invade ~~consumer's~~ privacy" to help profit and expand their company.

Moreover, the allowance to track consumer spending aids small businesses and helps them grow and succeed in the competitive business world today. EyeSee cameras in store mannequins allows stores to see the type of people that shop at their stores. The information that the cameras get allow marketing companies to "personally tailor the shopping experience to those coming in and out

of their stores" (Text 2, lines 5-6). By their perception of the customers, stores can change their approach to advertising their merchandise so that the buyers are more apt to spending. ~~They~~ Stores may also rearrange their departments to fit the desires of the ^{certain} type of people that shop there, (Text 2). ~~Eye See~~ Eye See mannequins will increase consumer spending, and ultimately profit small businesses.

Furthermore, Radio Frequency Information Devices (RFID) makes the lives of people easier and more simplistic. ~~These~~ RFID cuts out wasted time looking for change or money at toll booths or at the gas stations. Companies such as EZpass allow ~~per~~ drivers to breeze through toll booths without having to stop, get money out, and possibly wait for change. That is too slow in today's fast-paced world. Instead, RFID came up with this idea to speed up the time spent at the toll booth so that drivers can ~~get~~ get to their destination quicker and faster (Text 4). In addition, RFID is used at gas stations. At the pump, consumers can wave a ~~keychain~~ RFID keychain to pay for their gas instead of pulling out a credit card or cash. These key chains also benefit the gas company by increasing the amount of cars served in times of immense traffic (Text 4). Another way RFID helps the lives of others is by tracking lost or stolen items. The active RFID tags can search and find any item that was misplaced or stolen

from them (Text 4). Nevertheless, RFID betters the lives of individuals by no longer wasting their time and finding something that belongs to them.

Additionally, tracking consumer spending benefits the environment and people living on earth. RFID can track the life span of a coke can ~~and~~ which ^{then} can ~~pro~~ determine its whereabouts after the consumer drinks it. RFID can track whether the can was recycled or thrown out, and it can promote the use of recycling items such as cans instead of throwing them in garbage dumps (Text 3). Moreover, RFID cuts down on the amount of wasted food in America. By tracking consumer spending, ~~the~~ companies can more accurately meet the needs of supply and demand and cut down on the amount of food that was overproduced, (Text 4). In addition, RFID can identify certain objects that should not have been dumped in garbage dumps, and hopefully provide an easier way to sort these ~~a~~ items from appropriate trash.

Companies should track consumer spending because it will aid business, make easier lives, and improve the environment. Despite belief in the invasion of privacy, ~~the~~ looking at ~~one~~ buyers' history ~~helps~~ proves to help the people of today's world, and the future generations.

Anchor Level 5–A

The essay introduces a precise and insightful claim, as directed by the task (*Tracking consumer spending will help small businesses grow, make the lives of their buyers easier, and improve the environment*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*The companies may seem like they are invading their privacy, but they are simply finding better and more efficient ways to help their consumers and profit their business*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*EyeSee cameras ... allows stores to see the type of people that shop at their stores; stores can change their approach to advertising their merchandise; RFID cuts out wasted time looking for change or money at toll booths or at the gas stations*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*“personally tailor the shopping experience to those coming in and out of their stores”* (Text 2, lines 5–6)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by identifying three reasons why *companies should be permitted to have access to consumer’s spending* in an introductory paragraph, and then supporting each reason with specific examples from the text in three separate body paragraphs, and concluding with a reiteration of the initial claim while refuting the counterclaim (*Despite belief in the invasion of privacy, looking at buyers’ history proves to help the people of today’s world*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*By tracking consumer spending, companies can more accurately meet the needs of supply and demand and cut down on the amount of food that was overproduced*). The essay demonstrates control of conventions, exhibiting occasional errors (*consumer’s, cameras ... allows, ultimately profit*) only when using sophisticated language.

In most scenarios, consumers should not be tracked for the sole benefit of companies without permission. However, if the consumer does authorize its use by way of contract, companies should have every right to track them.

When people walk into stores to buy things they need, they do not expect to be watched in those stores solely for the things that they buy. People have known about security cameras for years, but those are high in the air, and primarily focused on keeping the store secure. With new technology such as the EyeSee camera and the widespread use of RFID ~~and~~ barcodes, information about consumers is now passed directly to companies and advertisers without permission.

(Excerpt 2, lines 3-6) The camera is installed in the eyes of mannequins and allows companies to see exactly what kind of people enter what store at what time. This, combined with RFID readers

(Excerpt 3) at entrances that have the ability to read state-issued ID cards, credit cards, and most product labels, allow companies to build databases about who buys their products the most and attempt to appeal to them. This complete invasion of privacy is instituted in a very public environment, and ~~is~~ ~~causing~~ many others, ^{including myself} are uneasy about this. In other places, like the Internet, tracking technology like cookies combined with social networking allows many kinds of businesses and groups to build consumer and participant databases without authorization.

The government is a large offender of this, particularly the Democratic and Republican parties during the 2012 election.

(Excerpt 2, lines 41-43) Privacy is becoming more of an issue, even in the supposed seclusion of one's own home. Businesses

need to practice consumer authorization of some sort.

Those who do practice consumer authorization, however, still get flack for tracking consumers—specifically, cell phone companies. Businesses like Verizon and T-Mobile actually do tell customers exactly what they are monitoring—data usage, GPS usage, and other various things—because they sell these things and want to make them more efficient and profitable. However, customers still complain about data monitoring, even when they should have read contracts that companies had sent them. (Excerpt I, lines 4-11) For those who complain that their bills are hard to decipher, a quick Google search should allow a user to read their contracts. Also, unlike retail stores and websites, cell phones are entirely optional, and if one company's policies are too invasive, there are many others. Cellphone companies rely on data monitoring, and since they tell customers what they are doing ahead of time, they should be allowed to. Consumers should understand how their technology works before they complain about how invasive it is, or even sign their name to a legal document to use it.

If privacy invasion is authorized by a consumer, businesses should be able to do so. In the much more prevalent case where consumers do NOT authorize corporate tracking, the technology should NOT be used, and the government needs to put a mandate on this. If the information regarding tracking is not shown to the public, tracking has no right to be instituted at all.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*In most scenarios, consumers should not be tracked for the sole benefit of companies without permission. However, if the consumer does authorize its use by way of contract, companies should have every right to track them*). The essay demonstrates a thorough analysis of the texts (*With new technology such as the EyeSee camera and the widespread use of RFIDs and barcodes and Consumers should understand how their technology works before they complain how invasive it is, or even sign their name to a legal document to use it*), as necessary to support the claim and to distinguish the claim from opposing claims. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*This, combined with RFID readers at entrances that have the ability to read State-issued ID cards, credit cards, and most product labels, allow companies to build databases about who buys their products the most and attempt to appeal to them*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Excerpt 2, lines 3–6*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by two supporting paragraphs which address both the claim and counter claim, using specific examples from the text (*In other places, like the Internet, tracking technology like cookies combined with social networking allows many kinds of businesses and groups to build consumer and participant databases without authorization*), and concluding with a strong reiteration of the introductory claim (*If the information regarding tracking is not shown to the public, tracking has no right to be instituted at all*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*In the much more prevalent case where consumers do NOT authorise corporate tracking, the technology should Not be used, and the government needs to put a mandate on this*). The essay demonstrates control of the conventions, exhibiting occasional errors (*consumer ... them and flac*) only when using sophisticated language.

Throughout the years, new innovations in technology have enabled companies to develop a system to monitor goods, consumers and other objects of concern. These systems may ~~be~~ monitoring ~~ing~~ ~~may include~~ cell phone usage, internet usage, the goods bought by consumers, or the places that people travel. In some cases this is seen as an invasion of privacy. However, ~~the~~ ~~it~~ during the majority of the time this new technology can be seen as a benefit to both the people and the companies affected.

These new innovations in technology have a large impact on people. For example, cell phone companies monitor information about the distribution and usage of their products. ~~One customer~~ This made one customer feel uneasy and take extra measures to ensure the safety of her information; but if she doesn't have anything to hide then why bother. Most of the data collected is done without the people knowing anyways. In text 1, line 18 it is shown how the monitoring of information is beneficial to the customer because they can then receive ads based off of the data collected. This is not an invasion of privacy because the customers are notified in one

way or another. This same idea is seen with internet usage as every single website visited collects some sort of information about the usage of their sites. The monitoring of internet usage is also beneficial as the people may receive coupons based upon the businesses you travel to (text 2, line 33). Most items ~~things that~~ are tracked ~~are~~ only if the consumer makes a conscious ^{decision} to use something such as a credit card. (text 3, line 56). Tracking devices such as RFID tags [Radio Frequency Information Device] may not be seen as a threat to privacy because the manufacturers have distinct rules to follow depending on where the tag is located. ~~Overall monitoring people devices are not an invasion of privacy and all of the benefits outweigh the drawbacks.~~ The RFID ~~tags~~ allow customers to gain knowledge of the items being purchased. (text 4, line 35) They also allow companies to track products and inform ~~customers~~ consumers about hazardous items and recalls. Overall monitoring devices are not an invasion of privacy and all of the benefits outweigh the drawbacks.

New innovations also have a great impact on companies. Sensors and hidden cameras can be used to monitor customers

within the stores. They can be used to collect information, monitor interests, and help change marketing depending on the data collected. ~~Companies should~~ (text 1, lines 20-21) Companies should^{also} be able to do this tracking because it helps the environment by ~~ens~~ creating a system that wastes less product. (text 4, ~~the~~ lines 50-51) Tracking and monitoring devices are convenient, ~~effie~~ efficient, and they help improve the functionality of ~~many~~ ~~many~~ many businesses and companies. These are all valid reasons as to why tracking of consumers' shopping should be allowed.

In conclusion, companies should be allowed to track ~~track~~ information about consumers and their buying habits as it is beneficial to all involved. The people may gain ads or coupons as a result of this and it may also help ensure their safety ~~against~~ against hazards. ~~The~~ New technology has increased the efficiency of businesses and companies and makes it so that minimal product is wasted. Overall, new methods of consumer tracking should not be ~~seen~~ considered intrusive.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*companies should be allowed to track information about consumers ... as it is beneficial to all involved*). The essay demonstrates a thorough analysis of the texts, as necessary to support the claim (*Throughout the years, new innovations in technology have enabled companies to develop a system to monitor goods, consumers and other objects of concern*) and to distinguish the claim from alternate or opposing claims (*In some cases this is seen as an invasion of privacy. However ... this new technology can be seen as a benefit to both the people and the companies effected*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Tracking devices such as RFID tags ... may not be seen as a threat to privacy because the manufacturers have distinct rules to follow*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 1, line 18 it is shown how*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the claim, then identifying the benefits of technology on consumers, followed by the benefits of technology on business, and concluding that *new technology has increased the efficiency of businesses and companies and ... should not be considered intrusive*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Overall, monitoring devices are not an invasion of privacy and all of the benefits outweigh the drawbacks*). The essay demonstrates partial control, exhibiting occasional errors (*effected* for “affected,” *recieve*, *convienient*, *effiency*) that do not hinder comprehension.

Companies should not be permitted to track consumers' shopping and other activities without their ~~per~~ consent. Without informing people of new tracking devices and methods and letting them decide, ~~people's privacy is invaded.~~ companies invade people's personal privacy. Although some people may argue that tracking systems help companies and individuals, doing so with ~~their~~ people's permission is not right.

When companies do not inform and ^{recognize} ~~get~~ the opinion of their consumers, people become oblivious, uneducated, and invaded. Most companies use tracking devices for personal and financial benefits. Cell phone companies track information ~~for personal reasons~~ in order to ~~the~~ target specific products that are most popular among buyers. ^(Text 2, lines 10-11) Similarly, many stores place cameras on their mannequins to pin point the most commonly sold items. ^(Text 2, lines 17-18) ~~There also~~ The Almax SpA mannequin company is working to add "ears" to mannequins to listen to people's comments about products. ^(Text 2, line 15). As a result of these selfish habits, companies invade people's privacy and make them oblivious and uneducated. People are unaware of the hidden cameras and audio devices and unaware that their cell phone companies can track what apps they have bought and where they have traveled. Unlike other tracking devices, RFID, ~~a~~ devices that track solid objects, are not used solely for selfish reasons. They still invade people's privacy, though. People are unaware that companies know their identities through the products they purchase ^(Text 3, lines 15-16). Cell phone companies, Facebook, Twitter, and most other websites track some information ~~and~~ about each person and store it away ^{Additionally, some companies take photos of people walking in their stores.} without their permission. ^(Text 2, lines 31-32) It is wrong to track people and the things they buy without their agreement.

Although some people may argue that companies' tracking can benefit ~~the world~~ society as a whole, I strongly believe that people would feel offended and invaded if they knew the ~~or~~ companies' tactics. Many people see the use of tracking devices as beneficial to the community environmentally, and ^{as} helpful to save time. Radio Frequency Information Devices are ^{most} efficient in toll collection systems (text 4, line 4) and when people need to locate lost or stolen items (text 4, line 15), but ultimately invade people's space and identity. They are efficient but only fair with the consent of the people using them.

Ultimately, companies should not be allowed to track ~~the~~ buyers' activity without their permission. Even though some ~~companies~~ ^{people} argue that tracking techniques benefit their businesses and their consumers, ~~invading~~ doing so without people's permission is simply an invasion of privacy.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*Companies should not be permitted to track consumers' shopping and other activities without their consent*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Although some people may argue that tracking systems help companies and individuals, doing so with people's permission is not right*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*People are unaware of the hidden camaras and audio devices and unaware that their cell phone companies can track what apps they have bought and where they have traveled*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 3, lines 15-16*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, one paragraph that supports the claim, one paragraph that addresses the counterclaim, and concludes with a reaffirmation of the original claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Most companies use tracking devices for personal and financial benefits*). The essay demonstrates control of the conventions, exhibiting occasional errors (*camaras, efficient but, buyers' activity ... their*) only when using sophisticated language.

Technology has made major improvements all over the world, However these improvements have made it much easier for companies to track consumers without their permission. In my opinion I believe the tracking of a customer's habits and observations is an invasion of privacy. I do not agree with modern companies today who believe tracking consumers is right. Modern day companies are always looking for a way to profit off the customer.

In Text 1 it is demonstrated how cell phone providers are invading customer privacy by monitoring every app you download, search or text you make, or drive by a store with your GPS still on (Lines 1-2). In my opinion it is strange to know that a company is tracking everything I do. Some customers have no idea they are being tracked and are shocked when they find out. I agree with Harrine Freeman in Line 16 when she also claims it is an invasion of privacy. According to Lines 9 - 10 in text 1 Details about your habits, age, and gender are all compiled and sold to third party companies. Third party companies would pay for this information because it could potentially impact them in a positive way.

People who do not want to be tracked have to go out of their way which can sometimes be

'inconvenient to some people (Line 22-23) Text 1.

Text 2 ~~talks~~ talks about how in some places you are being watched while you shop. In my opinion having mannequins observe you while you shop is creepy to consumers. Some people prefer not to be photographed without permission before hand. In Lines 14-16 of Text 2 it talks about improvements to the mannequins by adding ears to them. This is a bad idea because of all the potential information the mannequins can also hear if the customer is having a private conversation with someone they trust. You no longer have to be in front of a computer for your information to be tracked as it said in Lines 28-30 of Text 2.

In text 3 it tells how RFID tags can track everything you purchase and also monitor the products journey to see where it ends up (Lines 16-19). The RFID tags can also identify the person who bought each of these items. In my opinion this makes a person not trust companies that can not thrive without the support of its customers.

Lastley I believe tracking consumer habits is a major invasion of privacy which can result in consumer information being released to other companies. It can also cause a person not to feel safe whenever they buy something from a company that

does so. The major goal of a company is for a customer to buy its products but if a customer does not trust the company that can be hard.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*I believe the tracking of a customer's habits and observations is an invasion of privacy*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*I do not agree with modern companies today who believe tracking consumers is right. Modern day companies are always looking for a way to profit off the customer*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*According to Lines 9-10 in text 1 Details about your habits, age, and gender are all compiled and sold to third party companies*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*In Text 1 ... (Lines 1-2) and (Lines 22-23) Text 1*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that states the claim, three body paragraphs, each of which focuses on a separate text to support the claim, and concluding with a reaffirmation of the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Some customers have no idea they are being tracked and are shocked when they find out*). The essay demonstrates partial control, exhibiting occasional errors (*world, However these; opinion I; manniquinns; photografted; customer ... they; products but*) that do not hinder comprehension.

Should companies be allowed to track consumers' shopping or other preferences without their permission? Many people can see that companies monitoring them is a bit invasive, but it is beneficial in many ways. Companies should be allowed to track consumers' shopping or other preferences. It can benefit the company as well as the consumer and the environment. Everyone goes shopping and has cell phones these days so this issue has become important.

Many people feel that being tracked by companies without giving permission is very invasive of one's privacy. The fact that just by using a cell phone or GPS companies can find out where the person has been, how long they were there, how often they visit that place and so on. This idea shown in text one does not sit right with people. They believe it is an invasion of privacy and overall creepy. Although some people may feel this way many others realize that it can be a good thing and very beneficial in a lot of ways.

People who don't mind having their personal preferences monitored are helping themselves, companies and the environment. Text one is all about cell phones and how carriers' that track the data trail from each customer. It is said that "The information is predominantly used as a marketing tool so advertisers can target you with products or

services that you are more likely to use or want." Not only is this helping the company, but the consumer is getting what they want. It helps to get ads that are relevant to that particular person.

Another reason that companies should be allowed to track consumer preferences is because it helps the consumer shopping become highly personal and much easier. Text two tells about mannequins with cameras for eyes that allow storekeepers to keep track of the age, gender and race of all their customers. This would personally tailor the shopping experiences of those coming in and out of the stores.

Also companies should be allowed to track this information because it can benefit the environment. Texts 3 and 4 tell about Radio Frequency Identification Devices. These RFID's can be beneficial in many ways. They track food and drug purchases. If toxic things had been thrown out they can track where to make less pollution. This helps the environment.

Companies should be allowed to track consumer products.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*Companies should be allowed to track consumers' shopping or other preferences*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many people can see that companies monitoring them is a bit invasive, but it is beneficial in many ways*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*The fact that just by using a cell phone or GPS companies can find out where the person has been and Text two tells about mannequins with cameras for eyes that allow storekeepers to keep track ... of all their customers*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text one is all about, It is said that "The, Texts' 3 and 4 tell about*). The essay exhibits acceptable organization of ideas and information to create a coherent essay starting with an introductory paragraph that states the claim of companies being *allowed to track consumers'*, next stating the opposing argument, then providing three additional body paragraphs each supporting the claim, and concluding by restating the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*It can benefit the company as well as the consumer and the environment and It helps to get ads that are relevant to that particular person*). The essay demonstrates partial control, exhibiting occasional errors (*shopping, Although some people may feel this way many others, carriers', It is said that "The*) that do not hinder comprehension.

Companies tracking people can invade someone's personal privacy. ~~Tracking~~ Tracking can also be beneficial to people's lives. It can make a person's life easier and ~~can be~~ ^{can be} convenient. In text 2, text 3 and text 4 can prove this true.

In text 2 it states, "This information is then used to ~~tailor~~ personally tailor the shopping experience to those coming in and out of their stores." Company owners are using the data they gather to make their company better for the shoppers. The company owner will make their company fit the buyers so that ~~when~~ ^{when} the buyers can come back. This is a smart choice business owners use to make their companies ~~to~~ fulfill the customers desires.

In text 3, line 32, "...thereby simultaneously increasing efficiency and possibly reducing shoplifting." The Radio Frequency Information Device (RFID) is ~~also~~ even trying to improve the safety of the environment. RFID ~~is~~ wants to stop shoplifting, ~~and~~ by ~~trying~~ ^{trying} to make the ~~RFID~~ ^{RFID} scan the tags of the items ~~that~~ the ~~buyer~~ ^{customer} would like to purchase on their way exiting out the store. The ~~RFID~~ RFID is trying to make people's lives easier.

Finally in text 4 lines 20-23 ~~Merloni~~ merloni Elettrodomestici made a ~~new~~ washer machine that can read the tags on ~~it~~

the clothing. The washer machine washes the clothes ~~as~~ the tag says. This washer machine will make doing laundry easier. Everyone will want to get ~~this~~ the washer machine to make their life easier.

The ~~B~~ devices companies are using to gather information about the consumers are making the life's of consumers easier. Tracking can be creepy as said in text 1 line 13 but can benefit someone's life.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task stating that tracking *can make a person's life easier and can be convenient*. The essay demonstrates some analysis of the texts, connecting the idea that *company owners are using the data they gather to make their company better for the shoppers*, but insufficiently distinguishes the claim from alternate or opposing claims, only mentioning that *companies tracking people can invade someone's personal privacy*. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*This washer machine will make doing laundry easier*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 2 it states*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with a clearly stated introductory paragraph, three body paragraphs, and a conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*The company owner will make their company fit the buyers so that the buyers can come back*). The essay demonstrates partial control, exhibiting occasional errors (*beneficial, buissness, costumer ... their way*) that do not hinder comprehension.

Companies should be able to track consumers's shopping or other preferences without their permission. This debate has been argued many times. Many people say that it is ~~bad~~ because it helps the company while others say it takes away your privacy. I am going to tell you why it should be allowed.

Companies should be allowed to track consumers's shopping or preferences without their permission. In text 1 lines 2-3^{it} says, "Every time you download an app, search for a website, send a text, snap a QR code or drive to a store with your GPS on, you are being tracked by your cell phone company." In this quote it clearly says, "...with your GPS on," meaning it's the decision of the consumer to turn it on or off to either be tracked or prevent tracking. This shows that the reality is that you have the option and cannot consider it an invasion of privacy if you control that privacy. It's like trying to sue a movie theater for going to a movie you don't like when there was another one playing that you would have preferred seeing. I also think they should be allowed to track you because it helps society and the world be more conscious of consumer needs and wants. If companies only made what they thought they needed instead of finding out what the consumer needs and wants are, they wouldn't be successful. Being tracked seems like an invasion of privacy, but when you consider that it benefits companies in their production and consumers have the option of controlling it, then it can't be considered bad. Also, things we tend to do and use are not necessarily

ours to determine how companies use them to do business. If we're online and research ^{something} on Google, then it's Google's search engine to decide if they want to make it more usable to people and how they can do that. If we call someone on our cell phone, then the cell phone company should be able to determine who is using their network and how. Unless someone is a criminal and trying to hide something, there is no reason to be scared of tracking. In fact, lines 20-21 even indicate that companies even indicate that they track preferences ~~and how~~ and how the information is used," but critics say the notices are often hard to understand and written in fine print. "Who cares? The point is that it's still there in print and the user should be responsible for reading it. And if you don't feel okay with it, then don't use it.

Another example of how tracking can not only help a company, but can also help a consumer appears in the passage "Eye See You". In lines 7-10 of this passage it says, "a clothes introduced a children's line after the dummy showed that kids made up more than half its mid-afternoon traffic, prompting it to place Chinese-speaking staff members by the entrance." They basically put cameras in the mannequins to see who shops at their stores and made adjustments to meet their customers's needs. The makers of these mannequins also want to put microphones to hear what people say about the clothing. The companies want to succeed, so it's good for the company but ~~for~~ people also want

to be happy with their shopping experience. Anything the company can do to make this happen, even if it involves listening to what we say about their products can only benefit us as consumers. People often complain that they want their voices heard; this is one way to make that happen.

Companies should be able to track consumer's shopping or other preferences without their permission. It can only benefit the company, the consumer and make us happier.

Anchor Level 3–B

The essay introduces a precise claim, as directed by the task (*Companies should be able to track consumers's shopping or other preferences without their permissions ... because it helps society and the world be more conscious of consumer needs and wants*) and demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Being hacked seems like an invasion of privacy ... it can't be considered bad*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*In text 1 lines 2-3 it says ... meaning it's the decision of the consumer ... to either be tracked or prevent tracking and they basically put cameras in the mannequins ... to meet their customer's needs*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 1 lines 2-3 and lines 20-21*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that introduces the claim and addresses a counter claim (*it helps the company while others say it takes away your privacy*), one paragraph that focuses on the consumer's responsibility when dealing with tracking, one paragraph that explains the consumer and company benefits of tracking, and a conclusion that reiterates the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Unless someone is a criminal ... there is no reason to be scared of tracking*). The essay demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (*consumers's; on or off to either; to do and use are ... how companies use them; company, but; companies ... company*). The essay must be scored no higher than a Level 3 since it addresses fewer than the three texts required.

There are a lot of purchasing, phone apps, downloading and many more in the world we live today. Technology improves and help us everyday, ^{even} technology ~~have~~ ^{have} advance to a point were us the consumers can be track.

~~Should~~ Should Companies be allowed to track consumer's shopping or other preferences without their permission? I disagree, I don't believe in any company ~~that~~ ^{should} track ~~any~~ ^{any consumer} for anything.

In text 1 states "When you download an app, search for a website, send a text or drive by a store with your GPS on you are being track by your ~~cell~~ cell phone. This quote goes with my claim because as a consumer myself I wouldn't want to be wirelessly track, how could I feel safe when some company have my information.

In text 2 states "According to Washington Post, mannequins in some of the high end boutiques are now being outfitted with cameras that utilize facial ~~recognition~~ recognition technology." This quote goes with my claim because as a shopper I wouldn't want ~~my~~ my photo to be ~~taking~~ taken. In text 2 it states the reason why they want to have cameras, ~~is~~ ^{it's} to show the ~~store~~ store owners what's going in and out of their store so they can improve business ~~by~~ by age, gender, and ethnicity.

In text 3 states the use of [Radio frequency information Device] (RFID). This technology is an automatic identification System that identifies Objects, collects data and transmits information about the object through a tag. For example in text 3, ~~the~~ the Coca-Cola Company can have ~~the~~ ^{the} information of any can, to the purchase from the Store ^{up} to the garbage dump. RFID's can tell ~~us~~ the Companies what you bought, what you have in your house and its wrong, your house Shouldnt be monitor, your house ~~should be private~~ should always be consider a private Place.

Should Companies be allowed to track consumers Shopping or other preferences without their permission? I disagree I dont believe in any company should track any consumer for anything.

Anchor Level 3-C

The essay introduces a reasonable claim, as directed by the task (*I dont believe in any company should track any consumer for anything*). The essay demonstrates some analysis of the texts (*This quote goes with my claim because as a shopper I wouldnt want my photo to be taken*), but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*For example in text 3, the Coca-Cola Company can have the information of any can, to the purchase from the store even to the garbage dump*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by not including line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay which includes an introduction, three body paragraphs, and a brief concluding paragraph that restates the claim (*I disagree I dont believe in any company should track any consumer for anything*). The essay establishes but fails to maintain a formal style (*how could I feel safe when some company have my information*), using primarily basic language and structure. The essay demonstrates a lack of control, exhibiting frequent errors (*purchaseing, us the consumers, dont, wouldnt, some company have my information, enithicy, should always be consider*) that make comprehension difficult.

Companies in today's society should be able to track consumers' shoppings or other preferences, without their permission to a degree. For the company and also the consumers' safety. They should be able to do stuff like putting up a camera up in the store but don't you think today's technology is taking it way too far?

Almost everyone has smartphones in today's society; it makes everything a lot easier — but are they sure of the consequences. Everytime you download an app, search for a website, send a text, snap a QR code, or drive by a store with your GPS on, you are being tracked by your cell phone company (text lines 1-3). If you want to go shopping, you have to look out for those mannequins because they have facial recognition technology. They claim that it's for the consumers' benefits, so it's easier to track what you like — what happened to actually talking to the shoppers, having a face-to-face talk?

Anchor Level 2–A

The essay introduces a claim (*For the company and also the consumers' safety. They should be able to do stuff like putting up a camera up in the store but don't you think today's technology is taking it way too far*). The essay demonstrates unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*Companies in today's society should be able to track consumers' shoppings or other preferences, without their permission to a degree*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*If you want to go shopping, you have to look out for those mannequins because they have facial recognition technology*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by citing correctly only one text and alluding to a second text. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by using an introductory paragraph and one other paragraph that ends abruptly. The essay lacks a formal style (*They should be able to do stuff and what happened to actually talking to the shoppers, having a face to face talk*), using some language that is imprecise. The essay demonstrates a lack of control, exhibiting frequent errors (*today's, without their permission to a degree, camra, its for "it's," benefits*) that make comprehension difficult.

As explained in text 1 Cell Phone companys are tracking where people go through use of GPS. I feel uncomfertible to know my Cell Phone company know where I am at all times I want to have a private life.

Companys also know who is coming into there stores through the use of maniqins with camras. I feel this is invasion of privacy because I would not want a store to know who I am or what I look like.

Companys also invade peoples privacy through RFID's. They can know who you are through RFID's and that isn't fair

Anchor Level 2–B

The essay introduces a claim (*I feel uncomfertible to know my Cell Phone company know where I am at all times*). The essay demonstrates an unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*I feel this is invasion of privacy because I would not want a store to know who I am or what I look like*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*companys also know who is coming into there stores through the use of maniqins with camras* and *They can know who you are through RFID's and that isn't fair*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes or paraphrased material by not including line numbers (*As explained in text 1*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by introducing a claim about being tracked by companies, then stating how a company uses *maniqins with camras* to invade a person's privacy and concluding by briefly mentioning RFID's as an invasion of privacy but offering no explanation. The essay lacks a formal style, using some language that is imprecise (*I want to have a private life*). The essay demonstrates a lack of control, exhibiting frequent errors (*Cell Phone company, maniqins, peoples, RFID's*) that make comprehension difficult.

I have read each of these articles so I can argue this. These major companies do spy on us every single day. Every day we turn on our cell phone's, cars, computers, ipods, etc... We are being watched. Just reading these excerpts makes me a paranoid and now I feel like I need to be more careful. The question is though, is it right for companies to do this? The answer to this question in my honest opinion, is yes. I say yes for one reason and one reason alone, National Security.

For reasons that may invade privacy, companies do have the right to follow your internet footprint. They have special devices out there in cell phone cameras, coffee shop wifi systems, any where that has an electronic connection through the internet is constantly following people, but I feel it's necessary. "It doesn't seem creepy that companies are collecting all this information about consumers" (Text 1), this person is right. It's a dog eat dog world and as long as that's all the companies are doing it's ok. Collecting all this info can also separate the good from the bad. That's what I think and you can choose to accept or resist but if it's for the greater good than I'm cool with it.

Anchor Level 2–C

The essay introduces a claim that *I say yes for one reason and one reason alone, National Security*. The essay demonstrates unclear analysis of the texts (*Collecting all this info can also separate the good from the bad*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts citing one direct quote by text number [*“It doesn’t seem creepy that companies are collecting all this information about consumers” (Text 1)*]. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, introducing a claim (*The question is though, is it right for companies to do this? The answer ... is yes*) that is not supported with text evidence, and concluding with an opinion (*That’s what I think and you can choose to accept or ressit*). The essay lacks a formal style, using some language that is inappropriate (*dog eat dog world* and *i’m cool with it*). The essay demonstrates a lack of control, exhibiting frequent errors (*etc ... we; opinion, is; doing it’s; sepaerate; ressit; i’m*) that make comprehension difficult.

Companies should be allowed to track consumers shopping or other preferences. If someone make a suspicious purchase, then companies should be allowed to track their merchandise. However, if the companies are tracking merchandise without any suspicion then companies should not be allowed to track their merchandise. It's all about whether the purchase raises reasonable suspicion.

According to Text 3, There is a device called RFID which is an abbreviation for Radio Frequency information Device. It is a technology that is used as an identification system that identifies objects, collects data, and transmits information about the object when it's tagged.

Anchor Level 1-A

The essay introduces a claim (*Companies should be allowed to track consumers shopping or other preferences*) but does not demonstrate analysis of the texts. The essay presents little evidence from the texts and makes reference to one text only (*According to Text 3*). The essay exhibits little organization of ideas and information including a second paragraph primarily copied or paraphrased from Text 3. The essay is minimal, making assessment of conventions unreliable.

According to Passage 1
IS ABOUT HOW the technology
are changing Everytime we
Download A APP In Our Phone
They send A text Messege. telling
What IS the APP About.
Snap a QR Code or drive by a
Place with your GPS ON, people
can know where you are Driving
and where you are Located

Anchor Level 1-B

The essay does not introduce a claim or demonstrate analysis of the texts. The essay presents little evidence from the text, only citing Passage I (*According to Passage I Is About How*). The essay exhibits little organization of ideas and information. The essay is minimal, making assessment of the conventions unreliable.

If someone from a thousand years ago were ~~asked~~ told that someday, there would be great technology that could track ~~the~~^{their} every move, they most likely would disagree and possibly feel disgusted. With more and more technology, ^{created} companies find more ability to become involved in a consumer's everyday life ~~lives~~. Although tracking consumers can sometimes be beneficial, limitations on the ~~company's~~ company's behavior should be brought forth.

Every citizen has the right to their own privacy. Being tracked by certain companies ~~and~~ is a violation of their rights as a citizen. Everyone has the right to know when they are being watched. For example, Text 2 discusses a new technological mannequin called EyeSee that ~~has~~^{has} a camera placed inside to watch each shopper. If a store decides to use the EyeSee, ~~then~~ the customer ~~s~~ should be notified at the entrance. If a customer is not notified, the store is invading that person's privacy, and not allowing consent.

Also, with new tracking devices, companies have the information to sell to other companies who are curious of each consumer. For example, Text 1, lines 9-10 discuss the ability of a company to sell "~~data~~ details about your habits, your age and gender."

to third parties. This kind of violation should be illegal. If every consumer is being observed by one company, they are being observed by many. The details of a consumer's everyday life and habits are being sent all over the world, to places the consumer may have no idea about. Companies are beginning to feel comfortable with the idea of taking consumers' rights to privacy.

Although the privacy of a consumer shouldn't be violated without their consent, tracking can sometimes be beneficial. With limitations of course. Consumers should be allowed to track if they decide to. If a company asks permission, the tracking of the use of a device, such as a cellphone, can often be helpful in certain situations. If a person were to be involved in a car accident, the cellphone company could be able to track whether or not the cause was because of a text. Also, companies may want to track phones to see which apps are most popular. As long as the consumer agrees, companies should be allowed to track evidence of issues that could be harmful to an environment, as discussed in

Text 4. If a consumer decided to sign up for an account that would speed up the gas pumping process, this would be more accepted by consumer's as well. Sometimes the use of greater technology can be beneficial with the consent of the consumer.

The greater the technology becomes, the less privacy a consumer owns. The use of technology should observe, with consent, consumers as a whole, and not individually. Individual observation could lead to harassment of a consumer. A consumer should be alerted when being observed or asked for consent. A company does not have the right to track a consumer's shopping or preferences without permission.

Even though it might be seen as an invasion of privacy, the government has the people's best interest in mind when it comes to tracking citizens through the internet, the stores they go to, and even tracking through the food they eat. For example, phone companies spy on consumers to study what they want in a phone, and clothing companies spy on the customers that frequently shop there to obtain more appeal. Contrary to popular belief, invading someone's privacy is wrong if not for the right reasons.

As obvious as it seems, phone companies spy on those who purchased their products. Why? The obvious reason is more money. According to text 1 (*Cell phone carrier marketing techniques: An invasion of privacy?*), "Data trail is worth big money to companies" (line 8) because with the information gathered, the companies can produce products that appeal to those they are spying on. Even though it seems very shady to spy on people's history, if they didn't we wouldn't have the smartphones we have now because I guarantee that the new applications smartphones have come from the idea or wishes of an individual.

Tracking Consumers' purchases and movements is beneficial to both the manufacturer and the consumer. By tracking the consumer's movements, the manufacturer is able to greatly enhance the consumer's experience shopping. They are able to satisfy the customer more completely, reduce possible waste, and even protect the consumer.

How does tracking a consumer provide more customer satisfaction? The manufacturer can collect data and find ways to improve their stock. For example, one clothing store was able to add a line of children's clothes after using an EyeSee mannequin to determine the amount of children frequenting his store (text 2, lines 7-8). This surely made the children's parents' day much ~~easier~~ easier, because now they only need to shop in one store instead of two. In addition to this ^{the consumers} ~~good~~ data can be used to target ^{the consumer} ~~people~~ with products useful to ^{him or her} ~~people~~ (text 1, lines 10-11). For example, some businesses use facial recognition to send ^{the consumer} ~~people~~ coupons so that ^{he or she} ~~people~~ can save money, if ^{he or she} ~~people~~ ^{had} ~~signed~~ signed up (text 2, lines 31-33).

This same data can also be used to protect the consumer. The use of RFIDs allows the manufacturer to determine whether the consumer has purchased a product that has since then been recalled. By ~~contacting~~ contacting the consumer to assure that he or she knows of the recall, the manufacture is able to possibly protect the consumer from harm. Similarly, these RFIDs can be used much more subtly in order to prevent the failure of critical aircraft components, monitor patients, and manage live stock (text 3, lines 24-27). All of this goes a long way in saving lives.

On a larger scale, the monitoring of consumer movements goes a long way in reducing the waste of our landfills. For example, manufacturers will be better able to match supply with demand, thereby producing less excess (text 4, lines 44-47).

Monitoring RFID also helps to reduce toxic waste. Trash can be sorted through without human aid, and toxic materials, such as batteries, extracted (text 4, lines 50-51).

Altogether, this so-called "invasion of privacy" is simply another way to benefit consumers. Despite its bad

reputation, consumer tracking is not hazardous, but a pathway to ease the consumer's life and benefit his or her environment. It saves the consumer time and money and sometimes even lives.

Companies should not be allowed to look into your account without confirmation. There are pros and cons to this topic but the cons are worse. Every time you download an app, search for a website, send a text or drive by as shown with your GPS on you are being tracked by your cell phone company. Your data trail is worth big money for your cell phone company. Even all the major cell phone carriers admit to collecting information about its customers. Cell phone companies do notify customers about the data they collect, but say the notices are often too hard to understand and are written in print. Barney Reisman from Electronic Frontier Foundation disagrees with the fact that it is OK to let the government ~~to~~ track us. He quotes "This is something that customers are automatically opted into." But that's not the only thing they are tracking us with. In stores they have an Eye See mannequins. They are mannequins with a small camera embedded in their eye ~~to~~ store keepers have them to keep track of age, gender, and race of all their customers. They were invented by Almax SpA, an Italian mannequin maker. He sells them for 5,072 dollars. But store keepers like them because they're the perfect tool, able to sit ~~at~~ innocently at store entrances, and

windows, leaving shoppers oblivious to these hidden cameras. But even most the time you've been tracked without knowing it. Most websites have Facebook and Twitter buttons so you can "like" the page. But you honestly don't even have to "like" the page for them to know you were looking at it. Romney and Obama campaigned followed many voters across the US by installing cookies into their computers to view their websites and who they were voting for. There are also RFID's ~~Radio~~ [Radio Frequency Information Device] it automatically identifies objects, collects data and send information through a "tag" In essence, RFID's are wireless bar codes. They are unlike typical barcodes, they each come with a unique identification. This is another method that makes it easier for the government to track you down. So say you bought a can of Coke-a-Cola. That data base would contain tracking details from the moment the can is manufactured through its processing at the garbage dump. It shows the birth and death of a Coke can, the RFID ~~can~~ tag would tell where and when the Coke can was purchased send it to the company. With that identification the Coke company would take your card number and figure out who exactly you are. It's crazy to think how much one little card could show the world about you.

No because according to the bill of rights unreasonable searches and seizures are unconstitutional. But the states are delegated rights that are not written in the constitution so it is legal but that doesn't make it right. In assuming the only reason businesses would like to track ~~more~~ consumer spending without even reading the passage is to see what people are most in buying and how they improve their sales. But because of technology people have no privacy anymore you think you can buy a loaf of bread in peace without being analyzed or judged.

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 2

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

Practice Paper C – Score Level 5

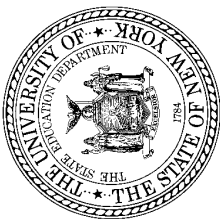
Holistically, this essay best fits the criteria for Level 5.

Practice Paper D – Score Level 3

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

Practice Paper E – Score Level 1

Holistically, this essay best fits the criteria for Level 1.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)
Part 3 Rubric

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-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
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-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
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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

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

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

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

Anchor Paper Level 4-A

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

The tone of the given passage in which the speaker analyzes the government of the United States and its limitations to voting can be described as critical and persuasive. She seems quietly outraged by the fact that women do not have the right to vote but she controls her emotions in order to persuade her audience to support women's suffrage. In the opening paragraph, the speaker's tone is judgemental when referring to the way the United States describes its government and she states that if we don't have the republic we claim to have, "we ought not to pretend that we have it" (line 2-3). She proves that since half the population, women, do not have the right to vote, then the United States is definitely not a Republic! The speaker condemns the government for asserting that it represents ~~All~~ people. She criticizes the government-men that allow ignorant males to vote yet that same government is horrified that some ignorant females may vote. She is saying isn't ignorance ignorance, regardless? By using such a critical and condemning tone, the speaker shows two clear reasons why it is utterly ridiculous to keep women from voting!

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

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

Anchor Level 4-B

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

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

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

Anchor Level 3-A

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

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

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

Anchor Level 3–B

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

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

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

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

Anchor Level 3–C

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

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

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

Anchor Level 2-A

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

One main idea developed by the author was to stress the United States government and our importance. As citizens we have to understand our role in America. For example, the author states how important of a date November 2nd is. November 2nd is the voting day for Americans, being a true American citizen consist of getting out to vote. The author often goes back on history to show how far America has come or what exactly something means. For example one historical event that is reflected on is women's right to vote. Although America has been down at points, it continues to develop and be inspired for the better of its people.

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

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

Anchor Level 2–B

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

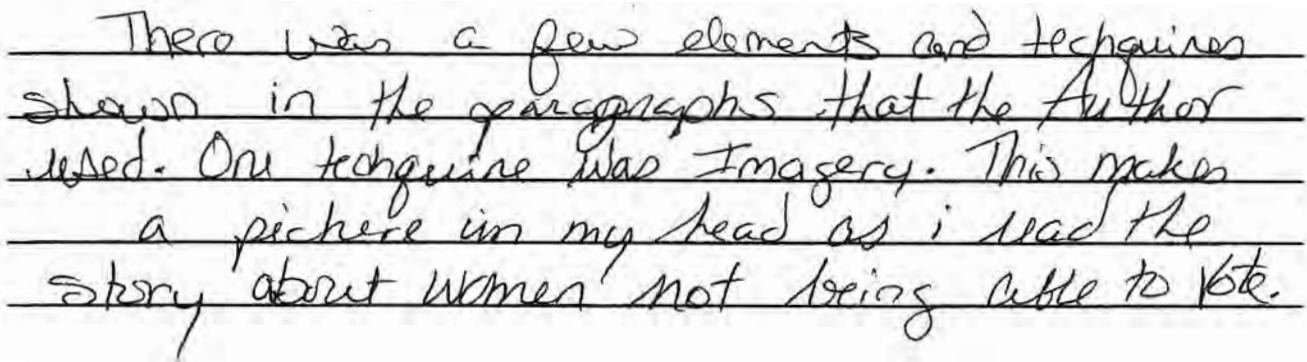
The United States government has been changing throughout our entire life time. They've been changing how we do things, when we do things, and how we do things. However, change does happen with voting ages and how the representatives of the United States get chosen.

Some people believe race and sex can be controlled and how it's depicted through governmental decisions. Everyone's equal and should be allowed to vote. Irony is shown in this work of literature. It ~~shows~~ tells you how to be 21 to vote, now a days you have to be 18. It also states the people shouldn't have a say in who represents them, and how we do. Women were also criticised in when they vote, saying how ignorant and less ~~sm~~ intellectual they are, recently we almost had a female president.

The United States have changed there views on a person's worth and value. Now women can vote, black people can vote, and 18 year olds can vote. Decisions made in a place where you live, you should have a say in. Some changes may be for the best and may be for the worst, we just know change is there.

Anchor Level 2–C

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



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

Anchor Level 1–A

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

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

Anchor Level 1–B

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

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

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

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

meets of a claim to suffrage as men do.

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

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

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

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

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

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

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

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

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

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 1

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

Practice Paper C – Score Level 3

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

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 0

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

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

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

The *Chart for Determining the Final Examination Score for the June 2014 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, June 26, 2014.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts (Common Core) – June 2014

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

(Use for the June 2014 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	60	2
55	98	5	26	58	2
54	96	5	25	55	2
53	95	5	24	52	1
52	93	5	23	49	1
51	92	5	22	46	1
50	91	5	21	43	1
49	90	5	20	40	1
48	89	5	19	37	1
47	88	5	18	34	1
46	87	5	17	31	1
45	87	5	16	28	1
44	86	5	15	25	1
43	85	5	14	22	1
42	84	4	13	19	1
41	83	4	12	16	1
40	82	4	11	13	1
39	81	4	10	10	1
38	80	4	9	9	1
37	79	4	8	8	1
36	78	3	7	7	1
35	76	3	6	6	1
34	75	3	5	5	1
33	73	3	4	4	1
32	71	3	3	3	1
31	69	3	2	2	1
30	67	3	1	1	1
29	65	3	0	0	1
28	63	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 (Common Core).

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)* found at: <http://www.p12.nysed.gov/assessment/hsgen/2014/541cce-14.pdf>.