

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Wednesday, August 16, 2023 — 8:30 to 11:30 a.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

Of Time and Third Avenue

The following excerpt from a short story takes place at Mr. Macy’s tavern in 1951.

What Macy hated about the man was the fact that he squeaked. Macy didn’t know if it was the shoes, but he suspected the clothes. In the back room of his tavern, under the poster that asked: WHO FEARS MENTION THE BATTLE OF THE BOYNE? Macy inspected the stranger. He was tall, slender, and very dainty. Although he was young,
5 he was almost bald. There was fuzz on top of his head and over his eyebrows. Then he reached into his jacket for a wallet, and Macy made up his mind. It was the clothes that squeaked.

“MQ, Mr. Macy,” the stranger said in a staccato¹ voice. “Very good. For rental of this back room included exclusive utility for one chronos—”

10 “One whatos?” Macy asked nervously.

“Chronos. The incorrect word? Oh yes. Excuse me. One hour.”

“You’re a foreigner,” Macy said. “What’s your name? I bet it’s Russian.” ...

“MQ. Boyne.” Mr. Boyne opened a wallet shaped like an accordion, ran his fingers through various colored papers and coins, then withdrew a hundred-dollar bill. He jabbed
15 it at Macy and said: “Rental fee for one hour. As agreed. One hundred dollars. Take it and go.”

Impelled by the thrust of Boyne’s eyes, Macy took the bill and staggered out to the bar. Over his shoulder he quavered: “What’ll you drink?”

“Drink? Alcohol? Pfui!” Boyne answered.

20 He turned and darted to the telephone booth, reached under the pay phone and located the lead-in wire. From a side pocket he withdrew a small glittering box and clipped it to the wire. He tucked it out of sight, then lifted the receiver.

“Coordinates West 73-58-15,” he said rapidly. “North 40-45-20. Disband sigma. You’re ghosting...” After a pause, he continued: “Stet. Stet! Transmission clear. I want a fix on
25 Knight. Oliver Wilson Knight. Probability to four significant figures. You have the coordinates.... 99.9807? MQ. Stand, by...”

Boyne poked his head out of the booth and peered toward the tavern door. He waited with steely concentration until a young man and a pretty girl entered. Then he ducked back to the phone. “Probability fulfilled. Oliver Wilson Knight in contact. MQ.
30 Luck my Para.” He hung up and was sitting under the poster as the couple wandered toward the back room. ...

The girl said: “We hate to intrude, but this is the only place in town where you can get genuine Stone ginger beer.”

“Already aware of the fact, Miss Clinton.” To Macy he said: “Bring ginger beer and go.”

¹staccato — abrupt

35 No other guests. These are all I'm expecting."

Knight and the girl stared at Boyne in astonishment as they sat down slowly. Knight placed a wrapped parcel of books on the table. The girl took a breath and said, "You know me ... Mr. ...?"

40 "Boyne. As in Boyne, Battle of. Yes, of course. You are Miss Jane Clinton. This is Mr. Oliver Wilson Knight. I rented [the] premises particularly to meet you this afternoon." ...

"You couldn't know we were coming here," Jane said. "We didn't know ourselves ... until a few minutes ago."

45 "Sorry to contradict, Miss Clinton," Boyne smiled. "The probability of your arrival at Longitude 73-58-15 Latitude 40-45-20 was 99.9807 per cent. No one can escape four significant figures." ...

Jane tried to rise. "I ... I think we'd b-better be go—"

50 Boyne waved her back, and she sat down like a child. To Knight he said: "This noon you entered premises of J.D. Craig & Co., dealer in printed books. You purchased, through transfer of money, four books. Three do not matter, but the fourth ..." He tapped the wrapped parcel emphatically. "That is the crux² of this encounter." ...

"One bound volume consisting of collected facts and statistics."

"The almanac?" ...

"You intended to purchase a 1950 almanac."

"I bought the '50 almanac."

55 "You did not!" Boyne blazed. "You bought the almanac for 1990."

"What?"

"The World Almanac for 1990," Boyne said clearly, "is in this package. Do not ask how. There was a carelessness that has already been disciplined. Now the error must be adjusted. That is why I am here. It is why this meeting was arranged. You cognate?"³

60 Knight burst into laughter and reached for the parcel. Boyne leaned across the table and grasped his wrist. "You must not open it, Mr. Knight."

"All right." Knight leaned back in his chair. He grinned at Jane and sipped ginger beer. "What's the payoff on the gag?"

65 "I must have the book, Mr. Knight. I would like to walk out of this tavern with the almanac under my arm." ...

"If," said Knight, "there was such a thing as a 1990 almanac, and if it was in that package, wild horses couldn't get it away from me."

"Why, Mr. Knight?"

70 "Don't be an idiot. A look into the future? Stock market reports ... Horse races ... Politics. It'd be money from home. I'd be rich." ...

"Excuse me," Boyne said keenly, "but you are only repeating the dreams of childhood. You want wealth. Yes. But only won through endeavor ... your own endeavor. There is no joy in success as an unearned gift. There is nothing but guilt and unhappiness. You are aware of this already."

75 "I disagree," Knight said.

"Do you? Then why do you work? Why not steal? Rob? Burgle? Cheat others of their money to fill your own pockets?" ...

"Then I'd just want to know if I would be successful."

80 "Ah? Stet. You wish to thumb through the pages looking for your name. You want reassurance. Why? Have you no confidence in yourself? You are a promising young

²crux — point

³cognate — understand

attorney. Yes, I know that. It is part of my data. Has not Miss Clinton confidence in you?"

"Yes," Jane said in a loud voice. "He doesn't need reassurance from a book." ...

"Do you enjoy games won by cheating?"

"Not as a rule."

85 "They are thisney, yes? Boring. They are tiresome. Pointless. Null-coordinated. You wish you had won honestly."

"I suppose so."

90 "And you will suppose so after you have looked at this bound book. Through all your pointless life you will wish you had played honestly the game of life. You will verdash that look. You will regret. You will totally recall the pronouncement of our great poet-philosopher Trynbyll who summed it up in one lightning, skazon line. 'The Future is Tekon,' said Trynbyll. Mr. Knight, do not cheat. Let me implore you to give me the almanac."

"Why don't you take it away from me?"

"It must be a gift. We can rob you of nothing. We can give you nothing."

95 "That's a lie. You paid Macy to rent this back room."

"Macy was paid, but I gave him nothing. He will think he was cheated, but you will see to it that he is not. All will be adjusted without dislocation." ...

"What should we do? If everything he says is true we can refuse and live happily ever after."

100 "No," Jane said in a choked voice. "There may be money and success in that book, but there's divorce and death, too. Give him the almanac."

"Take it," Knight said faintly. ...

105 "My gratitude," he said. "You have eased a precarious⁴ situation. It is only fair you should receive something in return. We are forbidden to transfer anything that might divert existing phenomena streams, but at least I can give you one token of the future."

He backed away, bowed curiously, and said: "My service to you both." Then he turned and started out of the tavern.

"Hey!" Knight called. "The token?"

"Mr. Macy has it," Boyne answered and was gone. ...

110 "But it doesn't make sense." Knight began to laugh again. "All that business about paying Macy but not giving him anything. And I'm supposed to see that he isn't cheated. And the mystery token of the future ..."

115 The tavern door burst open and Macy shot through the saloon into the back room. "Where is he?" Macy shouted. "Where's the thief? Boyne, he calls himself. More likely his name is Dillinger."⁵ ...

"He's gone," Knight said. "He left just before you got back." ...

"He paid me one hundred dollars to rent this back room," Macy cried in anguish. "One hundred dollars. I took the bill over to Bernie the pawnbroker, being cautious-like, and he found out it's a forgery. It's a counterfeit." ...

120 Knight inspected it closely. Suddenly he turned pale and the laughter drained out of his face. He reached into his inside pocket, withdrew a checkbook and began to write with trembling fingers.

"What on earth are you doing?" Jane asked.

125 "Making sure that Macy isn't cheated," Knight said. "You'll get your hundred dollars, Mr. Macy."

"Oliver! Are you insane? Throwing away a hundred dollars..." ...

"Look at the bill," Knight said in a shaky voice. "Look closely."

⁴precarious — hazardous

⁵John Dillinger — an American gangster who robbed banks

130 It was beautifully engraved and genuine in appearance. Benjamin Franklin’s benign⁶ features gazed up at them mildly and authentically; but in the lower right-hand corner was printed: Series 1980 D. And underneath that was signed: Oliver Wilson Knight, Secretary of the Treasury.

—Alfred Bester
excerpted and adapted from “Of Time and Third Avenue”
Virtual Unrealities, 1997
Vintage Books

⁶benign — kind

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|--|---|
| <p>1 Lines 8 through 16 create a mood of
(1) tension (3) fear
(2) mystery (4) melancholy</p> <p>2 As used in line 17, the word “Impelled” most likely means
(1) embarrassed (3) forced
(2) reassured (4) distracted</p> <p>3 The statement “Probability fulfilled” (line 29) reveals that Boyne
(1) was certain Knight understood the importance of the meeting
(2) was hoping Knight would arrive at the arranged time
(3) knew he was likely to meet Knight at this location
(4) knew he could convince Knight to bring Jane</p> <p>4 Based on Boyne’s actions in lines 23 through 29, lines 41 through 45 confirm that Boyne
(1) is able to manipulate people’s actions
(2) is able to change people’s goals
(3) has experience as a detective
(4) has knowledge of future events</p> <p>5 The interaction in lines 39 through 46 indicates
(1) Jane’s apprehensive feelings
(2) Knight’s dismissive attitude
(3) Boyne’s delusional thinking
(4) Boyne’s excessive demands</p> | <p>6 The “carelessness that has already been disciplined” (line 58) refers to the
(1) sale of an almanac that reveals future information
(2) possession of an almanac that ensures future success
(3) misleading statistics presented in the almanac
(4) incorrect title on the cover of the almanac</p> <p>7 Lines 83 through 89 suggest that a meaningful life requires
(1) luck (3) foresight
(2) integrity (4) cooperation</p> <p>8 The statement “All will be adjusted without dislocation” (line 97) indicates that by returning the almanac
(1) the future will proceed without change
(2) Knight’s actions will not be punished
(3) Macy’s agreement will not be honored
(4) the past will be accepted without regret</p> <p>9 The description in lines 120 through 122 communicates that Knight
(1) recognizes that Boyne’s claims were true
(2) feels deceived by the actions of Boyne
(3) has regrets that he did not keep the almanac
(4) is relieved that he did not read the almanac</p> <p>10 The “beautifully engraved” bill (line 128) symbolizes Knight’s
(1) future marriage (3) trusting nature
(2) admirable character (4) successful career</p> |
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Reading Comprehension Passage B

Native Memory

The following poem is the poet's reflection upon Little River Canyon, part of the Cherokee Nation homeland prior to their forced removal and relocation west of the Mississippi in the early 19th century.

River was my first word
after *mama*.

I grew up with the names of rivers
on my tongue: the Coosa,
5 the Tallapoosa, the Black Warrior;
the sound of their names
as native to me as my own.

I walked barefoot along the brow of Lookout Mountain
with my father, where the Little River
10 carves its name through the canyons
of sandstone and shale
above Shinbone Valley;
where the Cherokee
stood on these same stones
15 and cast their voices into the canyon below.

You are here, a red arrow
on the atlas tells me
at the edge of the bluff
where young fools have carved their initials
20 into giant oaks
and spray painted their names and dates
on the canyon rocks,
where human history is no more
than a layer of stardust, thin
25 as the fingernail of god.

What the canyon holds in its hands:
an old language spoken into the pines
and carried downstream
on wind and time, vanishing
30 like footprints in ash.
The mountain holds their sorrow
in the marrow of its bones.
The body remembers
the scars of massacres,
35 how the hawk ached to see
family after family

dragged by the roots
from the land of their fathers.

Someone survived to remember
40 beyond the weight of wagons and their thousands
of feet cutting a deep trail of grief.
Someone survived to tell the story of this
sorrow and where they left their homes
and how the trees wept to see them go
45 and where they crossed the river
and where they whispered a prayer into their grandmother's eyes
before she died
and where it was along the road they buried her
and where the oak stood whose roots
50 grew around her bones
and where it was that the wild persimmons grow
and what it was she last said to her children
and which child was to keep her memory alive
and which child was to keep the language alive
55 and weave the stories of this journey into song
and when were the seasons of singing
and what were the stories that go with the seasons
that tell how to work and when to pray
that tell when to dance and who made the day.

60 *You are here*
where bloodlines and rivers
are woven together.
I followed the river until I forgot my name
and came here to the mouth of the canyon
65 to swim in the rain and remember
this, the most indigenous joy I know:
to wade into the river naked
among the moss and stones,
to drink water from my hands
70 and be alive in the river, the river saying,
You are here,
a daughter of stardust and time.

—Ansel Elkins
“Native Memory”
www.poets.org, 2016

- 11 As used in line 7, the word “native” most nearly means
- (1) dull
 - (2) simple
 - (3) unusual
 - (4) familiar
- 12 Lines 16 through 22 convey the narrator’s perception of the visitors’
- (1) ignorance
 - (2) anger
 - (3) respect
 - (4) curiosity
- 13 The structure of lines 39 through 59 best serves to highlight the
- (1) powerlessness of the Cherokee people with outside influence
 - (2) pessimism of the Cherokee people in times of stress
 - (3) resilience of the Cherokee culture regardless of their relocation
 - (4) adaptation of the Cherokee traditions because of change
- 14 The phrase “*You are here*” (lines 16, 60, and 71) emphasizes the narrator’s
- (1) amazement at the beauty of the landscape
 - (2) awareness of an attachment to this place
 - (3) persistent feeling of being alone
 - (4) increasing sense of being lost
-

Reading Comprehension Passage C

The Music in You

Twenty years ago, a pair of psychologists hooked up a shoe to a computer. They were trying to teach it to tap in time with a national anthem. However, the job was proving much tougher than anticipated. Just moving to beat-dominated music, they found, required a grasp of tonal organisation and musical structure that seemed beyond the reach of an ordinary person without special training. But how could that be? Any partygoer can fake a smile, reach for a cheese cube and tap her heel to an unfamiliar song without so much as a thought. Yet when the guy she's been chatting with tells her that he's a musician, she might reply: 'Music? I don't know anything about that.'

Maybe you've heard a variation on this theme: 'I can't carry a tune to save my life.' Or: 'I don't have a musical bone in my body.' Most of us end up making music publicly just a few times a year, when it's someone's birthday and the cake comes out. Privately, it's a different story — we belt out tunes in the shower and create elaborate rhythm tracks on our steering wheel. But when we think about musical expertise, we tend to imagine professionals who specialise in performance, people we'd pay to hear. As for the rest of us, our bumbling, private efforts — rather than illustrating that we share an irresistible impulse to make music — seem only to demonstrate that we lack some essential musical capacity.

But the more psychologists investigate musicality, the more it seems that nearly all of us are musical experts, in quite a startling sense. The difference between a virtuoso¹ performer and an ordinary music fan is *much* smaller than the gulf between that fan and someone with no musical knowledge at all. What's more, a lot of the most interesting and substantial elements of musicality are things that we (nearly) all share. We aren't talking about instinctive, inborn universals here. Our musical knowledge is *learned*, the product of long experience; maybe not years spent over an instrument, but a lifetime spent absorbing music from the open window of every passing car. ...

It's easy to test out the basics of this acquired knowledge on your friends. Play someone a simple major scale, Do-Re-Mi-Fa-Sol-La-Ti, but withhold the final Do and watch even the most avowed² musical ignoramus start to squirm or even finish the scale for you. Living in a culture where most music is built on this scale is enough to develop what seems less like the knowledge and more like the *feeling* that this Ti must resolve to a Do. ...

When people grow up in places where music is constructed out of different scales, they acquire similarly natural responses to quite different musical elements. Research I've done with Patrick Wong of Northwestern University in Illinois has demonstrated that people raised in households where they listen to music using different tonal systems (both Indian classical and Western classical music, for example) acquire a convincing kind of bi-musicality, without having played a note on a sitar³ or a violin. So strong is our proclivity⁴ for making sense of sound that mere listening is enough to build a deeply internalised mastery of the basic materials of whatever music surrounds us. ...

It has often been observed that there is a special connection between music and memory. This is what allows a song such as Tom Lehrer's *The Elements* (1959) to teach children the periodic table better than many chemistry courses. You don't need to have any

¹virtuoso — master

²avowed — self-proclaimed

³sitar — a type of stringed instrument

⁴proclivity — tendency

special training to benefit from the memory boost conferred by setting a text to music — it just works, because it’s taking advantage of your own hidden musical abilities and inclinations. Music can also absorb elements of autobiographical memory — that’s why you burst into tears in the grocery store when you hear the song that was playing when you
45 broke up with your boyfriend. Music soaks up all kinds of memories, without us being aware of what’s happening.

What’s less well-known is that the relationship goes both ways: memory also indexes music with astonishing effectiveness. We can flip through a radio dial or playlist at high speed, almost immediately recognising whether we like what’s playing or not. In 2010,
50 the musicologist Robert Gjerdingen of Northwestern University in Illinois showed that snippets under 400 milliseconds — literally the blink of an eye — can be sufficient for people to identify a song’s genre (whether it’s rap, country or jazz), and last year [psychologist Carol Lynne] Krumhansl showed that snippets of similar length can be sufficient for people to identify an *exact song* (whether it’s Public Enemy’s *Fight the Power* or Billy Ray Cyrus’s
55 *Achy Breaky Heart*). That isn’t long enough for distinctive aspects of a melody or theme to emerge; people seem to be relying on a robust and detailed representation of particular textures and timbral⁵ configurations — elements we might be very surprised to learn we’d filed away. And yet we can retrieve them almost instantly.

That fact becomes both more and less amazing when you consider just how steeped in
60 music we all are. If all the exposure in elevators and cafés and cars and televisions and kitchen radios was put together, the average person listens to several hours of music every day. Even when it isn’t playing, music continues in our minds — more than 90 per cent of us report being gripped by a stubborn earworm at least once a week. People list their musical tastes on dating websites, using them as a proxy for their values and social affiliations. They
65 travel amazing distances to hear their favourite band. The majority of listeners have experienced chills in response to music: actual physical symptoms. And if you add some soaring strings to an otherwise ordinary scene in a film, it might bring even the hardest of us to tears.

So, the next time you’re tempted to claim you don’t know anything about music, pause
70 to consider the substantial expertise you’ve acquired simply through a lifetime of exposure.

Think about the many ways this knowledge manifests itself: in your ability to pick out a playlist, or get pumped up by a favourite gym song, or clap along at a performance. Just as you can hold your own in a conversation even if you don’t know how to diagram a sentence, you have an implicit understanding of music even if you don’t know a submediant from a
75 subdominant. ...

When we acknowledge how, just by living and listening, we have all acquired deep musical knowledge, we must also recognise that music is not the special purview of professionals. Rather, music professionals owe their existence to the fact that we, too, are musical. Without that profound shared understanding, music would have no power to move us.

—Elizabeth Hellmuth Margulis
excerpted and adapted from “The Music in You”
aeon.co, January 8, 2015

⁵timbral — tone quality

- 15 According to lines 9 through 11, most non-musicians view their musical ability as
- (1) limited
 - (2) comical
 - (3) admirable
 - (4) average
- 16 Lines 17 through 24 support a central idea by emphasizing the
- (1) differences between virtuoso musical performers and ordinary people
 - (2) similarity of musical preferences between different cultures of people
 - (3) necessity of training for people to become musical experts
 - (4) way that people naturally learn about music through experience
- 17 Lines 25 through 29 demonstrate that the average person, with basic musical knowledge,
- (1) will be amused by an alteration of a familiar scale
 - (2) will find discomfort in an incomplete familiar scale
 - (3) can adapt incomplete scales to make original music
 - (4) can recognize the scale patterns of other cultures
- 18 Acquiring a “kind of bi-musicality” (lines 34 and 35) is the result of
- (1) studying the history of music composition
 - (2) experiencing multiple musical traditions
 - (3) developing an understanding of contemporary music
 - (4) participating in classical musical performances
- 19 Lines 43 through 46 convey the idea that music can affect a person by
- (1) eliminating unpleasant memories
 - (2) evoking past emotions
 - (3) maintaining stable moods
 - (4) modifying negative attitudes
- 20 The phrase “gripped by a stubborn earworm” (line 63) most likely refers to music
- (1) overplayed on the radio
 - (2) trending on social media
 - (3) connected to one’s past
 - (4) repeating in one’s head
- 21 The idea presented in lines 69 and 70 is best reflected by which phrase?
- (1) “But when we think about musical expertise, we tend to imagine professionals” (lines 13 and 14)
 - (2) “there is a special connection between music and memory” (lines 38 and 39)
 - (3) “Music can also absorb elements of autobiographical memory” (line 43)
 - (4) “just by living and listening, we have all acquired deep musical knowledge” (lines 76 and 77)
- 22 The comparison in lines 72 through 75 highlights the notion that musicality
- (1) depends upon language skills
 - (2) requires knowing the structure
 - (3) is as natural as speech
 - (4) is based on interaction with others
- 23 As used in line 77, the phrase “the special purview” most nearly means
- (1) easily composed by
 - (2) readily recalled by
 - (3) only valued by
 - (4) only comprehended by
- 24 The author advances the argument through use of
- (1) questions
 - (2) examples
 - (3) statistics
 - (4) imagery

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 13 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 cities ban single-use “Styrofoam” products?

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 cities should ban single-use “Styrofoam” products. 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 cities should ban single-use “Styrofoam” products
- 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 – Pros & Cons of Styrofoam

Text 2 – Why Styrofoam Is So Bad For the Environment

Text 3 – Statewide Polystyrene Ban Would Bring Unintended Consequences

Text 4 – In the Sea, Not All Plastic Lasts Forever

Text 1

Pros & Cons of Styrofoam

Styrofoam is probably not what you think it is. Technically, Styrofoam is the trademark name for a product that's used to insulate buildings. The white little cups and cheap takeout containers that you might think of as Styrofoam are made of something similar called expanded polystyrene foam, or EPS. Much like the debate over paper versus plastic, the use of EPS for foam food ware¹ and packing materials remains an ongoing controversy between companies looking out for their bottom line and environmentalists looking out for Mother Earth. Like anything else, EPS has both advantages and disadvantages.

Advantages of EPS

The food service industry generally favors EPS for food ware because it's less expensive than other products and provides better insulation, which helps keep food fresh longer. EPS creates versatile containers that can maintain temperatures for both hot and cold food and beverage items. While opponents of EPS argue that it's bad for the environment, manufacturing products from polystyrene uses less energy and resources than their paper counterparts. EPS products weigh less than paper, which helps reduce air emissions during transportation.

Disadvantages of EPS

Environmentalists generally disapprove of EPS foam products because they claim it wreaks havoc² on the environment. One of the main concerns regarding EPS foam is that it's not biodegradable and therefore takes up a lot of space in landfills, which adds to the pollution problem. If littered, EPS foam sometimes breaks into smaller pieces that are more difficult to clean up. Another argument against EPS foam is that it's made from nonrenewable fossil fuels and synthetic chemicals, which can also contribute to pollution. EPS foam sometimes makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material. While EPS foam can be recycled, doing so is often costlier than manufacturing new foam.

EPS Bans

The controversy over whether EPS foam products are environmentally friendly has led some cities, such as New York, to ban the use of EPS foam for single-use food ware containers and product packaging. The idea is that banning such products will reduce littering and protect some of the animals that mistake EPS waste for food or nesting material. Opponents of EPS bans, however, argue that banning EPS foam isn't the answer because it only leads to the use of alternative products that cause even more environmental problems than EPS foam itself.

—Kristina Barrosa
“Pros & Cons of Styrofoam”
sciencing.com, June 25, 2018

¹food ware — containers

²wreaks havoc — causes great damage

Text 2

Why Styrofoam Is So Bad For the Environment

Everyone knows that Styrofoam is bad for the planet, but do you know exactly why? Here's a hint: it's not just about biodegradability. Styrofoam has become such an accepted everyday product that people often don't understand how Styrofoam harms the environment.

5 Styrofoam is made from polystyrene, which is a petroleum-based plastic. Styrofoam is actually the trade name for polystyrene. It's popular because of its light weight, good insulation properties, and advantage as a packing material for shipping without adding weight. Unfortunately, for all of Styrofoam's good points, data has shown that Styrofoam also has harmful effects.

On Human Health

10 Let's take a look at the elements used to make Styrofoam. Styrene is the foundational ingredient used to make polystyrene. It is broadly used in the manufacture of plastics, resins and rubber. The U.S. Environmental Protection Agency (EPA) and the International Agency for Research on Cancer have established styrene as a possible human carcinogen.¹ Those who work in styrene product manufacturing and are regularly exposed to high levels of styrene have experienced acute health effects, including the following:

- 15
- Irritation of the skin
 - Irritation of the eyes
 - Irritation of the upper respiratory tract
 - Gastrointestinal effects

20 Chronic exposure to styrene leads to further complications, including effects on the nervous system. Symptoms of chronic exposure include those listed below:

- Depression
 - Headache
 - Fatigue
 - Weakness
- 25
- Minor effects on kidney function

Styrofoam containers are commonly used for take-out food, but chemicals can leach² into it and contaminate that food, affecting human health and reproductive systems. This effect is further accentuated if food is reheated while still in the container. NEVER heat Styrofoam: always remove food to a cooking vessel for reheating.

On the Environment...

30 Styrofoam can be recycled, but the market for recycled Styrofoam is diminishing. Many recycling companies no longer will accept polystyrene products. Those that are recycled can be remanufactured into things like cafeteria trays or packing filler.

35 Along with the health risks associated with the manufacture of polystyrene, air pollution is another concern. The National Bureau of Standards Center for Fire Research has found 57 chemical byproducts released during the creation of Styrofoam. This not only pollutes the air, but also results in liquid and solid toxic waste that requires proper disposal. Another cause for concern are the brominated flame retardants that are used on Styrofoam products. Research suggests that these chemicals may have negative environmental and health effects.

¹carcinogen — cancer-causing substance

²leach — seep

40 Styrofoam manufacture also uses hydrofluorocarbons (HFCs), which negatively impact the ozone layer and climate change. HFCs are less detrimental to the ozone than chlorofluorocarbons (CFCs), which were used in the manufacturing of Styrofoam in the past, but it is thought that the impact of HFCs on climate change is much more serious.

Lastly, Styrofoam is made from petroleum, which is a non-sustainable resource, the production of which creates heavy pollution and accelerates climate change.

Alternatives to Styrofoam

45 According to the EPA, Americans trash approximately 25 billion Styrofoam cups and take-out containers every year. Compostable³ food service packaging is very trendy right now as an “ecologically correct” option. Compostable containers are made, using corn starch, palm fiber, peat fiber and wheat stocks; and they’re able to break down into soil-enriching compost.

50 Scientists have hope for developing a suitable replacement for Styrofoam. A company named Ecovative Design has created a line of products made from fungi and agricultural waste that are Styrofoam-like and aspire to be a more environmentally friendly replacement.

Already, a number of independent restaurants and food service brands worldwide, such as Dunkin’ Donuts, have shown how compostable containers can be used as a practical
55 alternative. Several years ago, coffee retailer Tully’s began serving its popular beverages in compostable cups.

New York City; Washington, D.C.; Seattle; San Francisco and many more municipalities have announced that food service establishments, stores, and manufacturers may not possess, sell, or offer for use single-service Expanded Polystyrene (EPS) foam articles or polystyrene
60 loose fill packaging, such as “packing peanuts.” ...

—Kim Robson
excerpted from “Why Styrofoam Is So Bad For the Environment”
green-mom.com, February 27, 2018

³compostable — products capable of breaking down into natural elements

Text 3

Statewide Polystyrene Ban Would Bring Unintended Consequences

Supposedly civic-minded prohibitions on consumer conveniences always have unintended consequences. California's single-use plastic bag ban, for instance, has led to a surge in E. coli infections, created a swarm of thicker plastic bags that are a greater environmental hazard than the outlawed single-use plastic bags, boosted shoplifting, and
5 been the cause of countless broken eggs fumbled by shoppers trying to carry too many groceries in their arms.

The growing prohibitions on polystyrene, known to most by its brand name Styrofoam, will too yield unpleasant unintended consequences. The ban is not yet statewide, but legislative proponents will surely try again in 2019 to outlaw it in all of California after
10 legislation failed in each of the last two years.

In the meantime, 119 cities and counties have some type of foam ban, with the city of San Diego soon to become the 120th.

The goal is to rid our streets, sidewalks, parking lots, open fields, beaches, and waterways of used polystyrene. It's an admirable objective, and bans will certainly reduce the amount
15 of foam in the litter stream. But bans won't have a net positive impact. Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups. A California Water Resources Control Board report says there would be no improvement because "mere substitution would not result in reduced trash generation if such product
20 substitution would be discarded in the same manner as the banned item."

When and where polystyrene is banned, businesses and consumers are forced to bear the costs of transitioning to other materials. In some cases, according to the California Restaurant Association, costs will more than double. Recycle Nation says that a paper cup costs about
25 two-and-one-half times what a Styrofoam cup costs.

The San Diego City Council has acknowledged how taxing a ban will be by providing
25 some small businesses with hardship waivers allowing them to slowly transition to alternatives. Yet that might not be enough. Many small businesses operate on such narrow profit margins that a ban, even one including waivers, could be a death sentence for them.

A key point being ignored in the debate is that a ban would have a negative environmental impact. Recycle Nation tells us that "it appears that going with Styrofoam is more eco-friendly
30 compared to a paper cup," due in part to the added resources needed to produce paper cups. They require 12 times more water and 36 times as much electricity to manufacture. A Dutch study further found sourcing material for foam cups and shipping uses 22 percent less petroleum than is needed for paper cups, and producing foam cups doesn't require the use of harsh chemicals such as chlorine dioxide, which is needed to bleach the pulp used to
35 make cups.

A ban would also unfairly isolate targeted businesses. Less than half of foam litter is made up of food-service products, says Steven Stein, principal of the Washington-based Environmental Resources Group, who "toured" the Los Angeles River and wrote in the Los Angeles Times that what he found was "a snapshot of what's typically discarded throughout
40 the county."

“Foam transport packing materials used to protect shipments from breakage,” which cannot be covered by bans, makes up more than half of all polystyrene litter, says Stein.

45 It’s also worth noting that businesses paying more for polystyrene alternatives aren’t the guilty parties throwing foam into the litter stream. Yet the few who are ruining things for the many aren’t held culpable¹ by the prohibitionists.

50 Pursuing the polluters is a sensible approach. The California Water Resources [Control Board] has said that “ensuring compliance with existing statewide and local litter laws and ordinances would eliminate the substantial adverse environmental and economic impacts” from all litter, as well as preclude² “the need for additional structural or institutional controls that generate their own nominal adverse environmental impacts.”

55 Communities know where their worst litter problems are located and should focus enforcement resources on those areas. It seems that in a state so obsessed with environmental perfection, officials would concentrate first on the source of the problem, litterbugs, rather than law-abiding businesses and consumers who just want to complete their transactions without government interference.

60 Bans, though, are more visible. They allow politicians to make a public show of their virtue. But they also create their own sets of problems. Lawmakers need to be mindful of the damage they can do before they legislate for political gain rather than rational reasons. It’s a reality they should take into account when the statewide polystyrene ban comes up again in Sacramento.

—Kerry Jackson

excerpted and adapted from “Statewide Polystyrene Ban Would
Bring Unintended Consequences”
www.pacificresearch.org, November 13, 2018

¹culpable — responsible

²preclude — prevent

Text 4

In the Sea, Not All Plastic Lasts Forever

A major component of ocean pollution is less devastating and more manageable than usually portrayed, according to a scientific team at the Woods Hole Oceanographic Institution on Cape Cod, Mass., and the Massachusetts Institute of Technology [MIT].

5 Previous studies, including one last year by the United Nations Environment Program, have estimated that polystyrene, a ubiquitous¹ plastic found in trash, could take thousands of years to degrade, making it nearly eternal. But in a new paper, five scientists found that sunlight can degrade polystyrene in centuries or even decades.

10 “Policymakers generally assume that polystyrene lasts forever,” Collin P. Ward, a marine chemist at Woods Hole and the study’s lead author said in a statement on Thursday [October 10, 2019]. “That’s part of the justification for writing policy that bans it.” A main rationale for his team’s study, he added, “was to understand if polystyrene actually does last forever.”

15 Polystyrene, one form of which often carries the brand name Styrofoam, is used to manufacture single-use cups, straws, yogurt containers, disposable razors, plastic tableware, packing materials and many other everyday items, which are discarded daily by the ton. Much of it ends up in the ocean. A swirling mass of throwaway junk known as the Great Pacific Garbage Patch, located between Hawaii and California, is estimated to occupy an area roughly twice the size of Texas.

20 Many nations, companies, citizen groups and ocean institutes, as well as United Nations programs, have worked hard to ban single-use items and better regulate their disposal.

“We’re not calling the concerns or the actions wrong,” Christopher M. Reddy, a marine chemist at Woods Hole and another author on the study, said in an interview. “We just have a new thread to add and we think it’s significant.” ...

25 It’s common knowledge that sunlight can cause plastics to weather. “Just look at plastic playground toys, park benches, or lawn chairs, which can rapidly become sun-bleached,” Dr. Ward noted in the Woods Hole statement.

30 The new study demonstrated that sunlight does even more, breaking down polystyrene into basic chemical units of organic carbon, which dissolves in seawater, and trace amounts of carbon dioxide, at levels far too low to play a role in climate change. By the end of this process the plastic has effectively disappeared from the environment.

In the paper, the researchers described the study as “the first direct evidence” of how sunlight can break down polystyrene in the environment into its basic chemical building blocks.

35 Previous studies focused largely on the degrading effect of microbes. That made sense, Dr. Reddy said, because microbes can eat many forms of organic carbon. But, he added, the chemical structure of polystyrene — particularly its backbone of large, ringed molecules — made the plastic unappetizing to decomposing bacteria.

40 However, that same molecular backbone turned out to be “the perfect shape and size to catch certain frequencies of sunlight,” Dr. Reddy said. And the energy that is absorbed breaks the chemical bonds.

¹ubiquitous — found everywhere

In the lab, the researchers tested five different samples of polystyrene to see if sunlight could tear them apart. The team submerged each sample in a sealed glass container of water and exposed it to light from a solar simulator, a special lamp that mimics the frequencies of sunlight. The scientists then studied the water for evidence of breakdown products.

45 With sophisticated tools of detection and analysis, Dr. Ward and his colleagues then traced the origin of the loose materials back to the polystyrene. “We used multiple methods, and they all pointed to the same outcome,” he said in the statement: sunlight can turn polystyrene from a solid material back into basic chemical units.

50 The study also found that additives to polystyrene, which can determine its color, flexibility and other physical features, can slow or speed decomposition.

In a joint interview, Dr. Ward and Dr. Reddy said that one remaining puzzle concerns the exact nature of the dissolved organic carbon, which is too small in size to form visible particles. “We feel confident we can figure it out,” Dr. Reddy said.

55 The research team included Cassia J. Armstrong and Julia H. Jackson of Woods Hole, and Anna N. Walsh of Woods Hole and the Massachusetts Institute of Technology.

In the paper, the authors noted that the newly identified means of polystyrene breakdown “should be incorporated into global fate models” for plastics and help frame policy. None of the current inventories “account for degradation,”² Dr. Ward noted.

60 In the interview, he and Dr. Reddy suggested that the new finding might eventually shed light on one of the outstanding mysteries of ocean pollution: that more than 99 percent of the plastic that should be identifiable is missing. Expeditions that have specifically looked for evidence of the calculated mass of plastic have repeatedly come up with surprisingly low returns.

65 In time, Dr. Ward said, the accelerating search for the breakdown products of polystyrene and other kinds of oceanic pollution may let scientists “balance the books.”

—William J. Broad
excerpted and adapted from “In the Sea, Not All Plastic Lasts Forever”
www.nytimes.com, October 11, 2019

²degradation — deterioration

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

The Kitchen

In this excerpt from a memoir, the narrator recalls his childhood in Brownsville—a neighborhood in Brooklyn, New York—in the early part of the 20th century.

...In Brownsville tenements the kitchen is always the largest room and the center of the household. As a child I felt that we lived in a kitchen to which four other rooms were annexed. My mother, a “home” dressmaker, had her workshop in the kitchen. She told me once that she had begun dressmaking in Poland at thirteen; as far back as I can remember, she was always making dresses for the local women. She had an innate sense of design, a quick eye for all the subtleties in the latest fashions, even when she despised them, and great boldness. For three or four dollars she would study the fashion magazines with a customer, go with the customer to the remnants¹ store on Belmont Avenue to pick out the material, argue the owner down—all remnants stores, for some reason, were supposed to be shady, as if the owners dealt in stolen goods—and then for days would patiently fit and baste² and sew and fit again. Our apartment was always full of women in their housedresses sitting around the kitchen table waiting for a fitting. My little bedroom next to the kitchen was the fitting room. The sewing machine, an old nut-brown Singer with golden scrolls painted along the black arm and engraved along the two tiers of little drawers massed with needles and thread on each side of the treadle,³ stood next to the window and the great coal-black stove which up to my last year in college was our main source of heat. By December the two outer bedrooms were closed off, and used to chill bottles of milk and cream, cold borscht⁴ and jellied calves’ feet. ...

The kitchen gave a special character to our lives; my mother’s character. All my memories of that kitchen are dominated by the nearness of my mother sitting all day long at her sewing machine, by the clacking of the treadle against the linoleum floor, by the patient twist of her right shoulder as she automatically pushed at the wheel with one hand or lifted the foot to free the needle where it had got stuck in a thick piece of material. The kitchen was her life. Year by year, as I began to take in her fantastic capacity for labor and her anxious zeal, I realized it was ourselves she kept stitched together. I can never remember a time when she was not working. She worked because the law of her life was work, work and anxiety; she worked because she would have found life meaningless without work. She read almost no English; she could read the Yiddish⁵ paper, but never felt she had time to. We were always talking of a time when I would teach her how to read, but somehow there was never time. When I awoke in the morning she was already at her machine, or in the great morning crowd of housewives at the grocery getting fresh rolls for breakfast. When I returned from school she was at her machine, or conferring over *McCall’s*⁶ with some neighborhood woman who had come in pointing hopefully to an illustration—“Mrs. Kazin! Mrs. Kazin! Make me a dress like it shows here in the picture!” When my father came home from work she had somehow mysteriously interrupted herself to make supper for us, and the dishes cleared and washed, was back at her machine. When I went to bed at night, often she was still there, pounding away at the treadle, hunched over

¹remnants — pieces of fabric

²baste — loosely stitch

³treadle — a pedal on a sewing machine that requires continuous movement of the foot to operate

⁴borscht — beet soup

⁵Yiddish — Germanic language traditionally spoken by Ashkenazi (or Eastern European) Jews

⁶McCall’s — a women’s magazine

the wheel, her hands steering a piece of gauze under the [sewing machine] needle with a finesse that always contrasted sharply with her swollen hands and broken nails. Her left
40 hand had been pierced through when as a girl she had worked in the infamous Triangle Shirtwaist Factory on the East Side. A needle had gone straight through the palm, severing a large vein. They had sewn it up for her so clumsily that a tuft of flesh always lay folded over the palm.

The kitchen was the great machine that set our lives running; it whirred down a little
45 only on Saturdays and holy days. From my mother's kitchen I gained my first picture of life as a white, overheated, starkly lit workshop redolent⁷ with Jewish cooking, crowded with women in housedresses, strewn with fashion magazines, patterns, dress material, spools of thread—and at whose center, so lashed to her machine that bolts of energy seemed to dance out of her hands and feet as she worked, my mother stamped the treadle hard against the
50 floor, hard, hard, and silently, grimly at war, beat out the first rhythm of the world for me. ...

At night the kitchen contracted around the blaze of light on the cloth, the patterns, the ironing board where the iron had burned a black border around the tear in the muslin cover; the finished dresses looked so frilly as they jostled on their wire hangers after all the
55 work my mother had put into them. And then I would get that strangely ominous smell of tension from the dress fabrics and the burn in the cover of the ironing board—as if each piece of cloth and paper crushed with light under the naked bulb might suddenly go up in flames. Whenever I pass some small tailoring shop still lit up at night and see the owner hunched over his steam press; whenever in some poorer neighborhood of the city I see
60 through a window some small crowded kitchen naked under the harsh light glittering in the ceiling, I still smell that fiery breath, that warning of imminent fire. I was always holding my breath. What I must have felt most about ourselves, I see now, was that we ourselves were like kindling—that all the hard-pressed pieces of ourselves and all the hard-used objects in that kitchen were like so many slivers of wood that might go up in flames if we came too
65 near the white-blazing filaments in that naked bulb. Our tension itself was fire, we ourselves were forever burning—to live, to get down the foreboding in our souls, to make good. ...

—Alfred Kazin
excerpted and adapted from “The Kitchen”
A Walker in the City, 1979
Harcourt, Inc.

⁷redolent — sweet smelling

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – August 2023

Scoring Key: Part 1 - Updated, 1:00 pm, 8/16/23

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

MC = Multiple-choice question

Regents Examination in English Language Arts – August 2023

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	August '23	2	-	ES	6	4
RE ELA	August '23	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **August 2023 Regents Examination in English Language Arts** will be posted on the Department's web site at: <https://www.nysedregents.org/hsela/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Wednesday, August 16, 2023 — 8:30 to 11:30 a.m., only

RATING GUIDE

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

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

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

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



**New York State Regents Examination in English Language Arts
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6 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 conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

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

The debate about whether or not to ban the use of styrofoam in cities is a tense argument, and activists on both sides feel strongly about their cause. Although many argue that styrofoam should be banned, due to its affects on the environment, researchers say that styrofoam is not any worse than any other single-use products we use. The answer is not to ban styrofoam because styrofoam consumes much less energy than other alternatives, it is a staple product for restaurants, and it ~~never~~ does not last forever like some claim.

Despite the claims of some that say styrofoam consumes more energy to manufacture than other alternatives, it doesn't. Styrofoam products take less energy and resources to produce than paper alternatives (text 1, line 12). The shift from styrofoam to paper may seem like an environmentally conscious choice, but paper products are just as likely to be discarded, the same way styrofoam is littered. The weight of products that use paper is drastically more than styrofoam, leading to higher emissions during transportation (text 1, lines 13-14). Changing the products we use to alternatives may solve environmental problems, but those alternatives have a whole different set of issues that they come with.

Styrofoam products play a vital role in the restaurant industry. For take-out and take-home food and beverages, styrofoam is needed. Styrofoam provides packaging that insulates your food and keeps whatever is inside warm or cold (text 2, line 6). Nearly every restaurant you go in will utilize styrofoam products, and it is essential to their business to have them. A ban on styrofoam would cripple restaurants and could lead to them going out of business. The difference between paper and styrofoam may not seem pricey, but a paper cup can cost 2 and a half times more than the styrofoam cup (text 3, lines 22-23). Banning styrofoam would unfairly target small businesses who use styrofoam, while not punishing large corporations for contributing to the problem the most (text 3, line 43). Businesses would suffer from a ban and ~~either~~ many would have to close because of the increased costs.

Many claim that styrofoam enters waterways and lasts for thousands of

years, but that is simply untrue. Researchers found that polystyrene can decompose in a matter of decades (text 4, lines 6-7). It is disingenuous to claim that styrofoam takes so long to decompose when water and sunlight break it down back into naturally occurring elements and compounds such as ^{carbon} ~~oxygen~~ and O_2 (text 4, line 28). The effects of styrofoam are much less significant when you take into account the time it takes to decompose.

~~Styrofoam~~ ~~is~~ Polystyrene, known as styrofoam, is being banned in cities across the country. From NYC to LA, people are seeing their styrofoam products turn to paper. These bans have no basis in reality and simply stand to appease the angry environmentalists that see styrofoam as an evil that must be eradicated.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*The answer is not to ban styrofoam because styrofoam consumes much less energy than other alternatives, it is a staple product for restaurants, and it does not last forever like some claim*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Changing the products we use to alternatives may solve environmental problems, but those alternatives have a whole different set of issues that they come with and Banning styrofoam would unfairly target small businesses who use styrofoam, while not punishing large corporations for contributing to the problem the most*) and to distinguish the claim from alternate or opposing claims (*Despite the claims of some that say styrofoam consumes more energy to manufacture than other alternatives, it doesn't.*)

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*The weight of products that use paper is drastically more than styrofoam, leading to higher emissions during transportation; The difference between paper and styrofoam may not seem pricey, but a paper cup can cost 2 and a half times more than the styrofoam cup, and Researchers found that polystyrene can decompose in a matter of decades*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 2, line 6*) and (*text 3, line 43*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic and the claim, and identifies three reasons why styrofoam should not be banned. Each of these three reasons is addressed in a separate paragraph, while also taking note of opposing arguments. The conclusion reiterates the claim (*These bans have no basis in reality*) and generalizes about the force behind such a ban.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*The debate about whether or not to ban the use of styrofoam in cities is a tense argument, and activists on both sides feel strongly about their cause and The effects of styrofoam are much less significant when you take into account the time it takes to decompose*) despite the use of the second person pronoun and the use of *affects* for “effects”.

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, with essentially no errors, even with sophisticated language.

In the U.S., one hotly debated ~~area~~^{topic} in court rooms to local businesses is the use of Styrofoam. "Styrofoam" products ~~is~~^{are} used in food service aren't really styrofoam, the light weight plastic used to insulate buildings, but they are made of a very similar variant of Styrofoam called EPS (expanded polystyrene foam). As with everything, there are pros and cons to each side, but do the pros really outweigh all the cons that come with EPS commercial usage? No, which is why EPS should be banned in cities due to the harm it inflicts on the environment, the health consequences on human life, and the fact that there are alternatives out there.

One of the main concerns with EPS products is the negative impact on the environment. EPS is responsible for ~~the~~ water ~~and~~ pollution, air pollution, and harming animals. Barrosa in text 1 writes, "EPS foam sometimes makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material." (Text 1, lines 20-22). One of the many ways EPS packaging can harm the environment is by getting into waterways ~~and~~^{where} it is picked up by animals. This both makes the waters gross with ~~pollution~~^{litter} and the chemicals from the packaging; it ~~is~~ also harms the animals who don't know any better and assume that it is food. This leads to many environmental

problems like polluted water sources and already threatened animals being killed. Another negative environmental impact "Styrofoam" has ~~on the environ-~~
~~ment~~ is the air pollution it creates. Robson in text 2 writes, "The National Bureau of Standards Center for ~~fire~~^{Fire} Research has found 57 chemical byproducts released during the creation of Styrofoam. This not only pollutes the air, but also results in liquid and solid toxic waste that requires proper disposal." (Text 2, lines 34-36). Even just the creation of EPS packaging and food service containers has detrimental effects on the environment. The release of more chemicals into the atmosphere deteriorates the ozone layer, contributing to global warming and climate change. Just climate change on its own has severe consequences for our planet and is made worse by manufacturing more EPS.

Another concern ~~is~~^{with} EPS is the negative consequences on human life. Especially when it comes to manufacturing EPS. Robson writes, "The U.S. Environmental Protection Agency (EPA) and the International Agency for Research on Cancer have established styrene as a possible human carcinogen. Those who work in styrene product manufacturing and are regularly exposed to high levels of styrene have experienced acute health effects..." (Text 2, lines 11-14). Styrene is the foundational ~~element~~^{chemical} used to make polystyrene and is necessary to manufacture EPS. Those

Who manufacture EPS are regularly exposed to high levels of styrene that have acute effects that can lead into serious chronic exposure conditions such as depression and can have impacts on kidney function as well as potentially leading to cancer (Text 2, lines 12-25). Workers life and health care should be taken into consideration when debating such topics. But not only are chemicals exposing people who are manufacturing EPS, it is also contaminating people who are using the product. Robson writes, "Styrofoam containers are commonly used for take-out food, but chemicals can leach into it and contaminate that food, affecting human health and reproductive systems." (Text 2, lines 26-27). One of the main uses for EPS is its ability to insulate food and it is commonly used for to-go food and leftovers. But being exposed to so many chemicals and being manufactured out of hazardous chemicals makes it so its not entirely safe for food all of the time.

The opposing side, those who do not believe styrofoam should be banned, argue that getting rid of styrofoam will only open the door for other products to replace its strath on the environment. Jackson writes, "Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups." (Text 3, lines 15-16). The argument is that whatever will replace polystyrene

or EPS containers will be just as hard on the environment as EPS is. The latter will just be the new take out containers instead of ~~the~~ EPS and we will be back where we started. But, that may not be the case. Robson writes, "Compostable food packaging is very trendy right now as an "ecologically correct" option. Compostable containers are made, using corn starch, palm fiber, peat fiber, and wheat stalks; and they're able to break down into soil enriching compost." (Text 2, lines 46-49). New compostable food containers are being used by food service businesses already as an ecologically ~~the~~ safe alternative due to its ability to break down. These compostable food containers are more beneficial to the environment than harmful like EPS is with all of the chemicals it gives off. Without EPS, more businesses may turn to these safe alternatives than any other harmful ones.

In conclusion, EPS should be banned because it is harmful to the environment, has negative effect on human life, and there are safer alternatives being manufactured that are trendy for businesses to use. When it comes to "Styrofoam" the pros don't outweigh all of the cons. Do your part in saving our planet and get Styrofoam banned.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*do the pros really outweigh all the cons that come with EPS commercial usage? No, which is why EPS should be banned in cities due to the harm it inflicts on the environment, the health consequences on human life, and the fact that there are alternatives out there*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim. (*Even just the creation of EPS packaging and food service containers has detrimental effects on the environment and But being exposed to so many chemicals and being manufactured out of hazardous chemicals makes it so its not entirely safe for food all of the time*) and to distinguish the claim from alternate or opposing claims (*The opposing side, those who do not believe styrofoam should be banned, argue that getting rid of styrofoam will only open the door for other products to replace its strain on the environment and But, that may not be the case*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Barrosa in text 1 writes, “EPS foam sometimes makes its way into waterways and can have disastorous effects on animals that may confuse it for food or nesting material” and Jackson writes, “Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 34–36*) and (*Text 3, lines 15–16*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the “*hotly debated topic*” and presenting a pro claim, followed by a paragraph that focuses on EPS products’ *negative impact on the environment*, followed by a paragraph that addresses the *negitive consequences on human life* caused by the manufacturing of EPS and by its use in the food industry. A fourth paragraph responds to *the opposing side*, and the essay concludes with a reiteration of the claim and the arguments presented.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*Another negative environmental impact “Styrofoam” has is the air pollution it creates and The release of more chemicals into the atmosphere deteriorates the ozone layer, contributing to global warming and climate change*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors [*material.” (Text 1, lines 20–22).*; *life. Especially; Workers life; chemicals ... it; “Compostable ... “ecologically correct”... compost; containers ... its*] only when using sophisticated language.

Styrofoam is a commonly used product with many uses such as containers, cups, plates, and packaging material. Despite these many uses however, people have come to debate whether or not there should be a ban on single use styrofoam products. While there are arguments concerning environmental concerns, styrofoam should still be allowed in cities. Even though the product is argued to be bad for the environment, there is more evidence that supports the use of styrofoam, including reduced energy use in the production of styrofoam and its importance to smaller businesses.

Styrofoam should not be banned because its production actually takes less energy than the production of paper products. Styrofoam is widely used because it's less expensive, uses less energy and resources, weighs less than paper products, and provides better insulation (text 1, lines 8-13). While people argue that styrofoam is bad for the environment, its lower use of energy during production may actually help the environment compared to the production of paper products. One of the main arguments against the use of styrofoam is the idea that it cannot be broken down, or that it is not biodegradable (text 1, line 17). Despite this argument, some researchers have found that sunlight can actually turn polystyrene (styrofoam) from a solid back into basic chemical units (text 4, lines 47-48). Even though

it might take some time for such plastics to degrade, it is still biodegradable nonetheless, thus serving as proof against the argument that styrofoam is not biodegradable.

The use of styrofoam is also important to many businesses, and a ban on these products could destroy numerous businesses. For example, many food-service businesses rely on styrofoam, and contrary to popular beliefs, less than half of foam litter is made up of food service products (Text 3, line 36-37). Banning the use of styrofoam would unfairly target these businesses, while foam transport materials, which make up more than half of all polystyrene litter, cannot be covered by bans (text 3, lines 41-42). Instead of banning styrofoam all together, "pursuing the polluters" would be a better approach to the problem.

The banning of styrofoam may also have some unintended consequences, such as creating litters of thicker plastics, spread of bacteria, and inconveniences in daily lives (text 3, lines 1-6.). So, while many look at the few negative consequences, such as negative effects on human health and the environment, the consequences of banning styrofoam may in fact ~~be~~ create bigger problems. ~~to~~

In conclusion, cities should not ban the use of styrofoam because the costs do not outweigh the benefits, and styrofoam can also be broken down.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Even though the product is argued to be bad for the environment, there is more evidence that supports the use of styrofoam, including reduced energy use in the production of styrofoam and its importance to smaller businesses*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Even though it might take some time for such plastics to degrade, it is still biodegradable nonetheless, thus serving as proof against the argument that styrofoam is not biodegradable and Instead of banning styrofoam all together, “pursuing the polluters” would be a better approach to the problem*) and to distinguish the claim from alternate or opposing claims (*One of the main arguments against the use of styrofoam is the idea that it cannot be broken down, or that it is not biodegradable*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately through paraphrased material, making effective use of specific and relevant evidence to support analysis (*Styrofoam should not be banned because its production actually takes less energy than the production of paper products and some researchers have found that sunlight can actually turn polystyrene (styrofoam) from a solid back into basic chemical units*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 1, lines 8–13*) and (*text 4, lines 47–48*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that presents the issue and a claim against the banning of styrofoam, followed by a paragraph refuting the arguments that styrofoam is *bad for the environment* and *that it cannot be broken down*, followed by two paragraphs explaining how a ban on styrofoam would *unfairly target these [food service] businesses* and have *unintended consequences, such as creating litters of thicker plastics, spread of bacteria, and inconveniences in daily lives*. The essay concludes with a reiteration of the claim and the negative impact of a ban (*the costs do not outweigh the benefits, and styrofoam can also be broken down*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*While there are arguments concerning environmental concerns, styrofoam should still be allowed in cities and many food-service businesses rely on styrofoam, and contrary to popular beliefs, less than half of foam litter is made up of food service products*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even when using sophisticated language.

Many people argue ~~for~~ over the topic of "styrofoam" and whether or not it is good for the environment. While some argue that we should be focusing our problems on other, more detrimental pollutants, others argue we should focus on cutting down on styrofoam production. The truth is, the costs of producing styrofoam products far outweigh the pros, and a ban of styrofoam would help the environment and well-being of mankind.

Some people argue that a ban of polystyrene, or styrofoam, would only cause more problems. In ~~Text 3~~ Text 3, lines 15-16, the writer states that "Styrofoam litter will simply be replaced by the alternatives, to polystyrene take-out food containers, and drink cups." ~~The same author also argues on~~ lines 22-23 that "...a paper cup costs about two-one-one-half times what a Styrofoam cup costs." While this may be true, cost ultimately isn't the main issue when it comes to producing styrofoam materials, as it fails to take a look at our future.

One problem with producing polystyrene is the effects it has on the environment. While other materials may be more cost-effective, they are still safer to produce. On Text 1, lines 18-19, ~~the~~ Kristina Barroza states, "If littered, ESP foam (sometimes) breaks into smaller pieces that are more difficult to clean up." This can be a big problem as if styrofoam is still being produced, the ~~long-term~~ long-term effects can be dangerous. As small pieces of material are spread throughout our cities, many animals and wildlife can mistake them for food, causing them to suffer from health issues. Another negative environmental effect dealt with its means of production. In Text 2, lines 19-20, ~~it is stated that polystyrene is, "made from nonrenewable fossil fuels and synthetic chemicals, which can also contribute to pollution."~~ it is stated that polystyrene is, "...made from nonrenewable fossil fuels and synthetic chemicals, which can also contribute to pollution." This shows that, even though paper products cost more to produce, they are also made from renewable resources, making them more sustainable, healthier for the environment, and easier to produce. Overall, polystyrene

may be a cheap, affordable material for products, but in the long run, it is not beneficial for us as a society, to me.

Another issue with styrofoam comes with ~~its~~ health to everyday citizens. In Text 2, lines 20-25, the symptoms of chronic exposure to ~~the~~ styrene, or the material used to make styrofoam are, "depression, headache, fatigue, weakness, minor effects on kidney function." ~~While~~ While styrofoam may be cheap to produce, the negative side-effects it has on those who come in contact to it are a major problem with its production. Not only that, but there are even worse and long-term side-effects, as well. In text 2, lines 11-12, author Kim Rousin states that, "The U.S. Environmental Protection Agency (EPA) and the International Agency for Research on Cancer have established styrene as a possible human carcinogen." This means that increased exposure to the materials that are used in creating styrofoam can cause cancer. This negative far outweighs the positives as polystyrene is a danger to human health and safety and its production and usage is truly dangerous.

While styrofoam may look like a cheap and affordable material with good insulating, it is hiding many problems that can severely affect our health ~~and~~ and well-being, both personal and environmental. Many people are ~~looking~~ looking for alternatives to this problem, and some have found fully biodegradable materials that don't cause damage to us. Although these materials may be more costly to produce, is it really worth it to continue using styrofoam with all its lasting consequences?

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*the cons of producing styrofoam products far outweigh the pros, and a ban of styrofoam would help the environment and well-being of mankind*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*cost ultimately isn't the main issue when it comes to producing styrofoam materials, as it fails to take a look at our future and even though paper products cost more to produce, they are also made from renewable resources, making them more sustainable, healthier for the environment, and easier to produce*) and to distinguish the claim from alternate or opposing claims (*Some people argue that a ban of polystyrene, or styrofoam, would only cause more problems*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups” and “If littered, ESP foam sometimes breaks into smaller pieces that are more difficult to clean up”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In Text 3, Lines 15–16 and In Text 1, Lines 19–20*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the issue and a claim in favor of a ban on styrofoam, followed by three paragraphs of support focusing on the detrimental effects of polystyrene on the environment (*long-term effects can be dangerous ... many animals and wildlife can mistake them for food, causing them to suffer from health issues*), and on the health of *everyday citizens* including the *symtoms of chronic exposure*, and a concluding paragraph that reiterates the claim (*styrofoam ... is hiding many problems that can severly effect our health and well-being*) and ends with a question stressing the need for a ban (*is it really worth it to continue using styrofoam with all it's lasting consequences?*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*One problem with producing polystyrene is the effects is has on the environment. While other materials may be more cost-effective, they are still safer to produce and Overall, polystyrene may be a cheap, affordable material for products, but in the long run, it is not beneficial for us as a society to use*) with the exception of using *On* for “In”; *to* for “with” and *effect* for “affect.”

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*The truth is, the; polution; symtoms; side-effects, as well; health and safety and; truely; severly effect; it's*) that do not hinder comprehension.

Styrofoam products are used in many items on a daily basis. Items such as cups, plates and take out containers are most commonly ~~used~~ seen. Styrofoam is a plastic made from a chemical called polystyrene. It is manufactured in factories and shipped to restaurants, grocery stores, and many other places. It is lightweight to haul when bringing it places, or using it as packing material. It works well for transporting food as well, keeping food the right temperature thanks to its insulating properties. However there are disadvantages to ~~the~~ these products as serious as pollution and health defects, so, ~~based on research~~ ~~Styrofoam~~ products should be banned in cities.

Food should be kept at a certain temperature, ^{and} keeping your food ~~to~~ fresh can be made easier with the use of styrofoam containers, but along with these containers can come some serious health defects. ~~According to~~ "The U.S. Environmental Protection Agency and the International Agency for Research on Cancer have established styrene as a possible human carcinogen" (Text 2 line 11). A carcinogen

IS a cancer causing substance, so using ~~the~~ containers containing chemicals such as styrene can greatly affect your long term health. Producing these containers can be even worse for you resulting in damage to your nervous system, which controls your entire body. Symptoms ~~such as~~ that may be mistaken for a common cold like headache, fatigue, and weakness can also be caused by this harmful chemical. ~~Because~~ Consumers should be made aware of these ~~issues~~ dangers before using these for food. Not only does this dangerous substance affect humans, it is also harmful to animals. "It makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material." (Text 1 lines 21-22). ~~the~~ Styrofoam ~~is~~ is dangerous to the health and wellbeing of all living organisms, and therefore should be outlawed in all major cities.

Everyday scientists are finding new ways to help the environment. They are even researching ways to completely dispose of harmful plastics like styrofoam using the sun. ~~powerful~~ However this process still

takes centuries, keeping pollution at an all time high. "One of the main concerns regarding EPS foam is that it's not biodegradable and therefore takes up a lot of space in landfills" (text 1 lines 16-17). If we continue to pile up landfills, there will be no room left for humans or animals, not to mention the runoff from these landfills into our ^{fresh} water, ~~and~~ polluting ~~our~~ habitats and drinking water. "A swirling mass of throwaway junk known as the Great Pacific Garbage Patch located between Hawaii and California is estimated to occupy an area roughly the size of Texas" (Text 4 lines 16-18). How much bigger will we allow this "Garbage Patch" to get before it pollutes the entire ocean and kills millions of fish along the way? Pollution and Climate change are a serious problem and should be addressed with the ban of polystyrene in major cities. Yes, it has positive attributes like easy shipping, less costly, and keeping your food warm, but these do not outweigh the damage it has done to our environment. Polystyrene has played a major role in the everyday lives of humans, but it is time to stop that. With the depletion

of our ozone layer and more cancers being discovered every year it is time to ban the use of these single use plastics. To protect the future of this planet and the organisms living upon it Styrofoam should definitely be banned in all major cities. Hopefully we are not too late to ~~take the steps~~ ~~reverse~~ reverse the pollution and cure the health defects but it cannot be done without banning the use of polystyrene.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*there are disadvantages to these products as serious as pollution and health defects, so, single-use styrofoam products should be banned in cities*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Styrofoam is dangerous to the health and wellbeing of all living organisms, and therefore should be outlawed in all major cities and Pollution and Climate change are a serious problem and should be addressed with the ban of polystyrene in major cities*) and to distinguish the claim from alternate or opposing claims (*Yes, it has positive attributes like easy shipping, less costly, and keeping your food warm, but these do not outweigh the damage it has done to our environment*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (“*The U.S. Environmental Protection Agency and the International Agency for Research on Cancer have established Styrene as a possible human carcinogen*” and “*It makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2 line 11*) and (*Text 1 lines 21–22*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that states the claim and provides some information about how styrofoam is used and its chemical source, followed by a paragraph that discusses styrofoam’s danger to *all living organisms*. A third paragraph focuses on styrofoam’s role in the pollution of the environment while acknowledging the counterclaim’s argument that there are some *positive attributes* in relation to the damage caused by it. A summative conclusion reiterates the claim and emphasizes reasons why a ban is necessary.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*A carcinogen is a cancer causing substance, so using containers containing chemicals such as styrene can greatly affect your long term health and Polystyrene has played a major role in the everyday lives of humans, but it is time to stop that*) despite the use of the second person pronoun.

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*resturants; places, or; system, which; Everyday; completly; its not; like easy shipping; year it; definetly*) that do not hinder comprehension.

Should single use styrofoam be banned? In my opinion No, at least for now with the current alternatives in the world. Styrofoam may not be the best option for the future but for present day it is a OK resource to use.

Styrofoam is often seen as an unsafe material for the environment but it really isn't as bad as most people think. In article 1, lines 12-13, it states "Manufacturing products from Polystyrene uses less energy and resources than their paper counterparts." This shows all of the alternatives for styrofoam actually take more energy to produce than styrofoam itself. Later in article 4 it shows another reason why styrofoam might be safer than people think. "Five scientists found that sunlight can degrade polystyrene in centuries or even decades," article 4 lines 6 and 7. Many people believe styrofoam lasts forever which simply may not be true and can be broken-down by the sun in decades. Although there may be better future options for styrofoam replacement there hasn't been anything made yet. In article 3 lines 15 and 16 it says "Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups." This quote shows how simply removing styrofoam will not be successful because other harmful materials will be used to replace styrofoam.

Styrofoam may not be the best option in 20 years or whenever we find a safer resource to make single use eating/drinking items. Simply replacing styrofoam now would lead to other materials such as paper and plastic to have a serious increase in pollution.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Should single use styrofoam be banned? In my opinion No, at least for now with the current alternatives in the world*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This shows all of the alternatives for styrofoam actually take more energy to produce than styrofoam itself and Although there may be better future options for styrofoam replacement there hasn't been anything made yet*) and to distinguish the claim from alternate or opposing claims (*Many people believe styrofoam lasts forever which simply may not be true and can be broken down by the sun in decades*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“Five scientists found that sunlight can degrade Polystyrene in centuries or even decades”* and *“Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In article 1, lines 12 and 13* and *In article 3 lines 15 and 16*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that states a claim, followed by a paragraph that presents three reasons why styrofoam should not be banned (*Manufacturing...uses less energy and resources, sunlight can degrade polystyrene, and other harmful materials will be used to replace styrofoam*) and ending with a summative conclusion.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Styrofoam may not be the best option in 20 years or whenever we find a safer resource to make single use eating/drinking items*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*future but; a OK; environmnt but; decades.”; article 4 lines 6 and 7; replacement there; succesful*) that do not hinder comprehension.

A heated debate continues as to whether or not cities should ban the use of single use "styrofoam" products. Many argue that styrofoam is made from harmful chemicals and it is not biodegradable. However, recent studies have shown, styrofoam may not be as bad as everyone thinks it is.

Styrofoam, also known as polystyrene should not be banned from cities. Of all reasons, one of the ~~most~~ ~~most~~ most obvious being, it is a resource ~~being~~ used daily in workplaces all around the world. "It is popular because of its light weight, good insulation properties, and advantage as packing material for shipping without adding weight." (Robson, Text 2, line 5) If cities were to ban styrofoam, packing companies and food chains would not be able to cover those losses and could lead to them shutting down. Cities should not ban polystyrene because ultimately it could lead to losses of jobs.

Furthermore, ~~if~~ if cities were to discontinue the use of styrofoam people would substitute the styrofoam for other, much more harmful materials. As it turns out, an alternative to styrofoam, say a

paper cup, can actually be much more harmful to an environment. "Producing foam cups doesn't require the use of harsh chemicals such as carbon dioxide, which is needed to bleach the pulp used make cups" (Jackson, Text # 3, Line 33). ~~opposed~~ ~~ops~~ The banning of styrofoam cups in cities should not be allowed because the alternatives to styrofoam cups are much more harmful than the styrofoam itself.

In addition, though styrofoam is not biodegradable, it will not last forever. For example if a piece of styrofoam gets littered over time it will return back into basic chemical units, just from being in the sun. "Sunlight can turn polystyrene from a solid material back into basic chemical units," says Dr. Ward. ~~opposed~~ (Broad, Text 4, line 57) Cities should not ban polystyrene products

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*styrofoam may not be as bad as everyone thinks it is* and *Styrofoam, also known as polystyrene should not be baned from cities*).
- The essay demonstrates some analysis of the texts (*If cities were to ban Styrofoam, packing companies and food chains would not be able to cover those loses and could lead to them shutting down and an alternative to Styrofoam, say a paper cup, can actually be much more harmful to an enviornment*), but insufficiently distinguishes the claim from alternate or opposing claims (*Many argue that styrofoam is made from harmful chemicals and it is not biodegradable*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (“*It is popular because of its light weight, good insulation properties, and advantage as packing material for shipping without adding weight*” and “*Sunlight can turn polystyrene from a solid material back into basic chemical units*”).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, providing only the first line number for multiple lines [(*Robson, Text 2, line 5*) and (*Jackson, Text 3, Line 33*)] and providing inaccurate line numbers [(*Broad, Text 4, line 57*)] as well as copying text incorrectly, *carbon dioxide* for “chlorine dioxide.”

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces a claim against banning styrofoam, followed by two paragraphs that focus on the negative implications of a ban (*because ultimately it could lead to loses of jobs and the alternatives to styrofoam cups are much more harmful than the styrofoam itself*) but loses coherence in the last paragraph (*though Styrofoam is not biodegradable, it will not last forever. For example if a piece of Styrofoam gets littered over time it will return back into basic chemical units, just from being in the sun*), contradicting the assertion that styrofoam is not biodegradable. The essay concludes with a reiteration of the claim (*Cities should not, ban polystyrene products*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*an alternative to Styrofoam, say a paper cup and if a piece of Styrofoam gets littered*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension (*wether; weight.*” (*Robson, Text 2, line 5*) *If; loses; enviornment; bleech; For example if; gets littered over; Cities should not, ban*).

Cities should ban single-use styrofoam products. Styrofoam products are affecting the the environment and the oceans.

One way styrofoam should be banned is "its wrecks have on the environment and its not biodegradable". Styrofoam ^{text 1} builds up and up ~~more~~ because it doesn't melt so when people throws styrofoam they affecting the environment.

Another way styrofoam should be banned is it ~~is not biodegradable and it is not~~ ~~biodegradable and it is not~~ ~~biodegradable and it is not~~ ~~biodegradable and it is not~~ ~~biodegradable and it is not~~ effect human health. "Chemicals can leach into it and contaminate it affecting human health and reproductive system" text 2. If you are eating and the person who give it to go on styrofoam the chemicals can slip in contaminate and health issue inside the body.

Cities should not ban single-use styrofoam products. Styrofoam can help the environment in some ways. "Styrofoam is used to manufacture single-use cups, straws, yogurt containers, disposable razor, plastic tableware and many other thing

In conclusion city should ban single-use styrofoam products.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*Cities should ban single-use styrofoam products. Styrofoam products are effecting the the environment and the oceans*).
- The essay demonstrates some analysis of the texts (*Styrofoam builds ups and ups because it doesn't melt so when people throws Styrofoam they effecting the environment and the chemicals can slip in contaminate and health issue inside the body*), but insufficiently distinguishes the claim from alternate or opposing claims, instead writing a paragraph that directly contradicts the initial claim (*Cities should not ban single-use Styrofoam products*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“its wrecks havoc on the environment and its not biodegradable”* and *“Chemicals can leach into it and contaminate it affecting human health and reproductive system”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, providing two texts but omitting line numbers (*text 1* and *text 2*) and not providing a citation for a quote from a third text as well as copying some text incorrectly (*its wrecks havoc* and *Styrofoam is used to manufacture ... plastic tableware and many othe thing*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, with an introductory paragraph that states a claim in favor of banning styrofoam, followed by two paragraphs of support (*Another way Styrofoam Should be banned is it effect human health*), then a paragraph that directly contradicts the claim (*Cities Should not ban single-use styrofoam products. Styrofoam can help the environment in some ways*) and a final paragraph that reiterates the original claim (*In conclusion city should ban single-use Styrofoam products*), failing to create a coherent essay.
- The essay lacks a formal style, using imprecise language and structure. (*Styrofoam builds ups and ups, they effecting, and chemicals can slip in contaminate and health issue inside the body*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*when people throws; is it effect; person who give it to yo; many othe thing; In conclusion city should ban*) that hinder comprehension.

we should^{not} have styrofoam product because it harms the animals and the nature. In text 1 ~~line 20-21~~ in say styrofoam can also contribute to pollution, it could also make it into the waterways and can have disastrous effects on animals, this shows that styrofoams can harm the animals and get them sick, also can end up in our water. In text 2 line 6-7 it says popular because of its light weight good for insulation properties, also styrofoam has harmful effects, this shows styrofoam is hard to work with because it harmful to the human body. I think we should not have styrofoam because it could harm the ~~body~~ ~~body~~ body systems and you also could get sick. The people who think we should have styrofoam would say EPS for food are ware it less expensive than other products and provides better insulation which helps keep fresh longer, styrofoam can let out toxins into your food when you are warming up your food, this is why we should have styrofoam because we could get sick at the end of it.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*we should not have Styrofoam product because it harms the animal's and the nature*).
- The essay demonstrates some analysis of the texts (*this shows that Styfoams can harm the animals and get them sick and this is why we should have Styrofoam Be cuse we could get sick at the end of it*), but insufficiently distinguishes the claim from alternate or opposing claims (*The pepole who thinks we should have Styrofoam would say EPS for food are ware it less expensive than other products and provides better insulation which helps keep fresh Longer*).

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently, in an attempt to support analysis, placing evidence supportive of a ban (*it could also make it into the waterways and can have disastrous effects on animals*) next to evidence that names some positive qualities of Styrofoam (*it say's popular because of it's light weight good for insulation properies*). These latter qualities, however, are simply named with no transitioning and are not developed as evidence to oppose a ban.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, providing citations to only two texts (*In text 1 line 20–21 and In text 2 Line 6–7*), while other direct or closely paraphrased information is not acknowledged as such.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of only one paragraph that first states a pro claim, then lists negative aspects of styrofoam, recognizes the argument for styrofoam but does not refute it, and concludes with the claim that *we should have styrofoam Be cuse we could get sick at the end of it* which contradicts the opening position.
- The essay lacks a formal style, using some language that is imprecise (*I could harm the boady styems and you also could get sick and Styrofoam can let out toics into your food when you are warming up you food*).

CONTROL OF CONVENTIONS:

- The essay exhibits a lack of control of conventions, exhibiting frequent errors that make comprehension difficult (*the animal's; nature; in say; this shows; also can end; watter; it say's popular; boady; styems and; pepole who thinks; it less; toics*).

I said cities should not ban single used "styrofoam." its OK for produced. Many people think it can be distrus for an animals but I think if its used right. Text 1 says "The idea is that banning such products will reduce littering and protect some of the animals that mistake EPS waste for food or nesting material". this quote means it can be dangrus if you get a mistake with it and animals. This quote is saying that we have to make shure we dont used the one that is not for the animals. This quote support my claim because I think this is not good to make a mistake with it. As long as were carefull with styrofoam.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*I said citys should not ban singleused “styrofoam”*).
- The essay demonstrates confused or unclear analysis of the texts (*it can be dangrus if you get a mistake with it and animals*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts (*“The idea is that baning such products will ... protect some of the animals that mistake EPS waste for food an nesting materal”*) with only a single quote.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, citing only a single quote (*Text 1 says*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information, consisting of a single paragraph that states a claim that objects to supporting a ban on single use polystyrene, followed by a quote that does not support the claim with explanations that are incoherent (*This quote is saying that we have to make shure we dont used the one that is not for the animals and This quote support my claim because I think this is not good to make a mistake with it*), concluding with a sentence that conditions the original claim (*As long as were carefull with styrofoam*).
- The essay lacks a formal style, using language that is sometimes inappropriate and imprecise (*singleused* for “single-use,”; *its OK*; *for an animals*; *an* for “and”; *if you get a mistake*; *were* for “we’re”).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*I said citys*; *its*; *for produced*; *peple*; *distrus*; *Text 1 says “The*; *baning*; *materal*; *dangrus*; *shure*; *we dont used*; *This quote support*; *carefull*) that make comprehension difficult.

Cities should ban single-use "Styrofoam" products because it affects people and the world in different ways. Some ways are not only pollutes the air, but also has a result of liquid and solid toxic waste. This can affect negative environmental and health effects.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Cities should ban single-use "Styrofoam" products because it affects people and the world in different ways*).
- The essay demonstrates a confused or unclear analysis of the texts (*Some ways are not only pollutes the air, but also has a result of liquid and solid toxic waste*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, making assessment of organization and coherence unreliable.
- The essay is minimal, making assessment of the use of language unreliable.

CONTROL OF CONVENTIONS:

- The essay is minimal, making assessment of conventions unreliable.

Global warming and pollution is a very big problem today. It is something that scientists and environmentalists have been working on solving for years and years. Part of that problem being styrofoam. It is a very helpful tool and something that people do not think much about.

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The essay does not introduce a claim but provides two opposing ideas (*Part of that problem being styrofoam and It is a very helpful tool*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the texts.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, making assessment of organization and coherence unreliable.
- The essay is minimal, making assessment of language unreliable.

CONTROL OF CONVENTIONS:

- The essay is minimal, making assessment of conventions unreliable.

Polystyrene, referred to ~~as~~ by many as "Styrofoam," is a material used to create many different ~~sorts~~ products, especially in the food service industry. Recently, styrofoam has sparked many debates over its effect on the environment, and some regions have already banned the use of it in making products. Though styrofoam seems like it should definitely be banned on the surface, there are a number of details, including the extra cost of switching to a different material, the real effect it has on the environment, and that it is significantly more biodegradable than many people believe, that means it would actually be beneficial to continue using Styrofoam instead of banning it and switching to an alternative.

Styrofoam is widely used because it is very cheap to produce, buy, and transport. ~~Many~~ Most companies prefer "EPS food ware because it's less expensive than other products and provides better insulation" (Text 1, lines 8-9). Because styrofoam is so cheap, it means consumers can get better quality food for lower prices. In some places that have already banned styrofoam, we have already seen some consequences. "Businesses and consumers are forced to bear the costs of transitioning to other materials... A paper cup costs about two-and-one-half times what a styrofoam cup costs... Many small businesses operate on such narrow profit margins that a ban, even one including waivers, could be a death sentence

for them" (Text 3, lines 20-27). Switching to more expensive alternatives to styrofoam would be too expensive for a large number of small, family-owned restaurants, which could force them to close. It would also mean that consumers would have to pay more for the same food.

Another reason we should not switch to styrofoam alternatives is because producing styrofoam ~~does~~ does not have the same effects on the environment that producing other products has. Compared to producing styrofoam cups, paper cups "require 12 times more water and 36 times more electricity to manufacture" (Text 3 line 31). Styrofoam uses significantly fewer resources than paper alternatives. Paper cups also have to use harsh, environmentally damaging chemicals that are not used in styrofoam production. "Producing foam cups doesn't require the use of harsh chemicals such as chlorine dioxide" (Text 3, lines 33-34). Since the most common alternative to styrofoam is paper products, the environment would actually be affected more if the world switched to paper.

Many people vastly overestimate the biodegradability of styrofoam products, which is a key argument ~~was~~ to put bans into place. ~~Several states have~~ Many will argue that EPS foam is "not biodegradable and therefore takes up a lot of space in landfills, which adds to the pollution problem" (Text 1, lines 16-18). This isn't exactly true. In the environment where styrofoam litter can be found, it can be broken down as quickly as a couple decades by sunlight, "breaking down polystyrene into basic

Chemical units of organic carbon, which dissolves into seawater. By the end of this process, the plastic has effectively disappeared from the environment" (Text 4, lines 27-30).

Styrofoam is nowhere near as big of a problem to the environment than most people believe. It does not take "a million years" to break down.

If styrofoam was banned in many more regions, the world would suffer more than if we continued to use styrofoam products because the cost of switching would be too high, the environment would be impacted worse, and the main reason for the ban. Styrofoam's degradability, is not true.

A heated debate continues on whether or not cities should ban the single-use "styrofoam" products. Some people argue that cities should ban the single-use "styrofoam" products, however single-use "styrofoam" products are beneficial, cheap, and used in everyday objects and should not be banned.

Styrofoam products are very beneficial for our food service industries because they "generally favors EPS for food ware because it's less expensive than other products and provides better insulation, which helps keep food fresh longer" (text 1, lines 8-9). This quote shows that not only are we using styrofoam in our everyday products, but they're being used in a beneficial way that most of us don't even see.

Some may argue that less styrofoam will equal less pollution in our streets, parks, and beaches but that isn't necessarily true because "styrofoam litter will ~~not be replaced~~ simply be replaced by the alternatives to polystyrene take-out food containers and drink cups." (Text 3, lines 15-16). This ~~shows~~ shows that ~~the~~ whether we choose to ban styrofoam or not the amount of pollution compared to it's substitution will be the same. "A California Water Resources Control Board report says there would be no improvement because "mere substitution would not result in reduced trash generation if such product substitution would be discarded in the same manner as the banned item." (Text 3, lines 17-19) If we were to ban styrofoam products the only substitution we would see is styrofoam in our

streets, parks, and beaches to its counterpart in our streets, parks, and beaches.

Another thing people may argue is that styrofoam is hurting the wildlife in the sea. Previous studies had shown that in the sea styrofoam is basically eternal, lasting thousands of years in the water. That is until a recent study came out, ~~showing that~~ "five scientists found that sunlight can degrade polystyrene in centuries or even decades." (Text 4, lines 6-7). Part of the justification for a ban of styrofoam was that it takes forever to degrade but a huge part of the argument was taken out with this research. People may argue that even though it will break down it is still there, in the water, adding onto pollution and climate change, but a ~~new~~ new experiment shows "sunlight does even more, breaking down polystyrene into basic chemical units of organic carbon, which dissolves in seawater, and trace amounts of carbon dioxide, at levels too ~~far~~ low to play a role in climate change. By the end of ~~the~~ this process the plastic has effectively disappeared from the environment." (Text 4, lines 27-30). This quote shows that in as little as ten years the styrofoam will be completely gone as if it were never there, ~~never~~ having a minimal effect on the planet.

Some people argue that the styrofoam products should ~~be~~ be banned because "it's not biodegradable and therefore takes up a lot of space in landfills, which adds to the pollution problem. If littered, EPS foam sometimes breaks into smaller pieces that are more

difficult to clean up." (Text 1, line 16-20). This would be a valid argument if it weren't for the sun being able to break the styrofoam down into nothing. In the worst case scenario the styrofoam will be through into a body of water by wind and then broken down in a couple decades.

In conclusion the styrofoam ban argument is an ~~empty~~ argument that doesn't need to be around anymore. It is cheaper, provides protection for food and shipping products, and will be broken down by sunlight.

Keep styrofoam! I use it an it
dont hurt me. I like it cuz it
is strong and keep my food an
drink warm an cold how I like
it. Text 1 proves it "Keep food
fresh longer". That show its
good for party's. And goin home
with restaurant what I couldnt eat
for later.

Text 3 says baning styrofoam
can kill people an make sum
poor. Why wood I want that
wen I kin have fresh food
insted. I just use styrofoam
cup last week at freinds house
an my soda stayed fresh 1/1/10
I like it.

So keep styrofoam an be
happy an healthy!

After thoroughly reading all ~~my~~^{four} passages I have found that Styrofoam should be banned. When I read the article one I found that EPS products absolutely kill the environment, as well as it can be broken into pieces which then get blown by the wind into many spots which hurt the environment. Throughout text two I never realized how it effect us humans, which causes there skin to be irritated aswell as there eyes to be irritated and it can even effect your upper respiratory system. There was one bad part that I would consider keeping the styrofoam and that ~~would~~ would be that it absolutely kills bussineses because many business use this resource as it stated in text 3. so to wrap up I ~~am~~ still do think that for the best, they should ban the styrofoam.

Part 2 – Practice Paper – E

I think styrofoam is good
because it's good for covering things
up, and when you burn it, it brings
in to nothing.

Practice Paper A – Score Level 5

Holistically, this essay best fits the criteria for Level 5. The essay introduces a precise and thoughtful claim against banning styrofoam with a thorough analysis of the texts. It presents ideas clearly and accurately, making effective use of relevant evidence and demonstrates proper citation of sources. The essay exhibits logical organization, creating a cohesive and coherent essay maintaining a formal style, using fluent and precise language and sound structure. The essay demonstrates control of conventions with occasional errors when using sophisticated language.

Practice Paper B – Score Level 4

Holistically, this essay best fits the criteria for Level 4. The essay introduces a precise claim with appropriate and accurate analysis and distinguishes the claim from opposing claims. The essay presents ideas sufficiently with predominantly proper citations and exhibits acceptable organization with a formal style and appropriate structure, demonstrating partial control of conventions.

Practice Paper C – Score Level 2

Holistically, this essay best fits the criteria for Level 2. The essay introduces a claim in favor of keeping styrofoam followed by a confused analysis and no counterclaim. The essay presents ideas inconsistently and inaccurately, with a vague reference to Text 1 and an inaccurate reference to Text 3, using no line numbers. The essay exhibits inconsistent organization, failing to create coherence. The essay lacks a formal style, by using inappropriate and imprecise language. There is a lack of control of conventions with frequent errors that make comprehension difficult.

Practice Paper D – Score Level 3

Holistically, this essay best fits the criteria for Level 3. The essay introduces a reasonable claim with some analysis of the texts but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas briefly, paraphrasing some specific and relevant evidence to support analysis. The essay demonstrates inconsistent citation of sources, omitting line numbers when dealing with paraphrased material. The essay exhibits some organization of ideas and information to create a mostly coherent essay, but fails to maintain a formal style, using primarily basic language and structure. The essay demonstrates emerging control of conventions, exhibiting errors that hinder comprehension.

Practice Paper E – Score Level 1

Holistically, this essay best fits the criteria for Level 1. The essay introduces a claim, but makes no reference to the content of any text, including neither analysis nor citations. Because of its minimal nature, assessment of organization, language, and conventions is unreliable.



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

Text Analysis: Exposition

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

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

In an excerpt from Alfred Kazin's "A Walker in the City", Kazin describes ~~the~~ his early life of living in a tenement in Brooklyn. Kazin's mother made dresses for local women all day long. Kazin develops a central idea of persevering through poverty with detailed imagery of crowded tenements and dressmaking.

Kazin describes this tenement as small and crowded, with few rooms branching off a kitchen. Kazin ~~also~~ uses descriptive imagery to demonstrate how this tenement was transformed into a dress making shop. "Our apartment was always full of women in their housedresses sitting around the kitchen table waiting for a fitting. My little bedroom next to the kitchen was the fitting room" (11-13). Kazin ~~conveys~~ conveys an image of a crowded New York City tenement in the early 1900s, which were known for ~~being~~ their terrible living conditions and rooms full of people. Despite these conditions, Kazin shows how his mother transformed the apartment into a dressmaking shop, the kitchen being the waiting room for women and his bedroom being a fitting room. This transformation of the tenement demonstrates how the family was able to persevere in an impoverished setting. Kazin's choice of the words "full" and "little" ~~to~~ to describe these rooms also helps convey this poverty.

As the excerpt goes on, Kazin further describes these living circumstances and how the shop ~~helped~~ influenced his childhood. Kazin writes "from my

mother's kitchen I gained my first picture of life as a white, overheated, starkly lit workshop redolent with Jewish cooking, crowded with women in housedresses, strewn with fashion magazines, patterns, dress materials, spools of thread" (45-48). This imagery of the workshop creates a complex image of Kazin's childhood. The crowded, small apartment, full of smells of Jewish cooking, is what Kazin grew up with, making this crowded and hot workshop scene seem more comforting. The imagery once again develops the hardworking mood of his mother while in such crowded living conditions.

This excerpt is incredibly detailed and descriptive in its description of poverty in New York and how people persevered through these times. Kazin's imagery creates a vivid scene of his childhood with a bittersweet feeling, showing that these conditions were bad, but that didn't make his family give up.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy (*Kazin develops a central idea of persevering through poverty with detailed imagery of crowded tenements and dressmaking*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of *imagery* to develop the central idea (*This transformation of the tenement demonstrates how the family was able to persevere in an impoverished setting, This imagery of the workshop creates a complex image of Kazin’s childhood, and The imagery once again develops the hardworking mood of his mother while in such crowded living conditions*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Kazin conveys an image of a crowded New York City tenement in the early 1900s, which were known for their terrible living conditions and rooms full of people and The crowded, small apartment, full of smells of Jewish cooking, is what Kazin grew up with, making this crowded and hot workshop scene seem more comforting*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the central idea and the writing strategy, then supporting the central idea by providing images of *how this tenement was transformed into a dress making shop*, shifting into a discussion of *how the shop influenced his childhood*, and concluding with a reiteration of the central idea and writing strategy.
- The response establishes and maintains a formal style, using precise language and sound structure (*Kazin’s imagery creates a vivid scene of his childhood with a bittersweet feeling, showing that these conditions were bad, but that didn’t make his family give up*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors.

With the use of the writing strategy of point of view, the author of "The Kitchen" was able to convey the central idea of strong people don't give up.

This story is told using a first-person narrative. The narrator tells the story through his perspective of all his mother's hard work throughout his childhood years. We see through his eyes the hard work and effort she had invested into her job and her family. Mrs. Kazin, his mother, "had begun dressmaking in Poland at thirteen." (line 4) The narrator points out that Mrs. Kazin has a tuft of flesh that always lays folded over her palm due to "her left hand... [being] pierced through when [she was a girl]" (lines 39-40) and working at the infamous Triangle Shirtwaist Factory. Even with this injury she still perseveres and works through the day, now using the family's kitchen as her own tailoring shop, and seeing as they were living in a Brownsville tenement, their space was already limited. The narrator says, "When I awoke in the morning she was already at her machine, or in the great morning crowd of housewives at the grocery getting fresh rolls for breakfast. When I returned from school she was at her machine, or conferring over McCall's with some neighborhood woman who had come in pointing... [at an] illustration... When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel, her hands steering a piece of ~~gauze~~ gauze under... the needle with a finesse that always contrasted sharply with her swollen hands and broken nails." (lines 30-35) The narrator goes on to say how even with all this work, she still ~~manages to~~ "mysteriously interrupted herself to make supper for us, and the dishes cleared and washed"

(line 36) for when her husband came home from work. While watching his mother struggle, the narrator gets a view of hard work and determination. While watching his mother struggle but never giving up for any reason, he discovers how "we ourselves were forever burning-to live, to get down the foreboding in our souls, to make good" (lines 65 and 66).

All in all, this is how, with the writing technique of point of view, the author of "The Kitchen" was able to convey the central idea of strong people don't give up.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea and a writing strategy (*With the use of the writing strategy of point of view, the author of “The Kitchen” was able to convey the central idea of strong people don’t give up and The narrator tells the story through his perspective of all his mother’s hard work throughout his childhood years*) that clearly establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of *point of view* to develop the central idea (*We see through his eyes the hard work and effort she had invested into her job and her family and While watching his mother struggle, the narrator gets a view of hard work and determination*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Mrs. Kazin has a tuft of flesh that always lays folded over her palm due to “her left hand... [being] pierced through when [she was a girl]” and While watching his mother struggle but never giving up for any reason, he discovers how “we ourselves were forever burning – to live, to get down the foreboding in our souls, to make good”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the writing strategy and the central idea, then discussing the narrator’s memories of his mother’s perseverance and determination despite the difficulty involved, revealing the narrator’s reaction to his mother’s struggles, and concluding with a reiteration of the central idea (*All in all, this is how, with the writing technique of point of view, the author of “The Kitchen” was able to convey the central idea of strong people don’t give up*).
- The response establishes and maintains a formal style, using precise language and sound structure (*Even with this injury she still perseveres and works through the day, now using the family’s kitchen as her own tailoring shop and The narrator goes on to say*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors.

"The kitchen" by Alfred Kazin is a piece about his hardworking mother and all that she does for the family, and how all that she does somehow revolves around and in the kitchen. A central idea that is present in the piece is that parents sometimes make the biggest sacrifices for their families. This central idea is clearly developed through the characterization of the author's mother, Mrs. Kazin.

The author characterizes his mother as a hardworking, anxious, resilient, and selfless mother. "I can never remember a time when she was not working." (lines) 25-26). All of Alfred's memories were of his mother working, not of her taking him to sports games, or going shopping. She was always working, and "when my father came home from work she had somehow mysteriously interrupted herself to make supper for us, and the dishes cleared and washed, was back at her machine. When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel..." (lines) 35-37). Not only was she working day and night, she was still managing to take care of the family, and house. The author even expresses how injured her lively mood has made her, with swollen hands, broken nails, and a needle injury to the middle of her hand that burst a vein. She would work through all of that, but why? She was selfless. It wasn't because she didn't want to spend spend time with her family. It was because she loved her family, and was willing to do anything to help support them. That includes working tirelessly, through injury, and stress.

The author at the beginning of the piece said that

The kitchen was her life, and eventually he goes on to say "The kitchen was the great machine that set our lives running, it whirled down a little only on Sundays and holy days" (lines) 44-45). Through this he expressed that it was her that kept their lives running and supporting them, and that all she did was for him and the rest of his family. To further conclude his central idea he goes on to say "what I must have felt most about ourselves, I see now, was that we ~~were~~ we ourselves were like the kindling." (lines) 63-64). The author expressed that ~~it~~ it was their family that kept the fire that was his mother going and burning bright. Alfred's mother made so many big sacrifices for their family, all out of love. She gave up her free time to do work in order

Alfred's mother made so many big sacrifices for their family, all out of love. She gave up her free time to do work in order to financial support her family. This work by Alfred Kazin only proves that sometimes parents make the biggest sacrifices for their families, and this is a story of one of those times.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*parents sometimes make the biggest sacrifices for their families*) and a writing strategy (*This central idea is clearly developed through the characterization of the author’s mother*) that establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of characterization to develop the central idea (*All Alfred’s memories were of his mother working, not of her taking him to sports games, or going shopping and Not only was she working day and night, she was still managing to take care of the family, and house*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*I can never remember a time when she was not working*” and “*when my father came home from work she had somehow mysteriously interrupted herself to make supper for us, and the dishes cleared and washed, was back at her machine*”) although there is one quote with the miscopied words *whirled* for “*whirred*” and *Sundays* for “*Saturdays*”.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on the mother’s hard work as she sacrifices for the family (*The author even expresses how injured her lively hood has made her: with swollen hands, broken nails, and a needle injury*), a third paragraph that discusses how the mother influenced her children (*It was her that kept their lives running*), concluding with a reiteration of how the characterization of the mother supports the central idea of parental sacrifice.
- The response establishes and maintains a formal style, using appropriate language and structure (*The author characterizes his mother as a hardworking, anxious, resilient, and selfless mother and It wasn’t because she didn’t want to spend time with her family. It was because she loved her family, and was willing to do anything to help support them*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*sacrafices; chractarization; games, or; lively hood; bursted; tiresly; through injury, and stress; begining*) that do not hinder comprehension.

In the passage excerpted from, "The Kitchen" by Alfred Kazin, there is the central idea, hard work is a beautiful thing. Throughout the author's memoir he talks about how his mother worked hard as a seamstress in the early 20th century. As in lines, 27-28 he explains that his mother's job was her life. "She worked because she would have found life meaningless without work." (Lines 27-28). The author explains how even though his mother was a hard working individual she still found time to feed and take care of her family. Another example of her work being beautiful can be seen on lines 37-38, "When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel her hands steering a piece of gauze under the needle with a finesse that always contricted her swollen hands and broken nails". This example shows the contrast of how her hard work can be beautiful.

In order to convey the central idea the author makes use of metaphors. One such example can be seen on lines, 48-50. "...lashed to her machine that bolts of energy seemed to dance out..." This helps convey the beauty of her working and her determination to work. Another example can be seen on lines, 44, "The kitchen was the great machine that kept our lives running." This helps convey the thought that the kitchen was the most important spot in the home.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*hard work is a beautiful thing*) and a writing strategy (*to convey the central idea the author makes use of metaphors*) that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author’s use of metaphor to develop the central idea (*This helps convey the beauty of her working* and *This helps convey the thought that the kitchen was the most important spot in the home*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*She worked because she would have found life meaningless without work*” and “*...lashed to her machine that bolts of energy seemed to dance out...*”) although for one quote a word was miscopied and others were left out.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces the central idea, two examples of the mother’s hard work (*his mother worked hard as a seamstriss* and *she still found time to feed and take care of he family*) and a second paragraph that introduces metaphor as the writing strategy. One example of metaphor helps convey the central idea while the second example shifts to the importance of the kitchen without explaining how this idea connects to the beauty of hard work.
- The response establishes and maintains a formal style, using appropriate language and structure (*he explains that his mothers job was her life* and *One such example can be seen on lines, 48–50*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*exerpted; beautiful; authors memoir; seamstriss; lines, 27–28; mothers job; beauty; determanation*) that do not hinder comprehension.

In the Excerpted from "The Kitchen" by Alfred Kazin the central idea of hard work shows up throughout the entire excerpt. This central idea is shown through the writing strategy of conflict. Conflict is an struggle between two or more forces.

In the excerpted you can see the central idea of conflict comes up when Kazin writes "my mother sitting all day long at her sewing machine" (lines 20-21). This quote shows the central idea of conflict because she has to work hard in order to provide for her family and this is shown through man vs society. Another quote to prove this is when Kazin writes "A needle had gone straight through her hand." This quote shows that even though she had been hurt she worked hard through it to help her family this is man vs society conflict because she has to work through a problem. Finally the last quote to show the central idea of hard work is when Kazin writes "Mrs Kazin make me a dress like it shows here." (line 24). This quote shows she is working hard making dresses to provide for her family and this is shown through conflict because it is man vs society because she is going against society to help her family.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*In the Excerpted from “The Kitchen” by Alfred Kazin the central idea of hard work shows up throughout the entire excerpted*) and a writing strategy (*This central idea is shown through the writing strategy of conflict*).
- The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea, relying on one-sentence statements that suggest, but do not develop, analysis (*This quote shows the central idea of conflict because she has to work hard in order to provide for her family and this is shown through man v society, this is man vs society conflict because she has to work through a problem, and this is shown through conflict because it is man vs society because she is going against society to help her family*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately, in an attempt to support analysis, providing three inexact quotes from the text that are thought to illustrate the concept of conflict, specifically *man v society*. The connection of each quote to conflict is more assumed than explained (“*...my mother sitting all day long at her sewing machine*” and “*A needle had gone straight through her hand*”), making use of some evidence that may be irrelevant (“*Mrs Kazin make me a dress like it shows here*”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that presents the central idea, the writing strategy, and a definition of the strategy (*Conflict is an struggle between two or more forces*) and a second paragraph that is organized by addressing three quotes from the text (*This quote, Another quote, the last quote*).
- The response lacks a formal style, using language that is primarily basic and imprecise (*In the excerpted you can see the central idea of conflict come up and Finally the last quote to show the central idea of hard work is when Kazin writes*). The miscopying of material from the text results in imprecision.

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*the Excerpted, throughout, strategy, an struggle, straight, hurt she, family this, Finally*) that do not hinder comprehension.

Work will always be a necessity if you want to get by. Author Alfred Kazin used the literary element of tone. The writer used a lot of tone when talking about their mother always working. The mother never had time and was always busy with her work to ever learn or be bothered with learning English.

The excerpt of "the Kitchen" was mainly about the mother always working or looking through magazines with the ladies in town. The central idea of the passage is when you've been working your whole life it starts to become a chore. Not many people realize when work can start to take over and that be the only thing you think of in life.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The central idea of the passage is when you've been working your whole life it starts to become achore*) and a writing strategy (*Author Alfred Kazin used the literary element of tone*).
- The response demonstrates a minimal analysis of the author's use of tone to develop the central idea (*The writer used alot of tone when talking about their mother always working*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, only referencing the mother's involvement in her work (*The mother never had time and was always busy with her work*) and supplying a one-sentence summation of the text (*The excert of "the Kitchen" was mainly about the mother always working or looking through magazines withthe ladys in town*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, with an opening paragraph that introduces *the literary element of tone* and a second paragraph that begins with a sentence about the text but then focuses on more personal observations, failing to create a coherent response.
- The response lacks a formal style, using language that is primarily basic and imprecise (*used alot of tone and Not many people relize when work can start to take over and that be the only thing you think of in life*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*nessesity; alot; excert; "the Kitchen"; ladys; life it; achore; relize; that be*) that hinder comprehension.

The extract title "The Kitchen" by Alfred Kazin, uses problem, to establish the ~~lead~~ central idea that, a lot work and a little money. According to the text, on paragraph 5, the author states "For three or four dollar". The means, she a work much but the money is very little for your study. An addition, an extract from extract found, on paragraph 25, is "her life was work, work and anxiety. The means, was working in your life and aways not have money.

The ~~use~~ use for problem help illustrate the central idea that, a lot work and a little money. An example on paragraph 5, is, "for three or four dollar", the means, she a work much but the money is very little for your study. Anotred example is on paragraph 55, is "work my mother had put into them," the means every person is a job work.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused or incomplete central idea (*a lot work and a little money*) and a confused writing strategy (*Kazin, uses problem*).
- The response demonstrates a minimal analysis of the author’s use of the writing strategy to develop the central idea (*she a work much bul the money is very litle for your stady*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately (“*For three or four dollor*” and “*work my mother had put into them*”) in an attempt to support analysis.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information that contains frequent repetition with an opening paragraph that attempts to focus on the central idea of *working hard for little money*, followed by a paragraph that inaccurately identifies *problem* as a writing strategy (*The use for problem help illustrate*) which closes with a digression (*the means every person is a work*), failing to create a coherent response.
- The response uses language that is predominantly incoherent (*she a work much but the money is very little for your stady* and *An addition, anoextract from extract found*) with many words missing in sentences (*a lot work, The means was working, person is a work*) and a repeating misuse of *paragraph* for “line.”

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*extract; problem, to; Acconding; tex; four dollor; She a work; bul; “her... anxiety. The; aweys; idea that, a lot; means, she; Anotrecd*) that make comprehension difficult.

the central idea behind "The Kitchen" is hard working, the exert is about the speaker's mother who he for his whole life had observed her

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*hard working*) with no writing strategy.
- Although there is no writing strategy, the response demonstrates minimal analysis of the central idea (*the speaker's mother who he for his whole life had observed her*).

COMMAND OF EVIDENCE:

- The response presents no evidence from the text beyond referencing the title ("*The Kitchen*").

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, making assessment of organization and language unreliable.

CONTROL OF CONVENTIONS:

- The response is minimal, making assessment of conventions unreliable.

In the excerpt 'The Kitchen' by Alfred Kazin, a central idea of hard work is developed. Throughout the text, the narrator admires the steadfast work of his mother, despite her large workload. The central idea develops from her character, to her sewing to her organization, and the hard work required for each. The author uses Imagery to develop the idea of hard work. Imagery is when an author uses detailed descriptions to paint a sensory picture for the reader.

In the beginning, the narrator observes the hard work in his mother's character. Kazin writes "The kitchen gave a special character to our lives; my mother's character, all my memories of that kitchen are dominated by the nearness of my mother sitting all day long at her sewing machine, by the clacking of the treadle against the linoleum floor..." (lines 19-21). This explains the trait of hard work she contains. Imagery is used when he mentions the sounds of her work such as the treadle. Later in the text, the hard work of her job is described, "... often she was still there, poring away at the treadle, hunched over the wheel, her hands steering a piece of gauze" (lines 37-38). Hard work is developed because it describes the long hours of her work. Imagery is used to emphasize the severity of the narrator's mother's pursuit of her career. Finally, hard work is developed through the description of her organization, "... women in housedresses, strewn with fashion magazines, patterns, dress material, spools of thread - and at whose center, so lashed to her machine..." (lines 47-48). Imagery develops the central idea because it shows her dedication, amongst chaos. In conclusion, the central idea of hard work is developed through imagery.

The central ideas talking about the kitchen and the room also the dress that they want to wear the kitchen to cook different type of food when they dress they want to wear nice clothes and also cleaning the kitchen. She worked because the law of her life was worked and anxiety. She want to learn how to do thing.

She want to make make sure that she could cook good in the kitchen she doing hard work. She go to the grocery to cooked food. In the text it said when I work in the morning at her machine or great Morning Crowes of housewives grocery getting fresh roll breakfast. She could eat than go to school to about more thing. She liked to worked in the kitchen.

A Another reason she want People to tryed her food to see it is good. So she have her own kitchen. The kitchen was great machine that set our lives running it whirred down little only on Saturday and holy days. If you tryed to cooked you doing understand how to cooked.

In *The Kitchen* by Alfred Kazin, ~~the~~ the narrator discusses his early life as being centered around the kitchen of their apartment in the Brownsville tenements. His mother used the kitchen as her workshop for her dressmaking business and Kazin describes this business to show how hard she worked to support the family. The author's use of setting serves to show the reader how hard work can keep even a difficult life going.

The entire passage takes place in this kitchen as the narrator progresses through talking about different aspects of it. He says, "in Brownsville tenements the kitchen is always the largest room and the center of the household" (lines 1 and 2) so right away the reader knows how important the setting of the kitchen is. But then, in the second paragraph, he ~~that~~ continues, "the kitchen gave a special character to our lives; my mother's character. All my memories of that kitchen are dominated by the nearness of my mother sitting all day long at her sewing machine... as I began to take in her fantastic capacity for labor and her anxious zeal, I realized it was ourselves she kept stitched together" (19-25). The narrator's mother works constantly in the kitchen to provide a good life for her family. Since the kitchen is so central to the narrator both physically and mentally ~~the~~ the reader sees through his

thoughts all of the things his mother did. She kept them together and living through her efforts.

The narrator also, ^{compares} ~~the~~ the kitchen ~~to~~ to a "great machine that set [their] lives running" (44). We know that it is really his mother, but this emphasis on how key this room was to their entire operation and how the narrator viewed it shows its importance. "From my mother's kitchen I gained my first picture of life as a white, overheated, starkly lit workshop... at whose center, ~~was my mother~~ so lashed to her machine that bolts of energy seemed to dance out of her hands and feet as she worked... and silently, grimly at war..." (45-50). Here the reader sees how difficult it was for the narrator's mother but she just kept going ~~to be~~ in her kitchen to keep their lives running. This kitchen was the hub of all his mother's efforts and this setting serves to show both the narrator and the reader just how perseverance can pay off.

My mother in home dress maker had
workshop in the kitchen she told me
once that she had begun dress making in
(Poland) Poland as thirteen as far back
as far remember, she was always making
dresses for the local woman.

For three or four dollars she would study
the fashion magazines with a customer
to remnants store and store Vermont
avenue to pick out the material, argue
argue the owner down all remnants stores,
for some reason to support to be shady,
as if the owners and sew again.

In the story, the main character's mother is a workaholic at fashion design. The main character is concerned over his/her mother because she can't take a break over her work. In the end, the main character understands that she will never change in the end. First person has been used a lot during the passage. Always has been using I.

An example of first person is line number 2. The line states that "As a child I felt that we lived in a kitchen to which four other rooms were annexed. This establishes the story is coming from the perspective of the main character. Watching his/her mother with her problem of work, an example is that "my mother sitting all day long at her sewing machine. This supports the idea of the protagonist's overworked mom.

Practice Paper A – Score Level 3

Holistically, this is a Level 3 response. It introduces a clear central idea and the writing strategy of imagery that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea, presenting ideas sufficiently with adequate use of relevant evidence. The response exhibits acceptable organization and a formal style, using appropriate language and structure to create a coherent response with occasional convention errors that do not hinder comprehension.

Practice Paper B – Score Level 1

Holistically, this is a Level 1 response. It introduces a confused central idea (*talking about the kitchen*) with no writing strategy. Although the response presents evidence from the text, it is inaccurate in its use. The response exhibits little organization of ideas and information, straying from the proposed central idea by discussing cooking. The use of language is predominantly incoherent. The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult.

Practice Paper C – Score Level 4

Holistically, this is a Level 4 response. It introduces a well-reasoned central idea and demonstrates a thoughtful analysis of the author’s use of setting which is effectively supported by specific and relevant evidence. The response is logically and coherently organized, maintaining a formal style and exhibiting precise language and sound structure with infrequent errors.

Practice Paper D – Score Level 0

Holistically, this is a Level 0 response. It is totally copied from the text, with no original writing, and must be given a 0.

Practice Paper E – Score Level 2

Holistically, this is a Level 2 response. It introduces a central idea and a writing strategy but demonstrates a superficial analysis of the author’s use of *First Person* to develop the central idea. The response presents ideas inadequately and exhibits inconsistent organization of ideas and information. Language and structure are basic at times. Some errors in conventions hinder comprehension.

**Map to the Learning Standards
Regents Examination in English Language Arts
August 2023**

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

The *Chart for Determining the Final Examination Score for the August 2023 Regents Examination in English Language Arts* will be posted on the Department’s web site at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Regents Examination in English Language Arts – August 2023

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

(Use for the August 2023 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	48	1
53	98	5	24	45	1
52	97	5	23	42	1
51	95	5	22	39	1
50	94	5	21	36	1
49	93	5	20	33	1
48	91	5	19	30	1
47	90	5	18	27	1
46	89	5	17	24	1
45	88	5	16	21	1
44	87	5	15	18	1
43	86	5	14	15	1
42	85	5	13	13	1
41	83	4	12	10	1
40	82	4	11	9	1
39	80	4	10	8	1
38	79	4	9	7	1
37	77	3	8	6	1
36	75	3	7	5	1
35	73	3	6	4	1
34	71	3	5	3	1
33	68	3	4	3	1
32	66	3	3	2	1
31	65	3	2	1	1
30	61	2	1	1	1
29	59	2	0	0	1
28	56	2			

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

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

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

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

[High School General Information](https://www.nysed.gov/state-assessment/high-school-regents-examinations)

(https://www.nysed.gov/state-assessment/high-school-regents-examinations)