

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Thursday, August 18, 2016 — 12:30 to 3:30 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

...Three years in London had not changed Richard, although it had changed the way he perceived the city. Richard had originally imagined London as a gray city, even a black city, from pictures he had seen, and he was surprised to find it filled with color. It was a city of red brick and white stone, red buses and large black taxis, bright red mailboxes and green grassy parks and cemeteries. ...

Two thousand years before, London had been a little Celtic village on the north shore of the Thames, which the Romans had encountered, then settled in. London had grown, slowly, until, roughly a thousand years later, it met the tiny Royal City of Westminster immediately to the west, and, once London Bridge had been built, London touched the town of Southwark directly across the river; and it continued to grow, fields and woods and marshland slowly vanishing beneath the flourishing town, and it continued to expand, encountering other little villages and hamlets as it grew, like Whitechapel and Deptford to the east, Hammersmith and Shepherd's Bush to the west, Camden and Islington in the north, Battersea and Lambeth across the Thames to the south, absorbing all of them, just as a pool of mercury encounters and incorporates smaller beads of mercury, leaving only their names behind.

London grew into something huge and contradictory. It was a good place, and a fine city, but there is a price to be paid for all good places, and a price that all good places have to pay.

After a while, Richard found himself taking London for granted; in time, he began to pride himself on having visited none of the sights of London (except for the Tower of London, when his Aunt Maude came down to the city for a weekend, and Richard found himself her reluctant escort).

But Jessica changed all that. Richard found himself, on otherwise sensible weekends, accompanying her to places like the National Gallery and the Tate Gallery, where he learned that walking around museums too long hurts your feet, that the great art treasures of the world all blur into each other after a while, and that it is almost beyond the human capacity for belief to accept how much museum cafeterias will brazenly charge for a slice of cake and a cup of tea. ...

Richard had been awed by Jessica, who was beautiful, and often quite funny, and was certainly going somewhere. And Jessica saw in Richard an enormous amount of potential, which, properly harnessed by the right woman, would have made him the perfect matrimonial accessory. If only he were a little more focused, she would murmur to herself, and so she gave him books with titles like *Dress for Success* and *A Hundred and Twenty-Five Habits of Successful Men*, and books on how to run a business like a military campaign, and Richard always said thank you, and always intended to read them. In Harvey Nichols's men's fashion department she would pick out for him the kinds of clothes she thought that he should wear—and he wore them, during the week, anyway; and, a year to the day after their first encounter, she told him she thought it was time that they went shopping for an engagement ring.

“Why do you go out with her?” asked Gary, in Corporate Accounts, eighteen months later. “She’s terrifying.”

Richard shook his head. “She’s really sweet, once you get to know her.”

45 Gary put down the plastic troll doll he had picked up from Richard’s desk. “I’m surprised she still lets you play with these.” ...

It was a Friday afternoon. Richard had noticed that events were cowards: they didn’t occur singly, but instead they would run in packs and leap out at him all at once. Take this particular Friday, for example. It was, as Jessica had pointed out to him at least a dozen times in the last month, the most important day of his life. So it was unfortunate that, despite the Post-it note Richard had left on his fridge door at home, and the other Post-it note he had placed on the photograph of Jessica on his desk, he had forgotten about it completely and utterly.

50 Also, there was the Wandsworth report, which was overdue and taking up most of his head. Richard checked another row of figures; then he noticed that page 17 had vanished, and he set it up to print out again; and another page down, and he knew that if he were only left alone to finish it...if, miracle of miracles, the phone did not ring....It rang. He thumbed the speakerphone.

“Hello? Richard? The managing director needs to know when he’ll have the report.”

55 Richard looked at his watch. “Five minutes, Sylvia. It’s almost wrapped up. I just have to attach the P & L projection.”

“Thanks, Dick. I’ll come down for it.” Sylvia was, as she liked to explain, “the MD’s PA,” [Managing Director’s Personal Assistant] and she moved in an atmosphere of crisp efficiency. He thumbed the speakerphone off; it rang again, immediately. “Richard,” said the speaker, with Jessica’s voice, “it’s Jessica. You haven’t forgotten, have you?”

65 “Forgotten?” He tried to remember what he could have forgotten. He looked at Jessica’s photograph for inspiration and found all the inspiration he could have needed in the shape of a yellow Post-it note stuck to her forehead.

“Richard? Pick up the telephone.”

70 He picked up the phone, reading the Post-it note as he did so. “Sorry, Jess. No, I hadn’t forgotten. Seven P.M., at Ma Maison Italiano. Should I meet you there?”

“Jessica, Richard. Not Jess.” She paused for a moment. “After what happened last time? I don’t think so. You really could get lost in your own backyard, Richard.” ...

“I’ll meet you at your place,” said Jessica. “We can walk down together.”

“Right, Jess. Jessica—sorry.”

75 “You *have* confirmed our reservation, haven’t you, Richard.”

“Yes,” lied Richard earnestly. The other line on his phone had begun to ring. “Jessica, look, I...”

“Good,” said Jessica, and she broke the connection. He picked up the other line.

80 “Hi Dick. It’s me, Gary.” Gary sat a few desks down from Richard. He waved. “Are we still on for drinks? You said we could go over the Merstham account.”

“Get off the bloody phone, Gary. Of course we are.” Richard put down the phone. There was a telephone number at the bottom of the Post-it note; Richard had written the Post-it note to himself, several weeks earlier. And he *had* made the reservation: he was almost certain of that. But he had not confirmed it. He had kept meaning to, but there had been so much to do and Richard had known that there was plenty of time. But events run in packs...

Sylvia was now standing next to him. “Dick? The Wandsworth report?”

“Almost ready, Sylvia. Look, just hold on a sec, can you?”

90 He finished punching in the number, breathed a sigh of relief when somebody answered. “Ma Maison. Can I help you?”

“Yes,” said Richard. “A table for three, for tonight. I think I booked it. And if I did I’m confirming the reservation. And if I didn’t, I wondered if I could book it. Please.” No, they had no record of a table for tonight in the name of Mayhew. Or Stockton. Or Bartram— Jessica’s surname. And as for booking a table...

95 They had put down the phone.

“Richard?” said Sylvia. “The MD’s waiting.”

“Do you think,” asked Richard, “they’d give me a table if I phoned back and offered them extra money?” ...

—Neil Gaiman

excerpted and adapted from *Neverwhere*, 1997

Avon Books

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|---|---|-----------|--------------|-----------------|--------------|
| <p>1 The author most likely includes the description of London in lines 1 through 19 to</p> <ul style="list-style-type: none">(1) provide reasons for Richard’s dislike of the city(2) highlight opportunities for Richard’s career in the city(3) convey a sense of Richard’s frustration with the city(4) illustrate the nature of Richard’s life in the city <p>2 The figurative language used in line 15 reinforces the</p> <ul style="list-style-type: none">(1) growth of the city(2) problems with development(3) increase in isolation(4) history of the towns <p>3 The narrator uses lines 24 through 29 to help the reader understand Richard’s</p> <ul style="list-style-type: none">(1) continuous efforts to save money while on dates(2) willingness to tolerate undesirable situations to please others(3) overall acceptance of cultural experiences in the city(4) affection for newfound experiences when shared with others | <p>4 In the context of the text as a whole, which statement regarding lines 41 through 43 is true?</p> <ul style="list-style-type: none">(1) Gary is jealous of Richard because he has a girlfriend.(2) Gary has a moody temperament and hides his feelings.(3) Richard has a plan and wishes to keep it a secret.(4) Richard is in a state of denial regarding his relationship. <p>5 How do lines 46 and 47 contribute to the characterization of Richard?</p> <ul style="list-style-type: none">(1) by portraying him as inefficient at organizing his time(2) by indicating that he works well under pressure(3) by describing him as likely to succeed(4) by suggesting that he is unmotivated in his job <p>6 The narrator’s description of Sylvia as moving “in an atmosphere of crisp efficiency” (lines 62 and 63) presents a</p> <table border="0"><tr><td>(1) shift</td><td>(3) contrast</td></tr><tr><td>(2) possibility</td><td>(4) solution</td></tr></table> | (1) shift | (3) contrast | (2) possibility | (4) solution |
| (1) shift | (3) contrast | | | | |
| (2) possibility | (4) solution | | | | |

7 Lines 68 through 72 contribute to a central idea by highlighting Jessica's

- (1) domineering nature
- (2) compassionate side
- (3) lack of responsibility
- (4) sense of humor

8 The narrator's use of dialogue in lines 68 through 81 enhances a mood of

- (1) satisfaction
- (2) stress
- (3) confidence
- (4) remorse

9 Richard's question in lines 97 and 98 reveals his

- (1) subtle refinement
- (2) suppressed hostility
- (3) honest gratitude
- (4) quiet desperation

10 Which quote best reflects a central theme in the text?

- (1) "London grew into something huge and contradictory ... and a price that all good places have to pay." (lines 17 through 19)
- (2) "Richard checked another row of figures ... and he set it up to print out again;" (lines 54 and 55)
- (3) "Richard looked at his watch. 'Five minutes, Sylvia. It's almost wrapped up. I just have to attach the P & L projection.'" (lines 59 and 60)
- (4) "He finished punching in the number, breathed a sigh of relief when somebody answered. 'Ma Maison. Can I help you?'" (lines 89 and 90)

Reading Comprehension Passage B

We Are Many

Of the many men whom I am, whom we are,
I cannot settle on a single one.
They are lost to me under the cover of clothing.
They have departed for another city.

5 When everything seems to be set
to show me off as a man of intelligence,
the fool I keep concealed on my person
takes over my talk and occupies my mouth.

10 On other occasions, I am dozing in the midst
of people of some distinction,
and when I summon my courageous self,
a coward completely unknown to me
swaddles¹ my poor skeleton
in a thousand tiny reservations.

15 When a stately home bursts into flames,
instead of the fireman I summon,
an arsonist bursts on the scene,
and he is I. There is nothing I can do.
What must I do to distinguish myself?
20 How can I put myself together?

All the books I read
lionize² dazzling hero figures,
always brimming with self-assurance.
I die with envy of them;
25 and, in films where bullets fly on the wind,
I am left in envy of the cowboys,
left admiring even the horses.

But when I call upon my dashing being,
out comes the same old lazy self,
30 and so I never know just who I am,
nor how many I am, nor who we will be being.
I would like to be able to touch a bell
and call up my real self, the truly me,
because if I really need my proper self,
35 I must not allow myself to disappear.

¹swaddles — wraps

²lionize — glorify

While I am writing, I am far away;
and when I come back, I have already left.
I should like to see if the same thing happens
to other people as it does to me,
40 to see if as many people are as I am,
and if they seem the same way to themselves.
When this problem has been thoroughly explored,
I am going to school myself so well in things
that, when I try to explain my problems,
45 I shall speak, not of self, but of geography.

—Pablo Neruda
from *We Are Many*, 1970
translated by Alastair Reid
Grossman Publishers

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|--|--|--------------|-------------------|---------------|-----------------|
| <p>11 The overall purpose of the figurative language in lines 12 through 14 is to show the narrator's</p> <ul style="list-style-type: none">(1) contempt for self-reliance(2) desire for adventure(3) lack of self-confidence(4) jealousy of writers <p>12 A primary function of the questions in lines 19 and 20 is to</p> <ul style="list-style-type: none">(1) introduce the narrator's biases(2) challenge the narrator's beliefs(3) clarify the narrator's dilemma(4) explain the narrator's decision | <p>13 The contradictions presented throughout the poem serve to illustrate the relationship between</p> <ul style="list-style-type: none">(1) society's conflicts and the narrator's reaction(2) the narrator's sensibilities and his determination(3) society's expectations and the narrator's possibilities(4) the narrator's idealism and his reality <p>14 The solution proposed in lines 42 through 45 can best be described as</p> <table border="0"><tr><td>(1) balanced</td><td>(3) inappropriate</td></tr><tr><td>(2) universal</td><td>(4) unrealistic</td></tr></table> | (1) balanced | (3) inappropriate | (2) universal | (4) unrealistic |
| (1) balanced | (3) inappropriate | | | | |
| (2) universal | (4) unrealistic | | | | |
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Reading Comprehension Passage C

5 ...By natural design, dogs' ears have evolved to hear certain kinds of sounds. Happily, that set of sounds overlaps with those we can hear and produce: if we utter it, it will at least hit the eardrum of a nearby dog. Our auditory range is from 20 hertz to 20 kilohertz: from the lowest pitch on the longest organ pipe to an impossibly squeaky squeak. We spend most of our time straining to understand sounds between 100 hertz and 1 kilohertz, the range of any interesting speech going on in the vicinity. Dogs hear most of what we hear and then some. They can detect sounds up to 45 kilohertz, much higher than the hair cells of our ears bother to bend to. Hence the power of the dog whistle, a seemingly magical device that makes no apparent sound and yet perks the ears of dogs for blocks around. We call this sound "ultrasonic," since it's beyond our ken,¹ but it is within the sonic range for many animals in our local environment. Don't think for a moment that apart from the occasional dog whistle, the world is quiet for dogs up at those high registers. Even a typical room is pulsing with high frequencies, detectable by dogs constantly. Think your bedroom is quiet when you rise in the morning? The crystal resonator used in digital alarm clocks emits a never-ending alarm of high-frequency pulses audible to canine ears. Dogs can hear the navigational chirping of rats behind your walls and the bodily vibrations of termites within your walls. That compact fluorescent light you installed to save energy? You may not hear the hum, but your dog probably can.

20 The range of pitches we are most intent on are those used in speech. Dogs hear all sounds of speech, and are nearly as good as we are at detecting a change of pitch—relevant, say, for understanding statements, which end in a low pitch, versus questions, which in English end in a raised pitch: "Do you want to go for a walk(?)" With the question mark, this sentence is exciting to a dog with experience going on walks with humans. Without it, it is simply noise. Imagine the confusion generated by the recent growth of "up-talking," speech that ends every sentence with the sound of a question?

25 If dogs understand the stress and tones—the *prosody*—of speech, does this hint that they understand language? This is a natural but vexed² question. Since language use is one of the most glaring differences between the human animal and all other animals, it has been proposed as the ultimate, incomparable criterion for intelligence. This raises serious hackles³ in some animal researchers (not thought of as a hackled species, ironically), who have set about trying to demonstrate what linguistic ability animals have. Even those researchers who may agree that language is necessary for intelligence have nonetheless added reams of results to the growing pile of evidence of linguistic ability in non-human animals. All parties agree, though, that there has been no discovery of a humanlike language—a corpus⁴ of infinitely combinable words that often carry many definitions, with rules for combining words into meaningful sentences—in animals.

40 This is not to say that animals might not understand some of our language use, even if they don't produce it themselves. There are, for instance, many examples of animals taking advantage of the communicative system of nearby unrelated animal species. Monkeys can make use of nearby birds' warning calls of a nearby predator to themselves take protective action. Even an animal who deceives another animal by mimicry—which some snakes, moths, and even flies can do—is in some way using another species's [*sic*] language.

The research with dogs suggests that they do understand language—to a limited degree. On the one hand, to say that dogs understand *words* is a misnomer. Words exist in a

¹ken — recognition

²vexed — problematic

³raises serious hackles — arouses anger

⁴corpus — collection

45 language, which itself is product of a culture; dogs are participants in that culture on a very
different level. Their framework for understanding the application of the word is entirely
different. There is, no doubt, more to the words of their world than Gary Larson’s *Far Side*
comics suggest: eat, walk, and fetch. But he is on to something, insofar as these are
50 organizing elements of their interaction with us: we circumscribe the dog’s world to a small
set of activities. Working dogs seem miraculously responsive and focused compared to city
pets. It is not that they are innately more responsive or focused, but that their owners have
added to their vocabularies types of things to do.

One component in understanding a word is the ability to discriminate it from other
words. Given their sensitivity to the prosody of speech, dogs do not always excel at this.
55 Try asking your dog on one morning to *go for a walk*; on the next, ask if your dog wants to
snow forty locks in the same voice. If everything else remains the same, you’ll probably get
the same, affirmative reaction. The very first sounds of an utterance seem to be important
to dog perception, though, so changing the swallowed consonants for articulated ones and
the long vowels for short ones—*ma for a polk?*—might prompt the confusion merited by
60 this gibberish. Of course humans read meaning into prosody, too. English does not give the
prosody of speech syntactical leverage but it is still part of how we interpret “what has just
been said.”

If we were more sensitive to the *sound* of what we say to dogs, we might get better
responses from them. High-pitched sounds mean something different than low sounds;
65 rising sounds contrast with falling sounds. It is not accidental that we find ourselves cooing
to an infant in silly, giddy tones (called *motherese*)—and might greet a wagging dog with
similar baby talk. Infants can hear other speech sounds, but they are more interested in
motherese. Dogs, too, respond with alacrity⁵ to baby talk—partially because it distinguishes
speech that is directed *at* them from the rest of the continuous yammering above their
70 heads. Moreover, they will come more easily to high-pitched and repeated call requests
than to those at a lower pitch. What is the ecology behind this? High-pitched sounds are
naturally interesting to dogs: they might indicate the excitement of a tussle or the shrieking
of nearby injured prey. If a dog fails to respond to your reasonable suggestion that he come
right now, resist the urge to lower and sharpen your tone. It indicates your frame of mind—
75 and the punishment that might ensue for his prior uncooperativeness. Correspondingly,
it is easier to get a dog to *sit* on command to a longer, descending tone rather than repeated,
rising notes. Such a tone might be more likely to induce relaxation, or preparation for the
next command from their talky human. ...

—Alexandra Horowitz
excerpted from *Inside of a Dog*, 2010
Scribner

⁵alacrity — eagerness

- 15 Lines 1 through 11 introduce the central idea of the passage by
- (1) explaining how ear structure affects sound
 - (2) describing various frequencies dogs hear
 - (3) explaining various ways humans hear
 - (4) describing how dog whistle tones differ
- 16 Lines 19 through 22 best support the idea that
- (1) dogs cannot learn to obey human signals
 - (2) human actions are difficult for dogs to interpret
 - (3) humans can verbally communicate with dogs
 - (4) dogs can learn complex human language
- 17 Based on lines 19 through 25, humans can possibly confuse dogs by
- (1) speaking to dogs in a nonsense language
 - (2) giving dogs only direct commands
 - (3) making gestures when speaking to dogs
 - (4) altering the intonation of familiar words
- 18 Lines 26 through 29 illustrate that language use is an indicator of
- (1) higher-level thinking
 - (2) basic survival instinct
 - (3) increased emotional response
 - (4) problem-solving skills
- 19 In lines 33 through 36, the author states there is agreement that non-human animals cannot
- (1) master complicated directions
 - (2) duplicate human sound pitches
 - (3) create human sentence structures
 - (4) interpret foreign languages
- 20 The primary function of the examples in lines 38 through 42 is to show how some animals can
- (1) imitate behavior and sound
 - (2) foster community and diversity
 - (3) transform from prey to predator
 - (4) compromise freedom for safety
- 21 The author uses the term “gibberish” in line 60 to emphasize the
- (1) importance of word order
 - (2) complexity of spoken sounds
 - (3) relevance of hidden gestures
 - (4) necessity of voice and movement
- 22 Which sentence best restates a central idea in lines 57 through 65?
- (1) High-pitched sounds often cause dogs to become agitated.
 - (2) How we speak to dogs is more important than what we say.
 - (3) Dogs must learn to interpret human speech early in life.
 - (4) Dogs become distressed when they hear baby talk.
- 23 The author’s reference to “motherese” (line 66) helps to illustrate a connection between the
- (1) combinations of languages and the effects on listeners
 - (2) volume of speech and possible misperception
 - (3) importance of word choice and its impact on understanding
 - (4) styles of spoken communication and likely responses
- 24 The primary purpose of the text is to
- (1) explain a popular myth regarding dogs’ behavior
 - (2) promote a new method for working with dogs
 - (3) educate people about dogs’ experience with sound
 - (4) present an alternative to traditional dog training

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 19 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 the United States government create strict sugar regulations?

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

Guidelines:

Be sure to:

- Establish your claim regarding whether or not the United States government should create strict sugar regulations
- 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 – FDA Urged to Regulate Sugar in Drinks

Text 2 – Sugar Should Be Regulated As Toxin, Researchers Say

Text 3 – The Toxic Truth About Sugar

Text 4 – Sugar Taxes Are Unfair and Unhealthy

Text 1

FDA Urged to Regulate Sugar in Drinks

WASHINGTON — The US Food and Drug Administration [FDA] should regulate the amount of added sugars in soda and other sweetened beverages to reverse the obesity epidemic, a Washington-based nutrition activist group urged in a petition signed by Harvard School of Public Health researchers, the Boston Public Health Commission, and others.

5 “The FDA considers sugar to be a safe food at the recommended level of consumption, but Americans are consuming two to three times that much,” Michael Jacobson, executive director of the Center for Science in the Public Interest, which filed the petition, said at a press briefing on Wednesday. He added that the average American consumes 78 pounds of added sugars each year, mostly from high fructose corn syrup prevalent in sugary sodas, sports
10 drinks, and fruit punch. ...

Over the past half-century, Americans have dramatically increased their intake of sugary drinks, and research suggests this has contributed to the obesity epidemic and a rise in related diseases such as type 2 diabetes, heart disease, and a variety of cancers.

15 “The evidence is very robust that when we eat more sugar we gain weight and when we eat less, we lose weight,” said Dr. Walter Willett, chairman of nutrition at the Harvard School of Public Health, who also spoke at the briefing. “Each 12-ounce serving of soda a person consumes each day raises type 2 diabetes risk by 10 to 15 percent, and many Americans are consuming five or six servings.”

20 While the FDA has the authority to set limits on ingredients on its “generally recognized as safe” list, it has not done so for many of them, including table sugar and high fructose corn syrup.

Jeffrey Senger, former acting chief counsel of the FDA who is now a partner at the law firm Sidley Austin, said it is unlikely the agency would act to restrict sugar. “Any food, if it’s abused, can be unhealthy,” he said. “Sugar isn’t the same thing as arsenic. It’s not a food that’s inherently unsafe.” ...

25 She [FDA spokeswoman, Shelly Burgess] confirmed that the latest petition was received and would be reviewed by FDA officials, but added that the FDA was not aware of any evidence highlighting added safety risks from high fructose corn syrup compared with other sugars such as honey, table sugar, or molasses.

30 That suggests that the agency might have a hard time requiring Coke or Pepsi to limit their products to 10 grams of added sugar per serving — what many public health specialists recommend — without also requiring the same limits on cereal, baked goods, and other processed foods.

35 “To limit the amount of added sugars in beverages, the FDA would need to establish that there is enough scientific evidence to justify limiting these ingredients and to go through a rulemaking process that allows for public comment,” said Miriam Guggenheim, a partner in the food and beverage practice at Covington & Burling LLP in Washington, D.C.

Taking a firm position against government regulations to limit added sugars, the American Beverage Association, which represents soft drink manufacturers, pointed out in a statement on its website that companies have already made efforts to reduce sugar in sweetened beverages.

40 “Today about 45 percent of all non-alcoholic beverages purchased have zero calories,” the group said, “and the overall average number of calories per beverage serving is down 23 percent since 1998.” ...

45 About half of Americans consume sugary beverages on any given day, according to the latest data from the federal Centers for Disease Control and Prevention, and consumption of sugary beverages has increased among children and adults over the past 30 years.

—Deborah Kotz
excerpted and adapted from “FDA Urged to Regulate Sugar in Drinks”
<http://www.bostonglobe.com>, February 14, 2013

Text 2

Sugar Should Be Regulated As Toxin, Researchers Say

A spoonful of sugar might make the medicine go down. But it also makes blood pressure and cholesterol go up, along with your risk for liver failure, obesity, heart disease and diabetes.

Sugar and other sweeteners are, in fact, so toxic to the human body that they should be regulated as strictly as alcohol by governments worldwide, according to a commentary in the current issue of the journal *Nature* by researchers at the University of California, San Francisco (UCSF).

The researchers propose regulations such as taxing all foods and drinks that include added sugar, banning sales in or near schools and placing age limits on purchases.

Although the commentary might seem straight out of the *Journal of Ideas That Will Never Fly*, the researchers cite numerous studies and statistics to make their case that added sugar — or, more specifically, sucrose, an even mix of glucose and fructose found in high-fructose corn syrup and in table sugar made from sugar cane and sugar beets — has been as detrimental to society as alcohol and tobacco.

Sour words about sugar

...Many researchers are seeing sugar as not just “empty calories,” but rather a chemical that becomes toxic in excess. At issue is the fact that glucose from complex carbohydrates, such as whole grains, is safely metabolized by cells throughout the body, but the fructose element of sugar is metabolized primarily by the liver. This is where the trouble can begin — taxing the liver, causing fatty liver disease, and ultimately leading to insulin resistance, the underlying causes of obesity and diabetes.

Added sugar, more so than the fructose in fiber-rich fruit, hits the liver more directly and can cause more damage — in laboratory rodents, anyway. Some researchers, however, remained unconvinced of the evidence of sugar’s toxic effect on the human body at current consumption levels, as high as they are.

Economists to the rescue

[Robert] Lustig, a medical doctor in UCSF’s Department of Pediatrics, compares added sugar to tobacco and alcohol (coincidentally made from sugar) in that it is addictive, toxic and has a negative impact on society, thus meeting established public health criteria for regulation. Lustig advocates a consumer tax on any product with added sugar.

Among Lustig’s more radical proposals are to ban the sale of sugary drinks to children under age 17 and to tighten zoning laws for the sale of sugary beverages and snacks around schools and in low-income areas plagued by obesity, analogous to alcoholism and alcohol regulation.

Economists, however, debate as to whether a consumer tax — such as a soda tax proposed in many U.S. states — is the most effective means of curbing sugar consumption. Economists at Iowa State University led by John Beghin suggest taxing the sweetener itself at the manufacturer level, not the end product containing sugar.

This concept, published last year in the journal *Contemporary Economic Policy*, would give companies an incentive to add less sweetener to their products. After all, high-fructose corn syrup is ubiquitous¹ in food in part because it is so cheap and serves as a convenient substitute for more high-quality ingredients, such as fresher vegetables in processed foods.

¹ubiquitous — present everywhere

40 Some researchers argue that saturated fat, not sugar, is the root cause of obesity and chronic disease. Others argue that it is highly processed foods with simple carbohydrates. Still others argue that it is a lack of physical exercise. It could, of course, be a matter of all these issues.

—Christopher Wanjek
excerpted and adapted from “Sugar Should Be Regulated As Toxin, Researchers Say”
<http://www.livescience.com>, February 1, 2012

Text 3

The Toxic Truth About Sugar

...No Ordinary Commodity

In 2003, social psychologist Thomas Babor and his colleagues published a landmark book called *Alcohol: No Ordinary Commodity*, in which they established four criteria, now largely accepted by the public-health community, that justify the regulation of alcohol — unavailability (or pervasiveness throughout society), toxicity, potential for abuse and negative impact on society. Sugar meets the same criteria, and we believe that it similarly warrants some form of societal intervention.

First, consider unavailability. Evolutionarily, sugar as fruit was available to our ancestors for only a few months a year (at harvest time), or as honey, which was guarded by bees. But in recent years, sugar has been added to virtually every processed food, limiting consumer choice. Nature made sugar hard to get; man made it easy. In many parts of the world, people are consuming an average of more than 500 calories per day from added sugar alone.

Now, let's consider toxicity. A growing body of epidemiological and mechanistic¹ evidence argues that excessive sugar consumption affects human health beyond simply adding calories. Importantly, sugar induces all of the diseases associated with metabolic syndrome. This includes: hypertension (fructose increases uric acid, which raises blood pressure); high triglycerides and insulin resistance through synthesis of fat in the liver; diabetes from increased liver glucose production combined with insulin resistance; and the ageing process, caused by damage to lipids, proteins and DNA [deoxyribonucleic acid] through non-enzymatic binding of fructose to these molecules. It can also be argued that fructose exerts toxic effects on the liver similar to those of alcohol. This is no surprise, because alcohol is derived from the fermentation of sugar. Some early studies have also linked sugar consumption to human cancer and cognitive decline.

Sugar also has a clear potential for abuse. Like tobacco and alcohol, it acts on the brain to encourage subsequent intake. There are now numerous studies examining the dependence-producing properties of sugar in humans. Specifically, sugar dampens the suppression of the hormone ghrelin, which signals hunger to the brain. It also interferes with the normal transport and signalling of the hormone leptin, which helps to produce the feeling of satiety.² And it reduces dopamine signalling in the brain's reward centre, thereby decreasing the pleasure derived from food and compelling the individual to consume more.

Finally, consider the negative effects of sugar on society. Passive smoking and drink-driving fatalities provided strong arguments for tobacco and alcohol control, respectively. The long-term economic, health-care and human costs of metabolic syndrome place sugar overconsumption in the same category. The United States spends \$65 billion in lost productivity and \$150 billion on health-care resources annually for co-morbidities³ associated with metabolic syndrome. Seventy-five per cent of all US health-care dollars are now spent on treating these diseases and resultant disabilities. Because 75% of military applicants are now rejected for obesity-related reasons, the past three US surgeons general and the chairman of the US Joint Chiefs of Staff have declared obesity a “threat to national security”.

¹epidemiological and mechanistic — evidence based on the study of the causes, incidence, and treatment of diseases

²satiety — fullness

³co-morbidities — diseases that occur simultaneously

How to Intervene

How can we reduce sugar consumption?³ After all, sugar is natural. Sugar is a nutrient. Sugar is pleasure. So is alcohol, but in both cases, too much of a good thing is toxic. It may be helpful to look to the many generations of international experience with alcohol and tobacco to find models that work. So far, evidence shows that individually focused approaches, such as school-based interventions that teach children about diet and exercise, demonstrate little efficacy.⁴ Conversely, for both alcohol and tobacco, there is robust evidence that gentle ‘supply side’ control strategies which stop far short of all-out prohibition — taxation, distribution controls, age limits — lower both consumption of the product and accompanying health harms. Successful interventions all share a common end-point: curbing availability. ...

DEADLY EFFECT	
Excessive consumption of fructose can cause many of the same health problems as alcohol.	
Chronic ethanol exposure	Chronic fructose exposure
Hematologic disorders	
Electrolyte abnormalities	
Hypertension	Hypertension (uric acid)
Cardiac dilatation	
Cardiomyopathy	Myocardial infarction (dyslipidemia, insulin resistance)
Dyslipidemia	Dyslipidemia (de novo lipogenesis)
Pancreatitis	Pancreatitis (hypertriglyceridemia)
Obesity (insulin resistance)	Obesity (insulin resistance)
Malnutrition	Malnutrition (obesity)
Hepatic dysfunction (alcoholic steatohepatitis)	Hepatic dysfunction (non-alcoholic steatohepatitis)
Fetal alcohol syndrome	
Addiction	Habituation, if not addiction

The Possible Dream

Government-imposed regulations on the marketing of alcohol to young people have been quite effective, but there is no such approach to sugar-laden products. Even so, the city of San Francisco, California, recently instituted a ban on including toys with unhealthy meals such as some types of fast food. A limit — or, ideally, ban — on television commercials for products with added sugars could further protect children’s health. ...

Ultimately, food producers and distributors must reduce the amount of sugar added to foods. But sugar is cheap, sugar tastes good, and sugar sells, so companies have little incentive to change. Although one institution alone can’t turn this juggernaut⁵ around, the US Food

⁴efficacy — power to produce an effect

⁵juggernaut — powerful force

60 and Drug Administration could “set the table” for change. To start, it should consider removing
fructose from the Generally Regarded as Safe (GRAS) list, which allows food manufacturers
to add unlimited amounts to any food. Opponents will argue that other nutrients on the
GRAS list, such as iron and vitamins A and D, can also be toxic when over-consumed.
65 However, unlike sugar, these substances have no abuse potential. Removal from the GRAS
list would send a powerful signal to the European Food Safety Authority and the rest of the
world. ...

—Robert H. Lustig, Laura A. Schmidt, and Claire D. Brindis
excerpted and adapted from “The Toxic Truth About Sugar”
Nature, February 2, 2012

Text 4

Sugar Taxes Are Unfair and Unhealthy

If the regulatory discussion about sugar is going to be based on science, rather than science fiction, it needs to move beyond kicking the soda can.

Conventional wisdom says draconian¹ regulation—specifically, a high tax—on sugary drinks and snacks reduces unhealthy consumption, and thereby improves public health.

5 There are many reasons, however, why high sugar taxes are at best unsuccessful, and at worst economically and socially harmful.

Research finds that higher prices don't reduce soda consumption, for example. No scientific studies demonstrate a difference either in aggregate² soda consumption or in child and adolescent Body Mass Index [BMI] between the two thirds of states with soda taxes and those without such taxes.

10 The study that did find taxes might lead to a moderate reduction in soda consumption also found this had no effect on adolescent obesity, as the reduction was completely offset by increases in consumption of other calorific drinks.

Economic research finds sugar taxes are a futile instrument in influencing the behavior and habits of the overweight and the obese. Why do sugar taxes fail? Those consumers who strongly prefer unhealthy foods continue to eat and drink according to their individual preferences until such time as it becomes prohibitively expensive to do so.

Demand for food is largely insensitive to price. A 10 percent increase in price reduces consumption by less than 1 percent. Applied to soda, this means that to reduce consumption by 10 percent, the tax rate on sugary drinks would need to be 100 percent!

A sugar tax also has undesirable social and economic consequences. This tax is economically regressive, as a disproportionate share of the tax is paid by low earners, who pay a higher proportion of their incomes in sales tax and also consume a disproportionate share of sugary snacks and drinks.

25 Such taxes also have perverse, unintended consequences. Taxes on sugary snacks lead many consumers to replace the taxed food with equally unhealthy foods. Poorer consumers react to higher food prices not by changing their diets but by consuming even fewer healthy foods, such as fruits and vegetables, and eating more processed foods. For instance, taxes levied specifically on sugar content increase saturated fat consumption.

30 Sugar taxes have failed where they've been tried, and are unfair and unhealthy. Given that there's no compelling evidence they'll improve public health, we can't justify using the tax code to shape the sweetness of our dietary choices.

—Patrick Basham
excerpted and adapted from “Sugar Taxes Are Unfair and Unhealthy”
<http://www.usnews.com>, March 30, 2012

¹draconian — severe

²aggregate — total

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 21 and 22 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

...In the air now, I feel a new excitement, a slight surge of energy, a new light of a new dawn. This anticipation is like grass in the path of a distant approaching thunderstorm. I feel that the “spirit line” out of our complacencies in art has been drawn. A fresh expression of our passions, our joys and pains is in the making. A new generation of interpretations of our legends and stories, strengths and weaknesses as Navajo people are replacing the images of stoic¹ tribalism that so pervaded our recent art history. To paraphrase another artist, “realness instead of redness.” I feel as do other young fine artists of the northern reservation, that there is much potential for individual expression of beauty, of power, of mysteries to be created within the perimeter of our culture in this time. But what inspires us young Navajo artists to create these interpretations of our culture? What force drives us to seek fresher means of expression? We all have our reasons and means to do this. It may be money, it may be recognition or self-satisfaction. For me, it is a means of confronting myself, my fears and mysteries. A means of coming to terms with childhood phobias and a recognition of my strength and weaknesses in this day. In Navajo society, it is necessary to journey that road to self-discovery. To attain a spiritual growth, we will have to go beyond the world we retreat into. We must recognize and acknowledge this new high tech world, yet still maintain an identity. We must draw a line beyond which we don’t venture. Be able to compromise wisely and know how much to expose of ourselves. Know ourselves and our past, yet still have faith in the future. We are a segment of a society that has been thrust into the 20th century all within 30 years. We will not allow ourselves to become casualties in this collision of cultures. The art that we represent must be flexible and adaptable, like the nature of our grandfather, if it is to survive, lest we become brittle and blow away like shells of dry piñon nuts. The art that we represent, like the role of the medicine man of today, must help in creating a positive evolution into this new era for our people and those coming after us. It will scream of tomorrow, yet be dressed in the truth of our past. I believe this to be a collective therapy for us, for our culture and our art. ...

When I was around four years old, I traveled with my grandmother to the foot of the Sacred Mountain of the West. During this time, she told me many things. She told me that we are responsible in maintaining and nurturing a good identity with our grandparents every single day. Each day before the sun rises, we should greet the new coming day with pollen and re-affirm our relationship with it. To a young piñon tree, we greet “*Yá’áhtééh shima’sáni*” (Hello, my grandmother); to a young juniper tree; “*Yá’áhtééh shí’cheii*” (hello, my grandfather). In this manner, we bring new light and life to our world. At this age I learned to feel, see and smell my world. I still associate lots of pieces of past experiences, painful and pleasant, to these subtleties. There are few things more pleasant than waking up in the morning to see dew on blades of grass, or to hear rolling of the thunder as dark clouds gather on spring days. To smell wet sand and hear the raindrops dancing on parched ground. The cornstalks weeping for joy. Forming figures from clay and feeling like a god. The soft crunching sound in the snow as I make my way home with a rabbit or two on moonlit winters [*sic*] night, or even being momentarily lost in a blizzard. To feel as a tumbleweed rolling across rough landscape, to see the last ray of sunlight hitting the mesa after an autumn day, light reflecting off a distant passing car makes me feel vulnerable and sad at times. These past feelings and experiences, associated with time and places, I regard as a reservoir of my inspiration.

¹stoic — calm and uncomplaining

45 Like most young Navajos my age, we spent many winter nights gathered around
our father, listening to stories passed down through generations. We sat in expectation as
we journeyed up from the womb of the Mother in creation stories. We sat mesmerized by
coyote stories. Laughing at his antics and frightened by his cruelties. We sat in awe as
50 First Man and First Woman brought forth life upon the Fourth World. We journey back
from the west, the home of Changing Woman, into the midst of the Four Sacred Mountains
after the creation of our clans. “Slayer of Enemies” and “Born for Water,” the hero and
savior of the fourth world, came alive for us these nights. I felt the pain of their fathers’
testing in the roaring fire of the hearth. Their war with the Monster Gods raged as the snow
storm dusted outside our door, snow sifting through the cracks of the door. Shadows
55 leaping on cribbed wall of the *hooghan*² brought to life the animal beings as the shoe game
was created. As the nights wore on, the youngest ones of us fell asleep where we sat.
My mother’s spindle scratching the floor set the tempo of these late night journeys...back.

60 From these sources I draw my inspirations. I am humbled by its beauty and strengthened
by its power. With great respect, I relive this in every creation, every all-night Blessingway
chant and every vision of glory upon this land. With good intentions, I recreate this in every
piece of art: intentions of preserving and passing on, intentions of sharing and inviting
all good-willed people for the sake of us as American Indians in general, as Navajos in
particular and the beauty of our culture. This culture through art, in whatever form,
however expressed, will endure. ...

—Shonto W. Begay
excerpted from “The View From The Mesa: A Source of Navajo Creativity”
Anii Ánáádaalyaa’Ígúí (Recent ones that are made), 1988
Wheelright Museum of the American Indian

²hooghan — traditional dwelling of the Navajo people

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ENGLISH LANGUAGE ARTS (Common Core)

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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 large-city scanning center. 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 4	6 3	11 3	15 2	20 1
2 1	7 1	12 3	16 3	21 2
3 2	8 2	13 4	17 4	22 2
4 4	9 4	14 2	18 1	23 4
5 1	10 1		19 3	24 3

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.

Sugar, or added sugars, ~~are~~ is a sweet commodity that can cause a myriad of physical complications when taken in excess. However, it is not necessary for the United States government to create strict sugar regulations. The saying goes that too much of a good thing can be a bad thing. In a similar way sugar is and can be a great thing when consumed in the proper way. In addition, despite all the claims to sugar being toxic, it is still regarded as generally safe for use. The people who advocate the placement of strict regulations on sugar may simply be refusing to admit that the issue lies with personal control, ~~instead~~ and instead laying ~~claims~~ claims to its inherent toxicity.

Sugar is not a substance that merits the placement of additional regulations and restrictions. In fact, sugar has not been shown to have any more potential risk than other sweeteners such as honey or molasses. Shelly Burgess, an FDA spokeswoman stated that, "... the FDA was not aware of any evidence highlighting added safety risks from high fructose corn syrup compared with other sugars such as honey, table ~~salt~~ sugar, or molasses." (Text 1 lines 26-28)

The FDA still regards ~~sugar~~ sugar as generally safe to use. ~~Text 4~~ Text 4 points out that, "No scientific studies demonstrate a difference either in aggregate soda consumption or in child and adolescent Body Mass Index..."² (Text 4 lines 8-9) (lines 8-9).

This ~~is~~ ^{disproves} through scientific evidence, or rather a lack thereof, that the amount of added sugars in a person's diet alter ~~the~~ ^{his/her} ~~body~~ physical state in terms of possibility of obesity or other diseases.

However, various people still lay claim to the notion of sugar being harmful and restrictions on sugar being necessary. These people argue that the consumption of these sugars can be, "taxing the liver, causing fatty liver disease, and ultimately leading to insulin resistance." (Text 2 line #18) These people clamor for "some form of societal intervention." (Text 3 line 6) They believe that sugar in itself is the cause of various diseases such as obesity and type 2 diabetes. Those who call upon restrictions on sugar even place ~~the~~ sugar consumption on the same level as drug or alcohol consumption; claiming it to be a danger to ~~all~~ all of American society.

Nonetheless, as Jeffrey Singer, a former ~~at~~ chief counsel of the FDA puts it, "... it is unlikely the agency would act to restrict sugar. 'Any food, if it is abused, can be unhealthy.' Sugar, like many other foods, ~~is~~ can only be considered dangerous and toxic when overconsumed. Even the fruits and vegetables that we are told are good for us can be a danger when overconsumed. Text #3 states "Opponents will argue that other nutrients on the GRAS list, such as iron and vitamins A and D, can also be toxic when over-consumed." (lines 61-62) It is up to people who consume the sugar to be mindful of the serving sizes that the FDA places on all packaged food and to be prepared for the consequences if they don't

adhere to said information. The grand multitude of diseases pointed out by those who wish to place restrictions on sugar can be explained by Text 2:

~~Some~~
"Some researchers argue that saturated fat, not sugar, is the root cause of obesity and chronic disease. Others argue that it is highly processed foods with simple carbohydrates. Still others argue that it is a lack of physical exercise. It could, of course, be a matter of all these issues." (Lines 39-42)
This means to say that sugar may not even be the reason for obesity or diabetes. Many other, even worse factors could contribute ~~for~~^{to} the overall epidemic.

~~By~~ Sugar is not a substance that ^{neither} deserves or merits restrictions. Sugar is a sweet, tasty delight that has shown no harm to the human body. Despite this, ~~some~~^{some} will tell of its dangerous consequences without realizing the issue lies, rather, in the American lifestyle, and the self-control of each individual person to consume products correctly.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*Sugar, or added sugars, is a sweet commodity that can cause a myriad of physical complications when taken in excess. However, it is not necessary for the United States government to create strict sugar regulations*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*The people who advocate the placement of strict regulations on sugar may simply be refusing to admit that the issue lies with personal control, and instead lay claims to its inherent toxicity*) and to distinguish the claim from alternate or opposing claims (*They believe that sugar in itself is the cause of various diseases such as obesity and type 2 diabetes. Those who call upon restrictions on sugar even place sugar consumption on the same level as drug or alcohol consumption and Sugar, like many other foods, can only be considered dangerous and toxic when overconsumed*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*In fact, sugar has not been shown to have any more potential risk than other sweeteners such as honey or molasses and The grand multitude of diseases pointed out by those who wish to place restrictions on sugar can be explained by Text 2 and It could, of course, be a matter of all these issues.*” (lines 39-42) *This means to say that sugar may not even be the reason for obesity or diabetes*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1 lines 26-28*) and *Text 3 states, ... (lines 61-62)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening that states the claim and references the counterclaim, three body paragraphs that discuss sugar’s inherent lack of threat by refuting the counterclaim and noting the *many other, even worse factors* that may contribute to people’s health issues, and a conclusion that offers a summative explanation (*Sugar is not a substance that neither deserves nor merits restrictions ... some still tell of its dangerous consequences without realizing the issue lies, rather, in the American lifestyle, and the self-control of each individual person to consume products correctly*). The essay establishes and maintains a formal style, using sophisticated language and structure (*It is up to people who consume the sugar to be mindful of the serving sizes that the FDA places on all packaged food and to be prepared for the consequences if they don’t adhere to said information*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language, although errors are present in the punctuation of citations [*resistance.*” (*Text 2 line 18*)].

Remember as a child when your parents would allow you that one cup of your favorite juice or one can of soda at dinner or special events? After that one allotted cup, you'd beg, plead and pine for more but they never seemed to give in. Soon you really learned to savor that one glass, you made it last. We never understood all those ludicrous rules that our parents enforced, but we should have thanked them, that once "ridiculous and pointless" rule ~~ended~~ ended up benefiting us. "It is now a fact that 'each 12-ounce ~~can~~ serving of soda a person consumes each day raises type 2 diabetes risk by 10 to 15 percent, and many Americans are consuming five or six servings.'" (Text 1, lines 16-18) Most US citizens are unaware of the amount of sugar they consume a day and it is the United States' duty to inform them as well as to create strict sugar regulations.

Sugar was made easily accessible by man, and because of this, humans are taking advantage and stocking products up with sugar. This has several disadvantages that companies either choose to ignore or are ignorant to. "Any food, if it is abused, can be unhealthy." (Text 1, lines 22-23) This is proven in the kid experiments researcher's ~~trial~~ ~~trial~~ conducted. "Added sugar, more so than the fructose in fiber-rich fruit, hits the liver more directly and can cause more damage." [Text 2, lines 20-21] "Researchers are seeing sugar as not just 'empty calories,' but rather a chemical that becomes toxic in excess." [Text 2, lines 14-15], meaning that if the government limits sugar intake, ~~they~~ ~~would~~ prevent ~~the~~ most, if ^{not}, sugar related ailments, injury, and organ problems. Sugar also causes many of the same health problems of alcohol. For example, hypertension, cardiomyopathy, dyslipidemia, pancreatitis, obesity, malnutrition, and the list goes on. [Text 3, graphic] Establishing a sugar limitation on companies would improve the health of a majority of

Americans and lengthen their lives.

Many might claim "higher prices don't reduce soda consumption" (Text 4, line 7) and "economic research finds sugar taxes are a futile instrument in influencing the behaviour and habits of the overweight and the obese." (Text 4, lines 14-15). This is ~~reasoning~~ that no matter how much ~~one may~~ ^{one may} consume sugary products, obesity will not be affected; products will still be bought and consumed. However, to counter this, others have considered directly taxing the companies instead of the consumers. "This concept... The idea of taxing the companies "would give companies an incentive to address ~~sweetener~~ ^{sweetener} in their products. After all, high-fructose corn syrup is ubiquitous in part because it's so cheap and serves as a convenient substitute for more high-quality ingredients, such as fresher vegetables in processed foods." (Text 3, lines 35-36) If companies are directly affected, they will have no other option but to eliminate a huge percentage of the sugar added to their products, in turn, removing a huge portion of the average sugar intake (500 empty, toxic calories) from civilians' diets.

In retrospect, the problems with sugar and our society began when companies ~~began~~ ^{started} to make it more accessible to us. From there, our drinks and foods were stocked with sugar and other additives to a toxic degree. From then on, America became addicted to sugar of all kinds, stretching our waist lines and putting us at a higher risk for dangers like type 2 diabetes, hepatic dysfunction, malnutrition, and more ~~dangers~~ ^{dangers} of health. Sugar has too much potential for abuse; Americans must be protected from themselves by having a government that ~~will~~ will restrict sugar content by establishing strict sugar rules and regulations. The government

must be the parent that refuses to give the child any more juice or soda for their protection, no matter how much they protest. Over time they will understand, as with any reform, sugar must be controlled for the livelihood of the United States and its citizens.

Anchor Level 6-B

The essay introduces a precise and insightful claim, as directed by the task (*Most US citizens are unaware of the amount of sugar they consume a day and it is the United States' duty to inform them as well as to create strict sugar regulations*). 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 (*This is reasoning that no matter how much one may tax sugary products, obesity will not be affected; products will still be bought and consumed. However, to counter this, others have considered directly taxing the companies instead of the consumers and If companies are directly affected, they will have no other option but to eliminate a huge percentage of the sugar added to their products*). The essay presents ideas fully and thoughtfully (*In retrospect, the problems with sugar and our society began when companies started to make it more accessible to us*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*"Researchers are seeing sugar as not just 'empty calories,' but rather a chemical that becomes toxic in excess"* [Text 2, lines 14-15], *meaning that if the government limits sugar intake, it could prevent most, if not all, sugar related diseases, injury and organ problems and From then on, America became addicted to sugar of all kinds, stretching our waist lines and putting us at a higher risk for dangers like type 2 diabetes, hepatic dysfunction, malnutrition, and more*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 16-18) and (Text 3, graphic)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that establishes the claim through the use of anecdotal and factual evidence, one body paragraph that addresses the negative consequences of the over-consumption of sugar and one that refutes a counterclaim by presenting the benefits of taxing companies in order to lessen the average sugar intake of consumers, and a conclusion that reiterates the claim (*Sugar has too much potential for abuse; Americans must be protected from themselves by having a government that will restrict sugar content by establishing strict sugar rules and regulations*). The essay establishes and maintains a formal style, using sophisticated language and structure by posing an opening scenario (*Remember as a child when your parents would allow you that one cup of your favorite juice or one can of soda at dinner or special events?*) that sets up the concluding analogy which serves to emphasize the main focus of the essay (*The government must be the parent that refuses to give the child any more juice or soda*). The essay demonstrates control of conventions, exhibiting occasional errors (*that one glass, you made; are ignorant to; unhealthy.*" (Text 1, lines 22-23) *This; problems of alcohol. For example; the child ... their protection; livelihood*) only when using sophisticated language.

Should the government create strict sugar regulations to protect its citizens from serious health problems? I definitely believe the US government has the responsibility to insure safe food for its people. It must regulate the production, labeling, and availability of sugary foods and drinks.

Critics of the claim say it's not sugar itself which create health risks but a person's decision to drink and eat sugar-heavy products. As Jeffrey Jensen states, "Sugar isn't the same thing as arsenic. It's not a food that's inherently unsafe" (Text 1, lines 23-24). In addition, an FDA spokeswoman placed sugar and high fructose corn^{syrup} in the same category as honey and molasses. Opponents of regulation therefore ^{place the} blame and ^{responsibility} on the people instead of the companies that produce these sweetened products.

However, recent scientific research shows just how dangerous sugar in any form is to a person's health; especially since the average person ^{in America} consumes 78 pounds of sugar in one year (Text 1, lines 8-9). Fructose "is metabolized primarily by the liver... taxing the liver, causing fatty liver disease, and ultimately leading to insulin resistance" (Text 2, lines 17-18). The graphic from Text 3 further illustrates the very serious damage that fructose intake creates: "hypertension, myocardial infarction, pancreatitis, obesity, malnutrition, hepatic dysfunction" and even possible addiction. As the number of potential ill effects of sugar consumption rises, the case for government regulation is strengthened. Since scientific research, such as that shown in Text 3, compares the effects of sugar consumption to alcohol and tobacco use in its damaging effects to people, why wouldn't the government take similar steps to regulate sugar?

Being a personal health issue, the effects of sugar consumption is harming the US economy. As the health of individuals becomes compromised, so in turn does the state of ~~every~~ employment, health-care costs, and the military in the US. Lost time at work due to sugar-related disease is "\$65 billion in lost productivity." Add to that the \$150 billion spent on health-care resources every year (Text 3, lines 35-36). Sugar is even being called "a threat to national security" because "25% of military applicants are now rejected for obesity-related reasons" (Text 3, lines 38-40).

Clearly, the government must take steps to strictly regulate the consumption of sugar. Sugary drinks and foods must be banned from schools and ~~and~~ commercials, taxes should be placed on companies that continue to produce and market high-sugar products, and education about the dangers of sugar must be emphasized. This issue has gone beyond that of personal responsibility; it is having a negative impact on the country as a whole. The US government must take action to protect its citizens from the deadly consequences of high-sugar products.

Anchor Level 5-A

The essay introduces a precise and thoughtful claim, as directed by the task (*I definitely believe the US government has the responsibility to insure safe food for its people. It must regulate the production, labeling, and availability of sugary foods and drinks*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*As the number of potential ill effects of sugar consumption rises, the case for government regulation is strengthened. Since scientific research ... compares the effects of sugar consumption to alcohol and tobacco use in its damaging effects to people, why wouldn't the government take similar steps to regulate sugar?*) and to distinguish the claim from alternate or opposing claims (*Opponents of regulation therefore place the blame and responsibility on the people instead of the companies that produce these sweetened products*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*In addition, an FDA spokeswoman placed sugar and high fructose corn syrup in the same category as honey and molasses ... However, recent scientific research shows just how dangerous sugar in any form is to a person's health; especially since the average person in America consumes 78 pounds of sugar in one year and Lost time at work due to sugar-related disease is "65 billion in lost productivity." Add to that the \$150 billion spent on health-care resources every year*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 8-9) and *The graphic from Text 3*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the topic and the claim, then delivering three body paragraphs that present support for the claim and addressing the counterclaim, and concluding with a summative paragraph explaining how the *US government must take action*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*This issue has gone beyond that of personal responsibility; it is having a negative impact on the country as a whole*). The essay demonstrates control of the conventions, exhibiting occasional errors (*sugar itself which create; "Sugar ... unsafe" ; Opponents of regulation therefore place; health; especially; the effects of sugar consumption is; so in turn does*) only when using sophisticated language.

Anchor Paper – Part 2 – Level 5 – B

The debate surrounding excess sugar consumption stems from the concern of many that excess amounts will be dangerous to the overall health and well-being of American citizens. However, strict sugar regulations should ^{not} be implemented by the United States government, because healthy eating only plays a part in helping Americans to lose weight and lead healthier lives.

As Americans, we have been given the ability to make informed decisions about what we do and do not put into our bodies. While members of society may want to help their peers make healthier choices about sugar consumption, ultimately only the individual is able to maintain a healthy lifestyle, not the government. By restricting the amount of sugar we include in our diets, many people hope to limit the problems facing our society today, such as disease. "Among Lustig's more radical proposals are to ban the sale of sugary drinks to children under age 17 and to tighten zoning laws for the sale of sugary beverages and snacks around schools and in low-income areas plagued by obesity, analogous to alcoholism and alcohol regulation." (Text 2, Lines 28-30)

Regulating these "sugary beverages" wouldn't

Anchor Paper – Part 2 – Level 5 – B

mean that obesity and disease would disappear from society, because in order for a person to lose weight or be healthier, they must make the decision ~~them~~ ^{by} to exercise and eat right.

The U.S. Food and Drug Administration supports the fact that normal amounts of sugar aren't toxic, as many protesters claim they are. Economically speaking, if the FDA were to regulate sugar, then other products such as baked items would need to change their sugar levels as well. However, this would cost businesses and companies large amounts of money to rectify a problem that most people could simply avoid by being responsible and ^{making} well-informed decisions about themselves and their eating habits.

"... The agency might have a hard time requiring Coke or Pepsi to limit their products to 10 grams of added sugar per serving - and many public health specialists ^m recommend - without also requiring the same limits on cereal, baked goods, and other processed foods." (Text 1, Lines 29-32):

Even if the United States government did create strict regulations on sugar consumption, individuals would still prolong their unhealthy eating habits despite higher costs or a lack of sugary beverages.

"Why do sugar taxes fail? Those consumers

who strongly prefer unhealthy foods continue to eat and drink according to their individual preferences, until such times it becomes prohibitively expensive to do so. (Text 4, Lines 15-17) Members of society will continue to consume large amounts of sugary drinks simply because they exist and can be bought. Also, if people are unable to buy a sugary drink, they can simply move on and consume ~~another~~ other unhealthy substances, continuing the cycle.

In conclusion, the United States government should not regulate ~~them~~ and place restrictions on sugary beverages, because they would be encroaching on the rights of ^A Americans to make choices about how they can lead health⁺ier lives. A law restricting sugar consumption will not change ^g the average ^A American's eating habits, but their ^{personal} decision to change what and how much they eat will.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*However, strict sugar regulations should not be implemented by the United States government, because healthy eating only plays a part in helping Americans to lose weight and lead healthier lives*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Regulating these “sugary beverages” wouldn’t mean that obesity and disease would disappear from society, because in order for a person to lose weight or be healthier, they must make the decision to exercise and eat right*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*By restricting the amount of sugar we include in our diets, many people hope to limit the problems facing our society today, such as disease. “Among Lustig’s more radical proposals are to ban the sale of sugary drinks to children under age 17” and The U.S. Food and Drug Administration supports the fact that normal amounts of sugar aren’t toxic*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, Lines 28-30*) and (*Text 1, Lines 29-32*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that clearly states the claim, followed by four body paragraphs which address both the claim and counterclaim (*Economically speaking, if the FDA were to regulate sugar, then other products such as baked items would need to change their sugar levels as well and Also, if people are unable to buy a sugary drink, they can simply move on and consume other unhealthy substances, continuing the cycle*) and concluding with a paragraph that reiterates the introductory claim (*In conclusion, the United States government should not regulate and place restrictions on sugary beverages, because they would be encroaching on the rights of Americans to make choices about how they can lead healthier lives*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*As Americans, we have been given the ability to make informed decisions about what we do and do not put into our bodies and However, this would cost businesses and companies large amounts of money to rectify a problem that most people could simply avoid by being responsible*). The essay demonstrates control of the conventions, exhibiting occasional errors [*government, because; society, because; person ... they; foods.*] (*Text 1; preferences*) only when using sophisticated language.

Sugar is a source of major problems that Americans face every day. The accessibility to this product makes it easier for a person to overconsume it. Many believe that the United States government should put an end to these problems by creating strict sugar regulation. Regulations would lead to a better existence for individuals as well as for society. As a whole, the US government needs reasons to regulate sugar production; these reasons are the health issues that result from ^{the overconsumption of} sugar.

The most common problem that American society faces is obesity. Obesity is seen in both adults and children. Although obesity is a problem in itself, ^{the} many side effects also increase the need for government intervention. According to Text 1, "[The] intake of sugary drinks... has contributed to the obesity epidemic and a rise in related diseases such as type 2 diabetes, heart disease, and a variety of cancers" (lines 11-13). The text is saying that sugar is the cause of numerous diseases and therefore simply regulating the production of sugar can lower the rate of these diseases. In addition, sugar can have a serious effect on a person's organs. Text 2 states, "Added sugar... hits the liver more directly and

can cause more damage" (20-21). This is a major problem that should not be overlooked.

Arguments arise saying that people can eat sugar at their own risk. Opponents of regulation say if people want to lower their sugar intake then they should. However, research has shown that decreasing ones intake is not that easy. The first reason for this is that sugar is addictive. It can be abused as easily as drugs or other substances. As stated in Text 3, "Like tobacco and alcohol, [sugar] acts on the brain to encourage subsequent intake" (lines 24-25). Research has also shown that sugar causes the brain to think it's still hungry, this causes a person to eat more food. This food however usually consists of more sugar-filled products, thus causing the overconsumption of sugar. If the United States limited the amount of sugar in products, this overconsumption would be avoided and lead to healthier individuals.

Another reason why sugar is overconsumed is because it is impossible to avoid. Sugar is acceptable to eat in small amounts, but too much of one thing is often harmful. Critics of regulation use this point to try and prove that sugar is not to blame. Text 1 quotes

Jeffrey Senger: "Any food, if it's abused, can be unhealthy" (lines 22-23). However, companies put high amounts of sugar in their products.

Text 3 states, "Sugar is cheap, sugar tastes good, and sugar sells, so companies have little incentive to change" (lines 57-58).

If companies will not make changes on their own, then it is up to the government to impose these changes on them.

Regulations should be imposed on sugar production because it will have a positive effect on the American society.

With less sugar in products, there will be fewer diseases and overall health issues.

There would be happier people and there would be a healthy world. Consumers alone cannot stop the sugar epidemic, businesses and companies must also do their part in order for these positive effects to occur. However, this will take

government regulations. If the United States government regulates sugar, then there will be a healthier, happier American society.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*Regulations would lead to a better existence for individuals as well as for society. As a whole, the US government needs reasons to regulate sugar production; these reasons are the health issues that result from the overconsumption of sugar*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Opponents of regulation say if people want to lower their sugar intake then they should. However, research has shown that decreasing ones intake is not that easy. The first reason for this is that sugar is addictive and Another reason why sugar is overconsumed is because it is impossible to avoid. Sugar is acceptable to eat in small amounts, but too much of one thing is often harmful*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*In addition, sugar can have a serious effect on a person’s organs. Text 2 states, “Added sugar ... hits the liver more directly and can cause more damage” and Critics of regulation use this point to try and prove that sugar is not to blame. Text 1 quotes Jeffrey Senger: “Any food, if it’s abused, can be unhealthy” (lines 22-23). However, companies put high amounts of sugar in their products. Text 3 states, “Sugar is cheap, sugar tastes good, and sugar sells ...”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*According to Text 1 ... (lines 11-13) and Text 3 states ... (lines 57-58)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay with an introduction that establishes the claim by agreeing with the many people who *believe that the United States government should put an end to these problems by creating strict sugar regulation*, three supporting paragraphs that address the *numerous diseases* caused by the overconsumption of sugar, the addictive qualities of sugar, and the lack of incentives companies have for change in the system as it currently is, and a summative conclusion that reiterates the claim (*Regulations should be imposed on sugar production because it will have a positive effect on the American society*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*If companies will not make changes on their own, then it is up to the government to impose these changes on them*). The essay demonstrates partial control, exhibiting occasional errors (*itself the many; Arguements; sugar intake then; ones intake; hungry, this; food however usually; acceptable; epidemic, businesses*) that do not hinder comprehension.

There has been quite some controversy over whether or not the consumption of sugar should be regulated. Many people believe that sugar is toxic and extremely addictive while others oppose them and say that sugar does not affect the body's consumption. The US government should be allowed to restrict sugar consumption because it is in the best interest of the people for their health and personal lives.

Sugar itself is not detrimental to the human body but Americans are abusing the amount of sugar that should be consumed daily. An example of this is the consumption of heavily sugared drinks. These have "contributed to the obesity epidemic and a rise in related diseases such as type 2 diabetes, heart diseases, and a variety of cancers." (Text 1, 12-13) Sugar is as destructive as tobacco or alcohol as stated by many researchers. They also have a very negative impact on society which meets the criteria or the requirements ~~to be regulated~~ of public health to be regulated. (Text 2, 25-26) Sugar has many negative effects such as high blood pressure and cholesterol as well as other diseases like obesity, heart disease, and liver failure. (Text 2, 1-2) These are other reasons as to why sugar should be regulated. The US Surgeons general even

Called obesity a "threat to national security."
(Text 3, 40)

Although the high intake of sugar has been scientifically proved to be bad, others refuse to believe such claims. They reject the idea that sugar is toxic to the human body and disregard the evidence presented by researchers. The American Beverage Association opposes the belief that the government should restrict the amount of sugar added to soft drinks. They claim that 45% of all non-alcoholic beverages have zero calories and that the amount of sugar per beverage has reduced 23% over the past 16 years. (Text 1, 40-42)

Some even claim that sugar is not the root of metabolic syndrome and that other factors such as saturated fat, highly processed foods, and the lack of physical exercise, ~~are to blame~~ are to blame. (Text 2, 39-42) However, the removal of added sugar will reduce the risks for diseases and the health of the general public will improve drastically. It would also help reduce the amount of money spent on health care resources associated with metabolic syndrome. The majority of US health care money is spent on treating these diseases and resultant disabilities. (Text 3, 35-38)

In conclusion, it is the sole responsibility of the federal government to take measures in order to ensure the health of the general public

Anchor Paper – Part 2 – Level 4 – A

which includes regulating the intake of sugar. In doing so, they are protecting the people and preventing the use of large health-care resources to cure diseases that derive from high sugar-intake.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*The US government should be allowed to restrict sugar consumption because it is in the best interest of the people for their health and personal lives*). 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 (*Some even claim that sugar is not the root of metabolic syndrome ... However, the removal of added sugar will reduce the risks for diseases and the health of the general public will improve*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Sugar has many negative effects such as high blood pressure and cholesterol as well as other diseases like obesity, heart disease, and liver failure and They claim that 45% of all non-alcoholic beverages have zero calories and that the amount of sugar per beverage has reduced 23% over the past 16 years*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, 12-13) and (Text 2, 39-42)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, followed by one body paragraph that supports the claim and a second paragraph that presents and refutes the counterclaim, and a conclusion that reiterates the original claim (*In conclusion, it is the sole responsibility of the federal government to take measures in order to ensure the health of the general public*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*They reject the idea that sugar is toxic to the human body and disregard the evidence presented by researchers*). The essay demonstrates partial control, exhibiting occasional errors (*addictive while others; body but; cancers.*" (Text 1, 12-13) *Sugar; Sugar ... They; the amount of sugar per beverage has reduced 23%; exercise; measures ... which includes; sugar-intake*) that do not hinder comprehension.

The United States government has put restrictions, or limitations, on many things that can be harmful, or detrimental, to American citizens' health. Some of these things that have been restricted are alcohol and tobacco. One other thing that should be strictly regulated by the United States government is sugar. Sugar should be strictly regulated because, although it's natural and sweet, it is also very harmful, addictive, and causes high rates of obesity.

Sugar is harmful because it is abused everyday by Americans. It is the main cause of America's high rate of illnesses like such as, "type 2 diabetes, heart disease, and a variety of cancers," according to Text 1. Some people might argue that sugar is not necessarily a bad thing, and shouldn't be treated as though it's deadly. The claim that sugar is not necessarily bad is true, but to an extent. Anything can be harmful when abused. Sugar, especially, can be deadly when taken because it is very addictive, and when a toxic is addictive, it has a negative impact on society.

Like any other addictive substance, sugar encourages "subsequent intake." This means sugar compels, "the individual to consume more," according to Text 3. The effect of continuous intake of sugar can be high blood pressure, liver failure, and heart disease. With the restrictions on sugar, less people will fall victim to being addicted to sugar, and wouldn't have to suffer from illnesses that could easily have been avoided.

With no limit on sugar, obesity rates in America

have risen. Some people might argue that obesity is an illness that is bearable, and easy to live with, but it can also cause other illnesses that affect the inside of the human body. Text 2 states that obesity can cause fatty liver disease, insulin resistance, and diabetes. Since sugar is addictive, it is expected that a person cannot necessarily limit their sugar intake for themselves, so it is only logically plausible to believe that government can limit sugar intake for them. It's possible for United States government to create strict sugar regulation like they created strict alcohol and tobacco regulation.

To prevent damage to the body, a person should watch what they eat and drink, and do so appropriately and cautiously. Government should work to keep the citizens of America safer by managing the amount of ultimately harmful things that everyday people use, like alcohol, tobacco, and sugar. In managing this, lives in America can be saved, and the rate of illnesses like obesity will decline.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*Sugar should be strictly regulated because, although it's natural and sweet, it is also very harmful, addictive, and causes high rates of obesity*). 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 (*Sugar, especially, can be deadly when taken because it is very addictive, and when a toxic is addictive, it has a negative impact on society and Some people might argue that obesity is an illness that is bearable, and easy to live with, but it can also cause other illnesses that affect the inside of the human body*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*It is the main cause of America's high rate of illnesses such as, "type 2 diabetes, heart disease, and a variety of cancers," and With no limit on sugar, obesity rates in America have risen*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. However, the citation is incomplete, listing only the text number and not the line number (*Text 1, Text 3, Text 2*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, two paragraphs that each support and then refute the claim, and a conclusion that reaffirms the original claim (*Government should work to keep the citizens of America safer by managing the amount of ultimately harmful things that everyday people use, like alcohol, tobacco, and sugar*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Anything can be harmful when abused*). The essay demonstrates partial control, exhibiting occasional errors (*detrimental to, necessarily, a person ... for themselves, a person ... they, appropriately*) that do not hinder comprehension.

Sugar is a natural substance and does not need strict regulations. One can say too much of it can cause a number of different diseases, but that is why it is to be eaten in moderation. People know this, but some choose not to eat in moderation. That does not mean that less sugar should be added as a regulation. It also does not mean high taxes should be induced on sugar (Text 4, graphic). Jeffrey Senger, former acting chief counsel of the FDA, claimed, "Any food, if it's abused, can be unhealthy," (Text 1, lines 22-23). Sugar is not the problem.

People sometimes like to blame things instead of taking the blame themselves. Saying sugar is the cause to obesity, diabetes, and other diseases is just ignorant. It is the amount of sugar one intakes that can cause those things, so how can we blame the product for that? We, as consumers, have to take care of our own bodies. Too much of anything can be toxic, and people need to be aware of that instead of just blaming the product (Text 3, line 42).

However, I do understand why people blame the sugar. Some statistics are biased to only sugar, or excessive use of it, which can be scary (Text 3, graphic). But what

Some people don't know is that these statistics do not apply to only one cup of soda a day or eating sugary substances in moderation. People make bad decisions by consuming too much sugar, so why should everyone be punished? For example, Among Lustig wanted to ban the sale of sugary drinks to people under the age of seventeen and tighten laws for the sale of sugary beverages and snacks around schools (Text 1, lines 28-30).

I think this is ridiculous. Sugar is not the problem, people are the problem. They choose whether they want sugar or not and they choose how much they consume. Why punish everyone for the way certain people choose to live their lives? Taxes do not need to be added either because the statistics prove they will not be effective (Text 4, lines 18-20). Also, adding taxes to sugary foods will not cause people to eat healthy, because healthy foods are expensive too. It will just cause people to replace sugary foods with equally unhealthy alternatives (Text 4, lines 25-26)!

Although we can try and ~~control~~ regulate sugar, sugar intake will never be able to be controlled. That is the whole problem anyway. People consume way too

much of it, which causes all of these crazy theories. If people can control how much sugary substances they eat/drink, we would not need to even think about regulating it.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*Sugar is a natural substance and does not need strict regulations*). 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 understand why people blame the sugar. Some statistics are biased. ... which can be scary ... But what some people don't know is that these statistics do not apply to only one cup of soda a day*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Too much of anything can be toxic, and people need to be aware of that instead of just blaming the product* and *Lustig wanted to ban the sale of sugary drinks to people under the age of seventeen and tighten laws for the sale of sugary beverages and snacks around schools ... Sugar is not the problem*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, and citations have been incorrectly identified (*Text 4, graphic* should be *Text 4, lines 5-6*; *Text 1, lines 28-30* should be *Text 2, lines 28-30*). The essay exhibits some organization of ideas and information to create a mostly coherent essay that becomes repetitive at times. The essay opens with a paragraph that introduces the claim, followed by two body paragraphs, each of which present a counterclaim which is then refuted, and concludes with a paragraph that restates the claim (*If people can control how much sugary substances they eat/drink, we would not need to even think about regulating it*). The essay establishes but fails to maintain a formal style, using primarily basic language that is sometimes inappropriate (*I think this is ridiculous* and *all of these crazy theories*) and structure (*Saying sugar is the cause ... is just ignorant*). The essay demonstrates partial control, exhibiting occasional errors (*to* for “*of*”; *biased to*; *problem, people; healthy, because*) that do not hinder comprehension.

Sugar is a common ingredient in many consumer goods. Though sugar is consumed everyday by most Americans, it is not for their benefit. The over consumption of these sugary products is causing many health problems. In the country, to solve this problem, the ~~FSA~~ United States Government should create strict sugar regulations.

The over consumption of sugary drinks cause many health problems. According to the chart in Text 3, fructose, one of the main ingredients found in high fructose corn syrup, an ingredient in many consumer goods, will cause many health complications. Text 2 explains how this can cause obesity. The fructose hinders the liver's production of insulin. The government needs to limit the consumers access to sugary products. According to Text 1, a 12-ounce bottle of soda a day raises one's chances of getting type 2 diabetes by 10% to 15% percent. Now imagine if this person consumes more than 12 ounces a day. Even if they don't, this increase in risk is from the beverage alone.

Others may argue otherwise. Text 3 states that increasing the prices of unhealthy foods won't help. The passage stated that adding a 10% tax on any product will only deteriorate less than 1% of consumers. This is a valid statement but taxation is not the only means to put restrictions on sugar.

The United States government should restrict the consumption of sugar. Too much sugar is causing too many health problems.

Anchor Level 3–A

The essay introduces a precise claim, as directed by the task (*In the country, to solve this problem, the United States Government should create strict sugar regulations*). 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 (*Text 3 states that increasing the prices of unhealthy foods won't help* and *This is a valid statement but taxation is not the only means to put restrictions on sugar*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*According to Text 1, a 12-ounce bottle of soda a day raises one's chances of getting type 2 diabetes by 10 to 15 percent*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. However, the citation is incomplete, listing only the text number and not the line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay by first establishing the claim, then supporting it in the first body paragraph and addressing the opposing claim in the second paragraph, and concluding by reiterating the claim (*The United States government should restrict the consumption of sugar*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Text 2 explains how this can cause obesity* and *Now imagine if this person consumes more than 12 ounces a day*). The essay demonstrates emerging control, exhibiting occasional errors (*ingredient, over-consumption, The over consumption of sugary drinks cause, fuctose, consumers acess, if this person consumes ... they, wont, deteriorate, restrist*) that hinder comprehension.

The United States should not put high taxes on sugar drinks or other high fructose corn syrup products. It will not resolve American eating habits.

In text 4 it is stated that, states with a tax have curbed soda consumption but found it made no difference in obesity rate. It's also shown that people who chose to eat unhealthy don't change their diets whether or not there is a tax. Also stated in text 4 states that the evidence that a tax will help is faulty. It's stated that sugar consumption is down by 23% but why is obesity still on the rise. This is due to America's unhealthy overeating but is often blamed on sugary drinks. In text 2 it is stated saturated fat is the root of the problem unlike sugar.

Although there are many underlying issues with obesity placing limits on sugar will not help the situation any.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*The United states should not put high taxes on Sugar drinks or other High fructoce corn syrup products*). The essay demonstrates some analysis of the texts (*This is due to americas unhealthy overeating but is often blamed on sugary drinks*), but insufficiently distinguishes the claim from alternate or opposing claims (*Also stated in text 4 states that the evidence that a tax will help is faulty*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*In text 4 it is stated that, states with a tax harve curbed soda consumption but found it made no diffrence in obesity rate*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by citing most text numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay by first stating the claim, then supporting the claim in one body paragraph, and concluding with a brief summative statement (*Although there are many underlying issues with obessity Placing limits on sugar will not help the situation any*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Its also shown that people who chose to eat unhealthy dont change their diets wether or not their is a tax*). The essay demonstrates emerging control, exhibiting occasional errors (*High fructoce; stated that, states with; diffrence; wether; text 4; why ... on the rise. This; americas; issues with obessity*) that hinder comprehension.

The United States government shouldn't create ~~regulations~~ sugar regulations. This is because it will not prevent the people to consume it. As they try to do with the alcohol it will fail. The society will not stop eating or drinking it and if they try to make the taxes on ~~the~~ the sugar it will result in a descontrol in the society. ~~There are~~ This is a lot a reasons ~~against~~ against it.

~~The~~ The U.S Food and Drug Administration [FDA], had being working with ~~this~~ this and they have not take actions against it. For example in ~~the~~ "FDA urged to Regulate sugar in Drinks," ~~Sidley Austin~~ Sidley Austin says that "it is unlikely the agency ~~would~~ would act to restrict sugar" but he also said that "Any food, if it's abused, can be unhealthy." This demonstrated that is not only sugar ~~that~~ that make the people get sick it is any food because everything in excess is bad for the human metabolism and body.

Another reasons that support my opinion is that sugar is nature and no matter what we will still eating or drinking it. Overall, the regulations will make the people look for another to eat the sugar. ~~In~~ "Sugar taxes Are unfair and unhealthy" says that "sugar taxes have failed where they've tried."

This is important because it clearly demonstrate that the society don't want this and also that they will not accept this regulations.

Other people says that "compares added sugar to tobacco and ~~etc~~ alcohol in that it is addictive," (sugar should be regulated as toxin, researchers say). But this is not true.

In conclusion, the U.S government should not create sugar regulations, because it will turn the society down and the economy to. Every person on his own have to take care of there own health ~~a~~ because they know what affects them and in what way.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*The United States government shouldn't creat sugar regulations. This is because it will not prevent the people to consume it*). The essay demonstrates some analysis of the texts (*This demonstrated that is not only suggar that make the people get sick*), but insufficiently distinguishes the claim from alternate or opposing claims (*Other people says that "compares added sugar to tobacco and alcohol in that it is addictive" ... But this is not true*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*In "Sugar taxes Are unfair and unhealthy" says that "sugar taxes have failed where they've tried."* *This is important because it clearly demonstrate that the society don't want this and also that they will not accept this regulations*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by citing text titles but no line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an introductory paragraph establishing the claim, three body paragraphs which move from discussing the unlikelihood of FDA regulations and *society's* rejections of regulation to an insufficient attempt to address the alternate or opposing claim and concluding with a summation (*In conclusion, the U.S government should not create sugar regulations, because it will turn the society down and the economy to*). The essay lacks a formal style, using some language that is inappropriate or imprecise (*if they try to make the taxes on the sugar it will result in a descontrol in the society, people get sick it is any food, Another reason that support my opinion is that suggar is nature*). The essay demonstrates a lack of control, exhibiting frequent errors (*This is a lot a reasons; againts; they have not take actions; angency; suggar; reason that support; this regulations; people says; regulations, because; Every person on his own have ... because they know*) that make comprehension difficult.

The United States government should make strict laws about sugar because so many people have health problems because of all the foods / drinks that contain many amounts of sugar.

There are many diseases that sugar contains like type 2 Diabetes and that's a risk of 10 to 15 percent. (text)(line 17) and also the other one is obesity which a lot of kids / adults suffer from that because of all the sugar that is put in to drinks / foods.

(text)(line 9-10) Americans consume 78 pounds of sugars each year and mostly from sodas, sport drinks, and fruit punch which contains a lot of sugars in it. (text)(line 35-40) Most of the people who sign up for the military are rejected because of obesity related reasons. 75% of US insurance money are going to these diseases.

Not even the high prices on soda or high taxes make people stop buying soda (text 4).

Anchor Level 2–A

The essay introduces a claim (*The united state gov't should make Strict laws about sugar because So many people have health problems because of all the foods/Drinks that contain many amounts of sugar*). The essay demonstrates a confused and unclear analysis of the texts (*Their are many diseases that sugar contain like type 2 Diabetss and the other one is obesity*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inaccurately, in an attempt to support analysis (*75% of US insurance mony are going to these diseases*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1) (line 9-10) and (text 4)], sometimes placing source information before cited material and sometimes after. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay beginning with a one-sentence introductory claim, followed by a brief paragraph stating diseases caused by sugar and another containing loosely connected details from Text 1 and Text 3, and ending with a one-sentence comment taken from Text 4 with no clear conclusion. The essay lacks a formal style, using some language that is imprecise (*because of all the foods/Drinks that contain many amounts and a lot of kids / adults suffer from that because of all the sugar*). The essay demonstrates emerging control, exhibiting occasional errors [*united state gov't; many amounts; sugar contain; thats; Americans consumes ... it. (Text 3) (line 35-40); of obesity Related reason; mony are*] that hinder comprehension.

In my own opinion sugar shouldn't be baned. Alcahol and tabacco arn't baned so why sugar. America is a free nation and you should do what you want to do and put in your body. But not if your gonna hurt other people. I think that sugar is a problem but no sugar, a complete ban is to far. Every thing can be seen as a problem if you really look at them. The best fix of overcomsumpsion in sugar is make it vary obveous on packaging or in grocery stores how many sugars is in sumpthin out of the dayly sugar intake it would have. Making charts that are easy too read make persons who is to lazy to look at how much sugar's in food no how much sugar there is.

In passage 3 has a coment about taking sugar of the GRAS or ~~GRAS~~ Generally Regarded as Safe list. I think that would be another good way of slowing down sugar intake. Sugar on GRAS list let companys allow them to put lotsa sugar in there product. If sugars off the GRAS list then

~~#~~ their could be regulations on the companys for sugar. Taxing sugar or baning sugar is a vialaton against freedom of Americans. That is unconstitusal taking sugar off the GRAS off of the GRAS list is only unfair to the companys and they arn't ~~included~~ included in John Lockes natural rites so that's ~~not~~ not unconstitusal.

Anchor Level 2–B

The essay introduces a claim (*In my own opinon sugar shouldn't be baned. Alcahol and tabacco arn't baned so why sugar*). The essay demonstrates a confused and unclear analysis of the texts (*sugar on GRAS list let companys allow them to put lotsa sugar in there product* and *That is unconstitusal taking sugar off the GRAS off of the GRAS list is only unfair to the companys and they arn't included in John Lockes natural rites so that's not unconstitusal*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently (*you should do what you want ... But not if your gonna hurt other people* and *The best fix ... is make it vary obveous on packaging ... make persons who is to lazy to look ... no how much sugar there is*), in an attempt to support analysis, making use of some evidence that may be irrelevant (*and they arn't included in John Lockes natural rites*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying only one text (*In passage 3*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay with an opening paragraph that states the claim and follows it with several loosely related ideas regarding the problem and how to solve it and a confused closing paragraph that discusses regulation and violation of constitutional rights. The essay lacks a formal style, using some language that is inappropriate and imprecise (*how many sugars is in sumpthin out of the dayly sugar intake it would have, make persons who is to lazy to look at how much sugar's in food, lotsa sugar in there*). The essay demonstrates a lack of control, exhibiting frequent errors (*baned; Alcahol; tabacco; arn't; so why sugar. America; Every thing ... at them; problum; persons who is; companys; vialaton; unconstitusal*) that make comprehension difficult.

The united States goverment Shouldn't create strict Sugar regulations because People are hard headed & they will do as they Please. People Should be able to decide what should be able to go in there bodies & what shouldn't. There should just be age for People to buy a sertain amount of sugar in there drinks or food. cause if they try to band it People will not follow the rules. Sugar is sometimes needed for People that are not able to gain weight or hard for them to gain weight. People have ~~chooses~~ chooses to ~~do~~ do as they Please they break rules. It's better for them to get what they want than to break the rules and do crazy things. ~~People are~~
 line 1 Text 1 The US food and Drug Administration should regulate the amount of added sugar in Soda and other Sweetened beverages to revers the obesity epidemic.

Anchor Level 2-C

The essay introduces a claim (*The united States goverment Shouldn't create Strict Sugar regulations because People are hard headed & they will do as they Please*). The essay does not demonstrate analysis of the texts, and fails to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts and demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*line 1 Text 1*). The essay exhibits inconsistent organization of ideas and information, consisting of one paragraph of loosely connected sentences which begins and ends with contradictory statements, leaving the claim unclear and failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise (*Should just be age for, cause if they try to band it, People have chooses to do as they Please*) and inappropriate (*and do crazy things*). The essay demonstrates a lack of control, exhibiting frequent errors (*goverment; there bodies; sertain amount; food. cause if; it People; Please they break; revers*) that make comprehension difficult.

Should the United States
government create strict sugar regulations?
Should they, yes but is it logical, no.
The United States government should
create some sugar regulations, not necessarily
strict. To think they could put strict regulations
on sugar such as where and who purchases
it, how much in what is just not logical.

Anchor Level 1-A

The response introduces a claim (*The United States government should create some sugar regulations, not necessarily strict*), but does not demonstrate analysis of the texts. The essay presents little to no evidence from the texts and does not make use of citations. The essay exhibits little organization of ideas and information, consisting of one paragraph that restates the prompt and briefly answers it and a second, two-sentence paragraph that expands briefly on the answer. The essay uses language that is sometimes incoherent (*how much in what is*) and inappropriate (*Should they, yes but is it logical, no*). The essay is minimal, making assessment of conventions unreliable.

I do not think that the government should create strict sugar regulations. Mostly because I like to have a good amount of sugar in my diet. I also understand that many Americans are overweight because of sugar but instead of getting rid of it, the government should work on helping the people head on. By getting physically fit and choosing the right kind of diet. They can regulate gun violence if they want but nobody touch the sugar.

Maybe our government can make sugar healthier for us all so it wouldn't be toxic as some may think. Also they should teach kids in elementary school about sugar and its negative effects so that when they're older they'd understand what's going on with their bodies. Sugar is not the main problem in this case, it's what we do with it and how we use it.

Anchor Level 1–B

The essay introduces a claim (*I do not think that the government should create strict sugar regulations. Mostly because I like to have a good amount of sugar in my diet*), but does not demonstrate analysis of the texts. The essay presents little evidence from the texts (*so it wouldn't be toxic as some may think*) and does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of an opening paragraph of loosely related opinions about sugar regulation and a closing paragraph of loosely related ideas about addressing the problem. The essay lacks a formal style, using some language that is inappropriate or imprecise (*helping the people head on, but nobody touch the sugar, should teach kids*). The essay demonstrates emerging control, exhibiting occasional errors (*wouldnt; Also they; theyre; whats; in this case, its What We do*) that hinder comprehension. The essay is a personal response and makes no reference to the texts and can be scored no higher than a 1.

The United States is faced with the growing and serious issue of obesity. Teenagers, especially, consume large amounts of unhealthy food that is heavy on sugar and low on nutrition. This eating habit plus the lack of exercise, are creating an epidemic of obesity. Sugar is a large part of the average American's diet but despite the over-consumption of sugar and obesity the government must not become involved. There must not be taxes on sugar or any other regulations. Government interference will not stop the over-consumption of sugar and it will not stop the obesity epidemic.

Some people who want the government to regulate sugar state studies that show the harm sugar is doing to the human body. However, these studies are done on lab rats, not human beings. It is ridiculous to say that the same outcomes will occur in humans as in rats (Text 2, line 21). Plus there are other cause of obesity that include genetics, lack of exercise, consuming fast foods, over-eating and eating processed foods to name some

It is true that over-consumption of sugar can lead to obesity but taxes on sugar will not help lower obesity rates. Research shows that taxes on sugar in some states did not lower their obesity rates compared to states without sugar taxes (Text 4, lines 11-12). A 10% price increase tax on sugar only lowered consumption by less than 1% (Text 4, lines 18-20). Those people who were part of the 1% probably stopped consuming those particular taxed items and bought different untaxed sugar drinks even higher in sugar content.

Any food has the potential to be abused. Too much

of anything will not be good for a person's health plus the government must not regulate something if it is not inherently harmful but has the potential to be harmful (Text 1, lines 23-24). Also there is no concrete scientific evidence that sugar does harm to people (Text 4, line 31).

America has already made changes in order to stop the rise in obesity due to over-consumption of sugar. 45% of all drinks have zero calories and the overall amount of calories in all drinks have gone down by 23% since 1998 (Text 1, line 41). Calorie counts are written on products and can be asked for if they are not on the wrapping. Better solutions for the obesity epidemic include nutrition education, exercise and more public awareness.

Taxes and regulations on sugar are unfair and unsuccessful. They will not decrease consumption of sugar products. They will not lower obesity rates. They will not stop people from making unhealthy food and drink choices. What they will do is create public anger and a nightmare of unpopular decisions for manufacturers. The government must not get involved on this level. Rather, the government must stress educating people so that the people themselves make the smart choices.

The government should create strict sugar regulations due to obesity in our country. There is a serious problem of obesity in the US.

The FDA needs to regulate the sugar ~~stuff~~ put in sodas. Over the past 50 years the amount of sugary drinks that have been consumed has risen greatly (text 1, lines 11-12). Sugary drinks have been shown to cause diseases such as diabetes, heart disease, and cancer (text 1, lines 12-13). Placing regulations on sugars in drinks and sodas could help prevent diseases and obesity.

Regulations have been placed on alcohol and tobacco, in certain ways. Sugar is just as bad as those 2 substances. Sugar acts on the brain to encourage subsequent intakes, as does tobacco and alcohol (text 3, lines 24-25). Sugar has similar effects on the liver that alcohol does (text 3, lines 20-21).

Sugar has been as bad for society as tobacco and alcohol has been (text 2, lines 11-13).

The regulation of sugar could prevent many deaths and diseases.

If sugar were to be strictly regulated there would be less deaths, diseases, and obesity issues. The regulation of sugar would be good for America.

Americans have dramatically increased their intake of sugary drinks, which has contributed to the obesity ~~epidemic~~ epidemic and the rise in related diseases. While the FDA has the authority to set limits on its "safe" list, it has not done so for sugar. Many researchers are seeing sugar as a chemical that becomes toxic in excess. For that reason it should be regulated as ~~an~~ strictly as alcohol by governments.

"The average American consumes 76 pounds of added sugars each year, mostly from high fructose corn syrup present in sugary sodas, sports drinks, and fruit punch" (Text 1, lines 8-10) and about half of Americans consume sugary beverages on any given day. Sugar consumption affects human health beyond adding calories. Robert Lustig compares added sugar to tobacco and alcohol in ~~that~~ that it is addictive, toxic and has a negative impact on society, thus meeting established public health criteria for regulation" (Text 1, lines 24-26). Excessive consumption can cause many of the same health problems as alcohol including: hypertension, insulin resistance, dyslipidemia, pancreatitis, obesity, malnutrition, hepatic dysfunction, and habituation" (Text 3, graphic).

Some researchers remain unconvinced of the evidence of sugar's toxic effect on the human body. "Economic research finds sugar taxes are a

lax instrument in influencing the behavior and habits of the overweight and the obese," (Text 4, lines 14-15) because demand for food is insensitive to price.

But the evidence is very robust. Glucose from complex carbohydrates is safely metabolized by the ~~body~~ body, but the fructose of sugar is metabolized by the liver, and taxing the liver is the underlying cause of obesity and diabetes. ~~Finally, consider the negative effects on society.~~ Finally, consider the negative effects on society. Sugar has been added to virtually every processed food. Seventy-five percent of all US health-care dollars are now spent on ~~the~~ treating these diseases. Therefore, the FDA should regulate the amount of added sugar.

Is sugar really as damaging to society as tobacco and alcohol? Some ~~new~~ researchers and health activists believe the answer to this question is yes. These researchers and health activists used scary statistics to try and convince people that sugar is a threat to society. The idea that sugar is as dangerous as alcohol and tobacco is completely false. Sugar is ~~not~~ harmless to society.

The FDA is constantly being urged to regulate sugar because it is becoming an epidemic. For instance, researchers say that, "Each 12 ounce serving of soda a person consumes each day raises type 2 diabetes ~~to~~ risk by 10 to 15 percent." This argument is completely invalid because sugar is not deadly. "Sugar is ~~not~~ the same thing as arsenic. It is not inherently deadly." (Text 1) This quote shows that sugar is not ~~not~~ lethal, ~~and~~ claims talking about health risks associated with sugar are ~~invalid~~ invalidated because sugar is not lethal. In addition, health activists want to put tax regulations on sugar. The researchers are proposing putting tax regulations on all food and drink that have added sugar. (Text 2) Putting tax regulations on sugars is an ineffective and poor idea. Research shows that raising prices doesn't reduce soda consumption. (Text 4) This shows that raising the price will not stop people from consuming huge amounts of sugar.

The idea that sugar is causing an epidemic is just false. For example, it is said that, "Today about 45 percent of all non-alcoholic beverages purchased have zero calories." (Text 1) This shows that nearly half of all non-alcoholic don't contain the calories that are causing this so called "epidemic." This also shows that not all drinks are bad for a person's health and that there is a wide variety of healthy beverages. In addition, health activists are claiming that sugar is the sole reason for rising obesity. Researchers argue that saturated fat, highly processed foods, and a lack of exercise are also responsible for a rise in obesity. (Text 2) This displays how sugar is not the one reason for an increase in obesity and health problems. This also shows how sugar is being unfairly targeted when many other factors are causing health risks and obesity.

The idea that the federal government should tax consumers on products with added sugar is completely ridiculous. Economists claim that sugar taxes are futile in changing people's eating habits. (Text 4) This shows that no matter what the tax is on sugar people will still consume it. In addition, studies show that taxes put on sugars just lead

consumers to replace sugars with other unhealthy foods. This shows that taxing sugars will only make people find other unhealthy foods. Taxing sugars is an idea that will not work and that is just terrible.

The idea that sugar is a threat to society is just mind boggling similar to me having to take this field test.

Sugar is a bad thing because it can cause diabetes and heart problems. Sugar makes blood pressure and cholesterol go up, along with your risk of liver failure, obesity, heart disease

and diabetes. (Text 2)

We should ~~not~~ lower the amount of sugar we put in products like soda and energy drinks. Putting a tax on sugary stuff does not change people's mind about buying it. (Text 4) The F.D.A. has power to lower the amount of sugar but that takes time. The F.D.A. would also have to fight all of the food and drink companies. (Text 1)

There should be a limit on sugar and how much we put in drinks. Sugar can cause a lot of problems. This is why sugar is bad for us.

Practice Paper A – Score Level 5

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 0

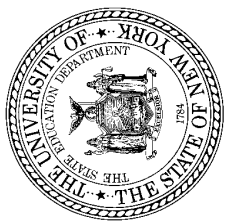
Holistically, this essay best fits the criteria for Level 0.

Practice Paper D – Score Level 4

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

Practice Paper E – Score Level 2

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



**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.

The author of this passage, a Navajo artist, believes that the changing times have given way to changing interpretations of the legends and stories of his people. This, he claims, has opened the door for individual artistic expression of the beauty and power of Navajo culture, allowing newer generations to draw on and elicit inspiration from their past to produce something "fresh" and "in a new light." In the process, the focus on self-discovery, vital to the Navajo culture, has become the basis of this new art which succeeds in remaining true and representative of Navajo culture without falling prey to, what the author calls, "a collision of cultures." To demonstrate this connection between past and present, the author uses the technique of setting to develop his central idea regarding Navajo modern art as being representative of cultural identity, as it depicts ~~with~~ the culture and reflects the artist's path to self-discovery.

The author, drawing from past experiences, discusses how setting serves as a means of inspiration for his art. He shares with the reader how his grandmother ^{taught him} to appreciate and "greet" nature each and every day, reflecting how vital it is to the Navajo identity, to recognize and maintain a relationship with nature as a means of bringing "light and life to our world." This detail proves that, from a young age, the author was taught to appreciate his surroundings as well as the place he has come from. The author states, "I learned to feel, see, and smell my world. I still associate lots of pieces of past experiences, painful and pleasant, to these subtleties." The author continues by exemplifying these "subtleties"

such as "To smell wet sand and hear the raindrops dancing on parched ground. The cornstalks weeping for joy". This connection and contact with nature and the author's surroundings have obviously influenced his art as seen when the author notes, "these past feelings and experiences, associated with time and places, I regard as a reservoir of my inspiration." The author further demonstrates this by describing memories of his family in the winter "gathered around" his "father, listening to stories passed down through generations ... as the snow storm dusted outside" their "door, snow sifting through the cracks of the door." This description of his surroundings, a setting of which he was familiar with and connected to, had a tremendous impact on his own road to self-discovery. As for his art, he claims, "for me, it is a means of confronting myself, my fears and mysteries." The author's past, the stories and settings, have aided him in finding himself.

As seen, the author draws inspiration from the humbling, yet awe-inspiring, experiences of his past. The setting, once familiar, has played an integral role on his road to self-discovery and, in turn, his artwork, which he dreams will, despite its "fresher means of expression" continue to depict the truth and beauty of his people and culture.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*To demonstrate this connection between past and present, the author uses the technique of setting to develop his central idea regarding Navajo modern art as being representative of cultural identity, as it depicts the culture and reflects the artist’s path to self-discovery*). The response demonstrates a thoughtful analysis of the author’s use of setting to develop the central idea (*This connection and contact with nature and the author’s surroundings have obviously influenced his art as seen when the author notes, “these past feelings and experiences, associated with time and places, I regard as a reservoir of my inspiration” and This description of his surroundings, a setting of which he was familiar with and connected to, had a tremendous impact on his own road to self-discovery*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The author, drawing from past experiences, discusses how setting serves as a means of inspiration for his art. He shares with the reader how his grandmother taught him to appreciate and “greet” nature each and every day, reflecting how vital it is to the Navajo identity, to recognize and maintain a relationship with nature as a means of bringing “light and life to our world” and The author’s past, the stories and settings, have aided him in finding himself*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and writing strategy, then discussing how the author’s use of setting *depicts the culture and reflects the artist’s path to self-discovery*, and concluding with a summation of the analysis (*The setting, once familiar, has played an integral role on his road to self-discovery and, in turn, his artwork, which he dreams will ... continue to depict the truth and beauty of his people and culture*). The response establishes and maintains a formal style, using precise language and sound structure (*This, he claims, has opened the door for individual artistic expression of the beauty and power of Navajo culture, allowing newer generations to draw on and elicit inspiration from their past to produce something “fresh” and “in a new light.”*). The response demonstrates control of the conventions with infrequent errors (*calls, “a collision and expression” continue*).

The central idea of this text is when two cultures collide, the primitive culture must adapt to the new culture while maintaining its own cultural identity. This text was written in the perspective of an American Indian artist whose artwork displays the culture of the Navajo people. The artist recognizes the difficulty for the Navajo people to transition and adapt to a new and advanced culture, therefore he uses his artwork to help his people cope with the change. The artist understands that if the Navajo culture is not perpetuated in artwork, it will be lost to a new culture.

The artist develops this central idea through the literary technique of figurative language. In lines 23 to 25, the artist states, "The art that we represent, like the role of the medicine man of today, must help in creating a positive evolution into this new era for our people and those coming after us." The artist's use of a simile to compare their artwork to a present day medicine man shows a sense of aid. The artwork that is created still incorporates the culture that the Navajo people are accustomed to, making it easier for them to adapt to the new culture while maintaining their own cultural identity. In line 17, the artist states, "We must draw a line beyond which we do not venture." Here, the artist is comparing their artwork with a line in the form of a metaphor. This comparison shows a sense of boundary, where the

artwork of the Navajo people would show an adaptation to the new culture, but not too much to where they lose their cultural identity. In lines 21 to 23, the artist states, "The art that we represent must be flexible and adaptable... if it is to survive, lest we become brittle and blow away like shells of dry piñon nuts." Here, the artist used a simile to compare the Navajo artwork to dry piñon nuts in order to show that the culture of the Navajo people will disappear if it does not flexibly adapt to the new culture while maintaining its own cultural identity in its artwork.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*The central idea of this text is when two cultures collide, the primitive culture must adapt to the new culture while maintaining its own cultural identity*) and a writing strategy (*The artist develops this central idea through the literary technique of figurative language*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of figurative language to develop the central idea (*Here, the artist is comparing their artwork with a line in the form of a metaphor. This comparison shows a sense of boundary, where the artwork of the Navajo people would show an adaptation to the new culture, but not too much to where they lose their cultural identity*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The artist recognizes the difficulty for the Navajo people to transition and adapt to a new and advanced culture, therefore he uses his artwork to help his people cope with the change and Here, the artist used a simile to compare the Navajo artwork to dry piñon nuts in order to show that the culture of the Navajo people will disappear if it does not flexibly adapt to the new culture while maintaining its own cultural identity in its artwork*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing and explaining a central idea that focuses on the fact that *the artist understands that if the Navajo culture is not perpetuated in artwork, it will be lost to a new culture*, then presenting a paragraph that identifies and discusses the writer's use of the writing strategy of figurative language to support the central idea, citing examples of similes and a metaphor as proof. The response establishes and maintains a formal style, using precise language and sound structure (*The artwork that is created still incorporates the culture that the Navajo people are accustomed to, making it easier for them to adapt to the new culture while maintaining their own cultural identity*). The response demonstrates partial control of conventions with occasional errors (*culture, therefore he; figurative Language; simile; venture*" Here) that do not hinder comprehension.

In the text the speaker emphasizes how an artist must stay true to his culture while recognizing "this new high tech world" (line 16). The speaker is a member of the Navajo people who are rich in legends and stories, art and nature. He wants Native artists to remain faithful to their heritage; while adapting to new technology, yet "we must draw a line beyond which we don't venture." The speaker warns that in the "collision of cultures" the Navajo artists must always respect their vibrant past being "flexible and adaptable" but, above all, honoring and illustrating the experiences of their people.

The author uses the literary device of tone to clearly show how the Navajo culture is an inspiration to the speaker, as an artist and a person. The tone affirms the admiration the speaker feels. He reminisces about the "many winter nights gathered around our father listening to stories passed down through generations... we sat mesmerized by coyote stories laughing at his antics and frightened by his cruelties" (lines 45-48). Words like "mesmerized" and "laughing" show the author's tone of pride and happiness as he listens to these ancient stories. He says how he listened "in awe" and how he is "humbled."

The use of tone illustrate the immense respect which the author feels towards his own Navajo culture and how he urges other Navajo artists to project

the same. He is determined to use his past as inspiration for his art even though technology is changing the art world, the Navajo speaker urges others to always show respect for their culture.

Anchor Level 3–A

The response introduces a clear central idea (*The speaker warns that in the “collision of cultures” the Navajo artists must always respect their vibrant past*) and a writing strategy (*The author uses the literary device of tone to clearly show how the Navajo culture is an inspiration to the speaker*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of tone to develop the central idea (*The tone affirms the admiration the speaker feels*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Words like “mesmerized” and “laughing” show the author’s tone of pride and happiness as he listens to these ancient stories and He says how he listened “in awe” and how he is “humbled”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first addressing the central idea of the text, then providing examples of the author’s use of the literary device *tone* and concluding with a summation of both the central idea (*the Navajo speaker urges others to always show respect for their culture*) and writing strategy (*The use of tone illustrate the immense respect which the author feels towards his own Navajo culture*). The response establishes and maintains a formal style, using precise language and sound structure (*being “flexible and adaptable” but, above all, honoring and illustrating the experiences of their people and as an artist and a person*). The response demonstrates partial control of conventions with occasional errors (*past being, reminisces, the use of tone illustrate, art even though*) that do not hinder comprehension.

The central claim of the passage is that in order to create meaningful art one must find a connection with one's culture to explore the art's deeper meaning. The author uses the literary element of simile to develop this central idea. In order to create art that evokes a strong emotional connection, one must connect with their culture to discover who they really are. The author stated that "there is much potential for individual expression of beauty, of power, of mysteries to be created with the perimeter of our culture in this time." That a connection with one's culture, roots, and history, allows art to flow freely, to have more meaning to the audience. When the author stated, "The art that we represent must be flexible and adaptable, like the nature of our grand ~~parents~~^{father}, if it is to survive, lest we become brittle and blow away like shells of dry piñon nuts," the use of simile is enacted because: the comparison of art to shells strikes the reader with a sense that if there is a deep, cultural meaning ~~in the art~~^{and its meaning}, the art cannot get lost.

One's past experiences, encounters, and history give deep sense and meaning to individual works of art. "These past feelings and experiences, associated with time and places, I regard as a reservoir of my inspiration!" By saying this statement, ^{and using this simile,} the author is saying that without a past, his art, ^{nor} any art, would not have any true meaning. A past allows one to go back, & remember memories, connect those to the present, and put all of that into a work of art. Historical circumstances of a culture, individual

Anchor Paper – Part 3 – Level 3 – B

memories, and family encounters, are all
necessary components when creating a work of art
with a deeper meaning.

Anchor Level 3–B

The response introduces a clear central idea (*in order to create meaningful art, one must find a connection with one's culture to explore the art's deeper meaning*) and a writing strategy (*The author uses the literary element of simile to develop this central idiee*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of simile to develop the central idea (*the use of simile is enacted because: the comparison of art to shells strikes the reader with a sense that if there is a deep, cultural meaning, the art and its meaning cannot get lost and By saying this statement, and using this simile, the author is saying that without a past, his art, nor any art, would not have any true meaning*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The author stated that "there is much potential for individual expression ... That a connection with one's culture, roots, and history, allows art ... to have more meaning and "These past feelings and experiences ... I regard as a reservoir of my inspiration" ... A past allows one to go back, remember memories, connect those to the present, and put all that into a work of art*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and writing strategy, followed by analysis of two similes as being supportive of the central idea and concluding with a summative statement (*Historical circumstances of a culture, individual memories, and family encounters, are all necessary components when creating a work of art with a deeper meaning*). The response establishes and maintains a formal style, using appropriate language and structure (*One's past experiences, encounters, and history give deep sense and meaning to individual works of art*), although there is an instance where language use is imprecise (*the use of simile is enacted*). The response demonstrates partial control of conventions with occasional errors (*one ... their ... they; because: the comparison; encounters, are*) that do not hinder comprehension.

In our world's past there have been new cultures formed and created. In many cases two cultures join and make ^{combine-like} ~~one~~ or one is over taking of the one. ~~One group that~~ Although it is the normal thing to occur, not all hope for that. One group that wishes to keep its identity in its culture is the Navajo (Native American group). ~~The~~ The culture they have is very important to them and they take much pride in it. Culture is a very strong and great thing and everyone should be allowed to endure it and live ^{freely,} ~~pleasantly~~.
 The author of the text through point of view was able to express the central idea.

The author of this text speaks in first person, allowing the audience to see and understand what culture is about and the value of it. The author being a artist and of Navajo ~~desce~~ ^{descent} believes that through his/her works is able to confront ~~to~~ him/herself ^{in things} such as fears and mysteries to understand about him/herself. In Line 14 it says "[I]n Navajo society it is necessary to journey the road of to self discovery". That right there shows us that having your own values and being part of a culture can help you in many things during life. Another thing is when the author recollects when he is four years old with his grandmother (Line 27). He tells about how his grandmother taught him to be "responsible in maintaining and nurturing a good identity with our grandparents every single day". Also in the text the author speaks of winter nights listening stories from their father and how much it meant for him/her.

The author through point of view was able to express the central idea of the text. Many people in this world never get ~~to~~ freely live their culture because they adapted with others or lost it completely. It is very important and valuable to have your own

Anchor Paper – Part 3 – Level 3 – C

culture and grow up in ~~one~~ a society where you can have your own customs and true freedom.

Anchor Level 3–C

The response introduces a clear central idea (*One group that wishes to keep it's identity ... is the Navajo ... The culture they have is very important to them and they take much pride in it*) and a writing strategy (*The author of the text through point of view was able to express the central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of first person point-of-view to develop the central idea (*The author of this text speaks in first person, allowing the audience to see and understand what culture is about and the value of it and having your own values and being part of a culture can help you in many things during life*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In Line 14 it says "[i]n Navajo society it is necessary to journey the road to self discovery" and He tells about how his grandmother taught him to be "responsible in maintaining and nurning a good identity with our grandparents every single day"*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing the central idea and writing strategy in the opening paragraph, discussing point-of-view in the second paragraph, and concluding with a summative paragraph (*It is very important and valuable to have your own culture and grow up in a society were you can have your own customs and true freedom*). The response lacks a formal style, using language that is basic and imprecise (*join and make combine-like, allowed to endure, through his/her works is able to confront him/herself in things such as fears and mysteries, That right there shows*). The response demonstrates emerging control of conventions with some errors (*it's identity in it's culture ... The culture they; The author being a artist; shows us that having your own; recelects; the author ... from their father ... for him/her*) that hinder comprehension.

In this text the author's claim states that "we must recognize and acknowledge this new high tech world, yet still maintain an identity", as shown in his characters point of view. The text also portrays an abundant amount of imagery to help explain the characters inspiration.

Through out this text the reader is able to have an ~~idea~~ idea of what the characters are talking about. This idea is developed through imagery. As the reader continues on it is very easy to relate ~~to~~ to what is being projected as shown on lines 35-38, when the character explains, "There are few things more pleasant than waking up in the morning to see dew on blades of grass, or to hear rolling of the thunder as dark clouds gather on spring days. To smell wet sand and hear the rain drops dancing on parched ground."

In this text one is able to be brought in to the reading of the text due to the use of ~~visual~~ visual examples that may interest

the reader, this can be proven by opinion of the reader. In this text particularly I my self can relate to being inspired to keep reading on because the text can relate to my life.

In the text imagery is one of the most strongly used literary techniques, this technique is able to bring the reader further into the text by using possible common things that the reader can possibly relate to.

Anchor Level 2–A

The response introduces a central idea (*In this text the author's claim States that "we must reconize and acknowledge this new high tech world, yet Still main tain an identity"*) and a writing strategy (*The text also portrays an abundant amount of imagery to help explain the characters inspiration*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*In this text one is able to be brought in to the reading of the text due to the use of visual examples and I my self can relate to being inspired to keep reading on because the text can relate to My life*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*it is very easy to relate to what is being projected as shown on lines 35-38, when the character explains, "There are few things more pleasant than waking up in the morning to see dew on blades of grass ... and hear the rain drops dancing on parched ground"*). The response exhibits inconsistent organization of ideas and information, presenting an appropriate example of imagery from the text followed by an overly general and repetitive analysis of the writing strategy (*this technique is able to bring the reader further in to the text by using possible common things that the reader can possibly relate to*), but the initial focus on maintaining one's identity in a high-tech world is not developed. The response lacks a formal style, using language that is basic and imprecise (*As the reader continues on, as shown on lines, this can be proven by opinion of, using possible common things*). The response demonstrates emerging control of conventions with some errors (*text the author's; that "we must reconize; main tain; identity", as shown; characters point of view; Through out; intrest; the reader, this can; literary*) that hinder comprehension.

In the text the author uses a good sense of theme. Theme is the overall idea of the story. The entire theme is based on how this young boy carries out his culture, as a Navajo. The author uses the literary element "theme" to explain how culture, & the ways of religion has been passed on, from one to another. In the next paragraph I will use examples from the passage, for this literary element.

Right from the jump line 4, the author has the boy say "A new generation of interpretations of our legends and stories, strengths & weaknesses." ... The Navajo have a big idea of art wrapped around their finger. Some express art through stories, through paintings, each person expresses it a different way to find their actual niche. The passage explains how a Navajo culture, express themselves through art.

Anchor Level 2-B

The response introduces a central idea and a writing strategy (*The author uses the literary element "theme" to explain how culture, & the ways of religion has been passed on, from one to another*). The response demonstrates a superficial analysis of the author's use of theme to develop the central idea (*Some express art through stories, through paintings, each person expresses it a different way to find their actual niche*). The response presents ideas inadequately and inaccurately in an attempt to support analysis (*The entire theme is based on how this young boy carries out his culture, as a Navajo and the author has the boy say "A new generation of interpretations of our legends and stories, strengths & weaknesses"*). The response exhibits inconsistent organization of ideas and information, presenting loosely related ideas about how a Navajo culture, express themselves through art, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*a good sense of theme, Right from the jump, & for "and", The Navajo have a big idea of art wrapped around their finger*). The response demonstrates emerging control of conventions with some errors (*text the author; carries; culture, as a Navajo; culture, & the ways of religion has been passed on, from; say "A; weaknesses." ... The; niche; culture, express themselves*) that hinder comprehension.

The central idea of the text is about Najavos artists. The author also tells their story of their past and how they came to be who they are today. He or she talks about what their art means to them. For example, on line 12 they say that it means confronting themselves, their fears, and mysteries. The writing strategy that the author used is a metaphor. There are many examples of this throughout the text. One example is the anticipation is like grass in the path of a distant approaching thunderstorm.

Anchor Level 2-C

The response introduces a confused central idea (*The central idea of the text is about najavos artists. The author also tells their story of their past and how they came to be who they are today*) and writing strategy (*The writing strategy that the author used is a metaphor*). The response demonstrates minimal analysis of the author's use of metaphor to develop the central idea (*One example is the anticipation is like grass in the path of a distant approaching thunderstorms*). The response presents ideas inadequately (*He or she talks about what their art means to them*) and inaccurately (*their fears*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, with one paragraph that discusses the central idea through a series of loosely related ideas and a second paragraph that is devoted to the writing strategy, but provides an inaccurate example of metaphor, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*On line 12 they say and it means confronting themselves, their fears, and mysteries*). The response demonstrates emerging control of conventions with some errors (*najavos artists, The author ... their story, He or she ... their art, 12 they, themselves, One example is the anticipation is like ... a distant approaching thunderstorms*) that hinder comprehension.

I think the author's purpose for writing this literary technique to show strength and weakness can be a main part in things that we struggle with. Not only may we hide our weaknesses we also hide a lot of knowledge that people tend to not use in this society instead of putting it to use that might need. People may make fun of people for the things they do or have done and realize that people may do those things for a reason like to survive in society and people are so humbled cause economies have changed and sooner or later most jobs that we had or have are going to be taken away by future events.

Anchor Level 1–A

The response introduces a confused and incomplete central idea (*I think the author's purpose for writing this literary technique to show strength and weakness can be a main part in things that we struggle with*), with no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text. The response exhibits little organization of ideas and information, transitioning from the notion of an individual's *strength and weakness* and the *knowledge that people tend to not use in this society* to single comments about ridicule, survival, and the changing economy. The response lacks a formal style, using language that is imprecise (*writing this literary technique, a main part in things, are* for "our", *use that might need, cause* for "because"). The response demonstrates partial control of conventions with occasional errors (*weaknesses we, alot, reason like, society and, changed and*) that do not hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

The central idea in this excerpt is about facing your fears and learn more about the world. The author uses flashbacks to develop this central idea. The flashback takes place when the author was four and living with her grandmother in the Sacred Mountain of the West.

Anchor Level 1-B

The response introduces a confused and incomplete central idea (*The central idea in this excerpt is about facing your fears and learn more about the world*). The response incorrectly identifies *flashbacks* as the writing strategy, confusing it with memories, in a minimal analysis of the central idea (*The flashback takes place when the author was four and living with her grandmother in the Sacred Mountain of the West*). The response presents little evidence from the text. The response exhibits little organization of ideas and information. The response is minimal, making assessment of language and conventions unreliable.

Through the author's use of characterization the author illustrates the concept of how one's past and his or her culture effects one's art. By reading this passage, an individual can see that for the protagonist, "Society paid for herself it is really important to know their personalities know ourselves and our past, yet still have faith in the future" (line 18). This quote illustrates the concept that how they are connected to their past, but still they can seek hope from the future.

The author also uses characterization for make people understand that how their past effects their creation of arts.

The author of this text uses imagery to show how growing up as a Navajo has influenced his/her artistic creations. Using imagery in this way helps to showcase, in a more complete way, the cultural influences reflected in the author's work.

For example, the author ~~describes~~ recalls moments in his past such as "[seeing] the last ray of sunlight hitting the mesa after an autumn day," and also seeing the "light reflecting off distant cars." (42-43) By describing this significant scenery, we glimpse at how they made the author feel "sad and vulnerable." (43) Because of these experiences and emotions, the author's creative artwork is expressive of these, and describing them in such a descriptive ~~way~~ way helps us, as readers, to understand the significance and implications of these emotions. Another instance in which imagery is used to show the impact of a Navajo upbringing on the author's work can be seen on lines 52-54 when the author is recalling a gathering as a Navajo, saying that "[he/she] felt the pain of their fathers' testing in the roaring fire of the hearth." In this, we can see the great deal of significance the Navajo upbringing had on the author. By being able to see what has inspired the author from his/her upbringing and how he/she felt about it, we are able to fully see how significant the Navajo upbringing is.

In conclusion, the author's use of imagery helps to show the significance of the author's unique Navajo upbringing and its reflection through his artistic creations. We are described pieces of his/her upbringing and how they personally affected ~~the~~ the author.

In this passage, it explains how a piece of art work can have good intentions. By just looking at a art work it makes them think of a peaceful time in your life. Lines 18-19 says, "Be able to compromise wisely and know how much to expose of ourselves." meaning to say calm rather than exploding your true colors. It also explain these Navajo people who are laid back and don't bother no one.

The literary term you can use is setting because Navajo people seem calm and relaxed and chill without people talking to them.

Everything around us has a great meaning because only we can change or effect something greatly. Culture and art is so diverse, and accepting it from other view points allows us to benefit. Given with that, an experience, or great memories will benefit what art and culture have to offer.

In the text, the tone is being the main focus throughout it. The encouragement of having an open mind is ~~being~~ vivid throughout the text. "We will not allow ourselves to become casualties in this collision of cultures." The sternness of people wanting to be intact with more experience. We will not be like everyone else. Despite being unsure, opened minds is a beneficial thing to build off of.

Accepting what has been your inspiration will motivate your "art." "With good intentions, I recreate this in every piece of art: intentions of preserving and passing on..." Taking what you had you share it with others, positively. Your traditions will live on regardless. What you do with it, is how good ~~the reader would know~~ it is passed.

Your experience better yourself.
How you interpret the art of life will
be a productive thing. Culture and
art is in everyone, but those with good
intensions of showing the truth behind
it are great artists.

Art can take on many different forms, but there is always a sense of presentation and passing on. Past experiences tend to reflect themselves on art to guide individuals in the future. In this text, the author uses ~~various literary elements~~ ^{personification} to portray these different art forms of the Navajo society and the meanings ~~it~~ ^{they} hold.

When the Navajo artists draw, they are cautious to ~~reflect~~ include aspects of their culture throughout time. Thus, it is important that the art ~~they~~ they represent "scream[s] of tomorrow, yet be dressed in the ~~truth~~ ^{truth} of (the) past". The author uses personification here ~~when~~ ^{in which} art is given the ability to scream and dress itself. This use of personification is salient towards understanding the author's feelings ~~for~~ the Navajo art because it shows how crucial it is to ~~include~~ ^{reflect} the past life in these arts so that future generations can learn from it. While art can draw to send messages, it can also be seen in nature itself.

Nature is an art in itself that reflects society. In the Navajo society, there are "cornstalks weeping for joy" and a "soft crunching sound in the snow". ~~For~~ ^{The author uses} here ~~used~~ ^{used} here personification is ~~reflected~~ ^{reflected} here ~~when~~ ^{in which} in which cornstalks are given the ability to weep. ~~and the~~ This is of pivotal importance to the author's message of art because the author believes that art should reflect one's own culture and this natural aspect of the Navajo ^{Society} ~~tribe~~ accomplishes just that. We ^{can} ~~can~~ ~~ascertain~~ ^{ascertain} that the Navajo ^{lives based on a} ~~lives~~ ^{lives} according to a "farming lifestyle and they

Part 3 – Practice Paper – E

are happy with it since the cornstalks are filled with joy.
This beauty of art, will thus influence society to keep it this
way in the future as well.

Practice Paper A – Score Level 2

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

Practice Paper B – Score Level 4

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

Practice Paper C – Score Level 1

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

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 3

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

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 August 2016**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.4 (11-12)
3	MC	1	1	RL.3 (11-12)
4	MC	1	1	RL.2 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.5 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.5 (11-12)
9	MC	1	1	RL.3 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.5 (11-12)
13	MC	1	1	RL.3 (11-12)
14	MC	1	1	RL.4 (11-12)
15	MC	1	1	RI.5 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.4 (11-12)
19	MC	1	1	RI. 3 (11-12)
20	MC	1	1	L.5 (11-12)
21	MC	1	1	RI.4 (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 August 2016 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts (Common Core) – August 2016

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

(Use for the August 2016 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	49	1
53	98	5	24	45	1
52	97	5	23	42	1
51	96	5	22	38	1
50	96	5	21	35	1
49	95	5	20	31	1
48	94	5	19	27	1
47	93	5	18	24	1
46	92	5	17	20	1
45	91	5	16	17	1
44	90	5	15	13	1
43	89	5	14	10	1
42	88	5	13	9	1
41	87	5	12	8	1
40	85	5	11	7	1
39	84	4	10	6	1
38	82	4	9	5	1
37	81	4	8	4	1
36	79	4	7	4	1
35	77	3	6	3	1
34	74	3	5	2	1
33	72	3	4	2	1
32	69	3	3	1	1
31	67	3	2	1	1
30	65	3	1	1	1
29	61	2	0	0	1
28	58	2			

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

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

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