

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Monday, January 22, 2018 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

It had been noisy and crowded at the Milligan’s and Mrs. Bishop had eaten too many little sandwiches and too many iced cakes, so that now, out in the street, the air felt good to her, even if it was damp and cold. At the entrance of the apartment house, she took out her change purse and looked through it and found that by counting the pennies, too, she had
5 just eighty-seven cents, which wasn’t enough for a taxi from Tenth Street to Seventy-Third. It was horrid never having enough money in your purse, she thought. Playing bridge,¹ when she lost, she often had to give I.O.U.’s and it was faintly embarrassing, although she always managed to make them good. She resented Lila Hardy who could say, “Can anyone change a ten?” and who could take ten dollars from her small, smart bag while the other women
10 scurried about for change.

She decided it was too late to take a bus and that she might as well walk over to the subway, although the air down there would probably make her head ache. It was drizzling a little and the sidewalks were wet. And as she stood on the corner waiting for the traffic lights to change, she felt horribly sorry for herself. She remembered as a young girl, she had
15 always assumed she would have lots of money when she was older. She had planned what to do with it — what clothes to buy and what upholstery she would have in her car. ...

The air in the subway was worse than usual and she stood on the local side waiting for a train. People who took the expresses seemed to push so and she felt tired and wanted to sit down. When the train came, she took a seat near the door and, although inwardly she
20 was seething with rebellion, her face took on the vacuous² look of other faces in the subway. At Eighteenth Street, a great many people got on and she found her vision blocked by a man who had come in and was hanging to the strap in front of her. He was tall and thin and his overcoat which hung loosely on him and swayed with the motion of the train smelled unpleasantly of damp wool. The buttons of the overcoat were of imitation leather
25 and the button directly in front of Mrs. Bishop’s eyes evidently had come off and been sewed back on again with black thread, which didn’t match the coat at all.

It was what is known as a swagger coat³ but there was nothing very swagger about it now. The sleeve that she could see was almost threadbare around the cuff and a small shred from the lining hung down over the man’s hand. She found herself looking intently at his
30 hand. It was long and pallid⁴ and not too clean. The nails were very short as though they had been bitten and there was a discolored callous on his second finger where he probably held his pencil. Mrs. Bishop, who prided herself on her powers of observation, put him in the white collar class. He most likely, she thought, was the father of a large family and had a hard time sending them all through school. He undoubtedly never spent money on
35 himself. That would account for the shabbiness of his overcoat. And he was probably horribly afraid of losing his job. His house was always noisy and smelled of cooking. Mrs. Bishop couldn’t decide whether to make his wife a fat slattern⁵ or to have her an

¹bridge — a card game

²vacuous — empty

³swagger coat — a popular coat style in the 1930s

⁴pallid — pale

⁵slattern — sloppy woman

invalid. Either would be quite consistent.

40 She grew warm with sympathy for the man. Every now and then he gave a slight cough, and that increased her interest and her sadness. It was a soft, pleasant sadness and made her feel resigned to life. She decided that she would smile at him when she got off. It would be the sort of smile that couldn't help but make him feel better, as it would be very obvious that she understood and was sorry.

45 But by the time the train reached Seventy-Second Street, the closeness of the air and the confusion of her own worries had made her feelings less poignant,⁶ so that her smile, when she gave it, lacked something. The man looked away embarrassed.

II

50 Her apartment was too hot and the smell of broiling chops sickened her after the enormous tea she had eaten. She could see Maude, her maid, setting the table in the dining-room for dinner. Mrs. Bishop had bought smart little uniforms for her, but there was nothing smart about Maude and the uniforms never looked right. ...

For a minute she stood in the doorway trying to control herself and then she walked over to a window and opened it roughly. "Goodness," she said. "Can't we ever have any air in here?"

55 Robert gave a slight start and sat up. "Hello, Mollie," he said. "You home?"

"Yes, I'm home," she answered. "I came home in the subway."

Her voice was reproachful.⁷ She sat down in the chair facing him and spoke more quietly so that Maude couldn't hear what she was saying. "Really, Robert," she said, "it was dreadful. I came out from the tea in all that drizzle and couldn't even take a taxi home. I had just exactly eighty-seven cents. Just eighty-seven cents!"

60 "Say," he said. "That's a shame. Here." He reached in his pocket and took out a small roll of crumpled bills. "Here," he repeated. And handed her one. She saw that it was five dollars.

65 Mrs. Bishop shook her head. "No, Robert," she told him. "That isn't the point. The point is that I've really got to have some sort of allowance. It isn't fair to me. I never have any money! Never! It's got so it's positively embarrassing!"

Mr. Bishop fingered the five dollar bill thoughtfully. "I see," he said. "You want an allowance. What's the matter? Don't I give you money every time you ask for it?"

"Well, yes," Mrs. Bishop admitted. "But it isn't like my own. An allowance would be more like my own."...

70 Mr. Bishop sat turning the five dollar bill over and over in his hand. "About how much do you think you should have?" he asked.

"Fifty dollars a month," she told him. And her voice was harsh and strained. "That's the very least I can get along on. Why, Lila Hardy would laugh at fifty dollars a month."

75 "Fifty dollars a month," Mr. Bishop repeated. He coughed a little, nervously, and ran his fingers through his hair. "I've had a lot of things to attend to this month. But, well, maybe if you would be willing to wait until the first of next month, I might manage."

"Oh, next month will be perfectly all right," she said, feeling it wiser not to press her victory. "But don't forget all about it. Because I shan't."

80 As she walked toward the closet to put away her wraps, she caught sight of Robert's overcoat on the chair near the door. He had tossed it carelessly across the back of the chair

⁶poignant — deeply felt

⁷reproachful — critical

as he came in. One sleeve was hanging down and the vibration of her feet on the floor had made it swing gently back and forth. She saw that the cuff was badly worn and a bit of the lining showed. It looked dreadfully like the sleeve of the overcoat she had seen in the subway. And, suddenly, looking at it, she had a horrible sinking feeling, as though she were falling in a dream.

—Sally Benson

excerpted from “The Overcoat”
The American Mercury, July, 1941

- | | |
|--|---|
| <p>1 The first paragraph creates a sense of</p> <p>(1) submission (3) frustration (2) urgency (4) hopelessness</p> <p>2 The use of the word “although” in line 12 signals Mrs. Bishop’s</p> <p>(1) disapproval (3) nervousness (2) enthusiasm (4) resilience</p> <p>3 The “soft, pleasant sadness” (line 40) Mrs. Bishop experiences while listening to the man cough indicates that she is</p> <p>(1) discouraged by the illnesses spread on the subway (2) inclined to help those in need (3) pressured to act graciously in uncomfortable situations (4) reassured by those who are less fortunate than she</p> <p>4 Lines 44 through 46 convey Mrs. Bishop’s</p> <p>(1) confidence (3) optimism (2) insincerity (4) hostility</p> <p>5 Mrs. Bishop’s thoughts in lines 6 through 8 contrast with her statements in lines 64 and 65, revealing that she</p> <p>(1) exaggerates her feelings to manipulate her husband (2) hoards her money to cheat her friends (3) demonstrates her neediness to agitate her husband (4) flaunts her wealth to impress her friends</p> | <p>6 The details in lines 74 through 76 suggest that Mr. Bishop is</p> <p>(1) puzzled (3) suspicious (2) uneasy (4) selfish</p> <p>7 The figurative language in lines 84 and 85 reveals that Mrs. Bishop is</p> <p>(1) confused about her values (2) relieved of her discontent (3) forced to face reality (4) pleased to learn the truth</p> <p>8 In which lines is the central idea of the passage most clearly revealed?</p> <p>(1) “there was a discolored callous on his second finger where he probably held his pencil” (lines 31 and 32) (2) “but there was nothing smart about Maude and the uniforms never looked right” (lines 49 and 50) (3) “He reached in his pocket and took out a small roll of crumpled bills” (lines 60 and 61) (4) “It looked dreadfully like the sleeve of the overcoat she had seen in the subway” (line 83)</p> <p>9 The primary conflict in the passage is Mrs. Bishop’s</p> <p>(1) perception of herself (2) relationship with Maude (3) reluctance to help others (4) friendship with Lila Hardy</p> |
|--|---|

Reading Comprehension Passage B

Storm Warnings

The glass¹ has been falling all the afternoon,
And knowing better than the instrument
What winds are walking overhead, what zone
Of gray unrest is moving across the land,
5 I leave the book upon a pillowed chair
And walk from window to closed window, watching
The stiff boughs strain against the blotted sky

And think again, as often when the air
Moves inward toward a silent core of waiting,
10 How with a single purpose time has traveled
Through currents of unguessed fatality
Into this polar realm, this present island.
Weather abroad and weather in the heart
Alike come on regardless of prediction.

15 Between foreseeing and averting change
Lies all the mastery of elements
Which clocks and weather-glasses cannot alter.
Time in the hand is not control of time,
Nor shattered fragments of an instrument
20 The breaking of a cordon² of events.
The wind will rise: we can only close the shutters.

I draw the curtains as the sky goes black
And set a match to candles sheathed in glass
Against the keyhole draught,³ the insistent whine
25 Of weather through the unsealed aperture.⁴
This is our sole defense against the season;
These are the things that we have learned to do
Who live in zones of much inquietude.⁵

—Adrienne Cecile Rich
“Storm Warnings”
Harper’s Magazine, April 1951

¹glass — barometer

²cordon — string

³draught — draft

⁴aperture — an opening

⁵inquietude — a disturbance

- 10 The figurative language used in lines 9 through 11 suggests the
- (1) anticipation of life’s challenges
 - (2) questioning of life’s meaning
 - (3) appreciation of patience
 - (4) importance of solitude
- 11 The purpose of the repetition of “weather” in line 13 is to imply
- (1) an uncommon occurrence
 - (2) a personal connection
 - (3) a beneficial circumstance
 - (4) an unexplained phenomenon
- 12 The statement, “The wind will rise: we can only close the shutters” (line 21) most likely means we
- (1) can overcome problems by denying them
 - (2) cannot predict our emotions but we can learn to ignore them
 - (3) can control events by understanding them
 - (4) cannot prevent our distress but we can choose how to deal with it
- 13 Lines 27 and 28 convey a sense of
- (1) disinterest
 - (2) acceptance
 - (3) urgency
 - (4) terror
- 14 The poem suggests that the narrator views storms as
- (1) having unpredictable results
 - (2) being frightening experiences
 - (3) being familiar events
 - (4) having destructive powers
-

Reading Comprehension Passage C

Wherever humans have gone in the world, they have carried with them two things, language and fire. As they traveled through tropical forests they hoarded the precious embers of old fires and sheltered them from downpours. When they settled the barren Arctic, they took with them the memory of fire, and recreated it in stoneware vessels filled with animal fat. [Charles] Darwin¹ himself considered these the two most significant achievements of humanity. It is, of course, impossible to imagine a human society that does not have language, but—given the right climate and an adequacy of raw wild food—could there be a primitive tribe that survives without cooking?² In fact, no such people have ever been found. Nor will they be, according to a provocative² theory by Harvard biologist Richard Wrangham, who believes that fire is needed to fuel the organ that makes possible all the other products of culture, language included: the human brain.

Every animal on earth is constrained by its energy budget; the calories obtained from food will stretch only so far. And for most human beings, most of the time, these calories are burned not at the gym, but invisibly, in powering the heart, the digestive system and especially the brain, in the silent work of moving molecules around within and among its 100 billion cells. A human body at rest devotes roughly one-fifth of its energy to the brain, regardless of whether it is thinking anything useful, or even thinking at all. Thus, the unprecedented increase in brain size that hominids³ embarked on around 1.8 million years ago had to be paid for with added calories either taken in or diverted from some other function in the body. Many anthropologists think the key breakthrough was adding meat to the diet. But Wrangham and his Harvard colleague Rachel Carmody think that’s only a part of what was going on in evolution at the time. What matters, they say, is not just how many calories you can put into your mouth, but what happens to the food once it gets there. How much useful energy does it provide, after subtracting the calories spent in chewing, swallowing and digesting?² The real breakthrough, they argue, was cooking. . . .

Food is a subject on which most people have strong opinions, and Wrangham mostly excuses himself from the moral, political and aesthetic debates it provokes. Impeccably lean himself, he acknowledges blandly that some people will gain weight on the same diet that leaves others thin. “Life can be unfair,” he writes in his 2010 book *Catching Fire*, and his shrug is almost palpable⁴ on the page. He takes no position on the philosophical arguments for and against a raw-food diet, except to point out that it can be quite dangerous for young children. For healthy adults, it’s “a terrific way to lose weight.”

Which is, in a way, his point: Human beings evolved to eat cooked food. It is literally possible to starve to death even while filling one’s stomach with raw food. In the wild, people typically survive only a few months without cooking, even if they can obtain meat. Wrangham cites evidence that urban raw-foodists, despite year-round access to bananas, nuts and other high-quality agricultural products, as well as juicers, blenders and dehydrators, are often underweight. Of course, they may consider this desirable, but Wrangham considers it alarming that in one study half the women were malnourished to the point they stopped menstruating. They presumably are eating all they want, and may even be consuming what appears to be an adequate number of calories, based on standard USDA [United States Department of Agriculture] tables. There is growing evidence that these overstate, sometimes to a considerable degree, the energy that the body extracts from whole raw foods. Carmody explains that only a fraction of the calories in raw starch and protein are absorbed by the body directly via the small intestine. The remainder passes into

¹Charles Darwin — English naturalist who developed a scientific theory of evolution

²provocative — thought-provoking

³hominids — taxonomic title for family of great apes and humans

⁴palpable — touchable

the large bowel, where it is broken down by that organ’s ravenous population of microbes, which consume the lion’s share for themselves. Cooked food, by contrast, is mostly digested by the time it enters the colon; for the same amount of calories ingested, the body gets roughly 30 percent more energy from cooked oat, wheat or potato starch as compared to raw, and as much as 78 percent from the protein in an egg. In Carmody’s experiments, animals given cooked food gain more weight than animals fed the same amount of raw food. And once they’ve been fed on cooked food, mice, at least, seemed to prefer it.

In essence, cooking—including not only heat but also mechanical processes such as chopping and grinding—outsources some of the body’s work of digestion so that more energy is extracted from food and less expended in processing it. Cooking breaks down collagen, the connective tissue in meat, and softens the cell walls of plants to release their stores of starch and fat. The calories to fuel the bigger brains of successive species of hominids came at the expense of the energy-intensive tissue in the gut, which was shrinking at the same time—you can actually see how the barrel-shaped trunk of the apes morphed into the comparatively narrow-waisted *Homo sapiens*. Cooking freed up time, as well; the great apes spend four to seven hours a day just chewing, not an activity that prioritizes the intellect.

The trade-off between the gut and the brain is the key insight of the “expensive tissue hypothesis,” proposed by Leslie Aiello and Peter Wheeler in 1995. Wrangham credits this with inspiring his own thinking—except that Aiello and Wheeler identified meat-eating as the driver of human evolution, while Wrangham emphasizes cooking. “What could be more human,” he asks, “than the use of fire?” ...

In Wrangham’s view, fire did much more than put a nice brown crust on a haunch of antelope. Fire detoxifies some foods that are poisonous when eaten raw, and it kills parasites and bacteria. Again, this comes down to the energy budget. Animals eat raw food without getting sick because their digestive and immune systems have evolved the appropriate defenses. Presumably the ancestors of *Homo erectus*—say, *Australopithecus*—did as well. But anything the body does, even on a molecular level, takes energy; by getting the same results from burning wood, human beings can put those calories to better use in their brains. Fire, by keeping people warm at night, made fur unnecessary, and without fur hominids could run farther and faster after prey without overheating. Fire brought hominids out of the trees; by frightening away nocturnal predators, it enabled *Homo erectus* to sleep safely on the ground, which was part of the process by which bipedalism⁵ (and perhaps mind-expanding dreaming) evolved. By bringing people together at one place and time to eat, fire laid the groundwork for pair bonding and, indeed, for human society. ...

—Jerry Adler
excerpted and adapted from “The Mind on Fire”
Smithsonian.com, June, 2013

⁵bipedalism — using two feet for locomotion

- 15 When the author cites Darwin in lines 5 and 6, he most likely does so to
- (1) stress the equal importance of language and fire
 - (2) show scientific theories change over time
 - (3) suggest migration played a role in evolution
 - (4) lend credibility to the discussion
- 16 Lines 9 through 11 serve to
- (1) present an argument
 - (2) explain an image
 - (3) resolve a controversy
 - (4) dismiss a counterclaim
- 17 The phrase “energy budget” (line 12) serves to emphasize a
- (1) reduction of conservation efforts
 - (2) scarcity of combustible material
 - (3) limited amount of body fuel
 - (4) restricted knowledge of resources
- 18 The physical structure of hominids was altered (lines 17 through 25) as a result of their increased
- (1) meat consumption and changes in food preparation
 - (2) diet variety and changes in food preservation
 - (3) demands for physical exertion
 - (4) opportunities for problem solving
- 19 In the context of lines 26 through 32, Wrangham’s quote “a terrific way to lose weight” is most likely meant to be
- (1) poetic
 - (2) hostile
 - (3) ironic
 - (4) theoretical
- 20 According to lines 40 through 44, the “standard USDA tables” may “overstate” caloric intake because they do not account for
- (1) how the body converts food into calories
 - (2) the importance of calories from protein
 - (3) the way calories are measured
 - (4) how the body adjusts to excessive calories
- 21 The use of the word “ravenous” (line 46) suggests that microbes in the large bowel are
- (1) deadly
 - (2) aggressive
 - (3) healthy
 - (4) energizing
- 22 According to lines 53 through 55, a key benefit of cooking food is that it
- (1) completes the body’s need for collagen
 - (2) prevents the body from absorbing fat
 - (3) aids the body in fighting disease
 - (4) assists the body in digesting food
- 23 Which statement best contributes to the development of a central idea in the text?
- (1) “ ‘Life can be unfair ... palpable on the page’ ” (lines 29 and 30)
 - (2) “It is literally possible ... with raw food” (lines 33 and 34)
 - (3) “And once they’ve been fed ... prefer it” (line 52)
 - (4) “Animals eat raw food ... evolved the appropriate defenses” (lines 70 through 72)
- 24 The tone of the passage can best be described as
- (1) critical
 - (2) informative
 - (3) doubtful
 - (4) hopeful

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 11 through 17 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Could algae be the solution to our energy problems?

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 algae could be the solution to our energy problems. 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 algae could be the solution to our energy problems
- 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 – Biofuel from Algae Part One: The Pros and Cons of Pond Scum

Text 2 – Algae’s Potential as a Transportation Biofuel

Text 3 – Green Oil: Scientists Turn Algae Into Petroleum In 30 Minutes

Text 4 – Green Crude: The Quest to Unlock Algae’s Energy Potential

Text 1

Biofuel from Algae Part One: The Pros and Cons of Pond Scum

...As we approach a point of peak oil — the point at which fossil fuels become scarcer and more expensive (and some argue that we've already passed that point) — the interest in biodiesel has been revived. Producing fuel from food products, however, has been morally controversial from the beginning. As the planet's population and demand for food grows, it becomes more unconscionable¹ for the wealthier nations to waste food products like corn, soy, sugar cane, and rapeseed, as well as food cultivation space, on filling their gas tanks.

To mitigate² wasted food and wasted land, in recent decades, there has been rising interest in cultivating biofuel from algae. To pursue a better promise of low-cost, scalable,³ green and clean biodiesel, research organizations in institutions both private and public have sunk a lot of time and money into algae research in an effort to advance a technology that could produce transportation fuel on a large scale.

It simply makes sense: as anyone who has ever had a fish tank knows, algae is ridiculously easy to grow. There are many kinds of algae: complicated, multicellular forms (think seaweed) as well as simple, single-celled forms (think pond scum). It's hardly a fussy plant, and producing large quantities of it doesn't exactly require a green thumb. What's so compelling about algae is that it contains a high amount of fatty molecules that are similar to vegetable oils, and these fats can be rather easily converted to a biofuel that can act as a drop-in replacement for petroleum-based gas, diesel and jet fuel.

The Pros of Algae-based Biofuel

One of algae's major attractions is that unlike corn for ethanol or soybeans for biodiesel, algae can be grown in places unsuitable for food cultivation, which takes away the wasted space drawback by making use of non-arable,⁴ nutrient-poor land that won't support conventional agriculture.

Algae can be grown in ponds, tubes or even large bags provided it gets the right combination of vitamins, minerals and sunlight. It doesn't require soil or even fresh water to grow, and when cultivated in large quantities, algae can produce more energy per acre than any land crop, making it the most energy efficient plant for biodiesel production: far more efficient than corn, sugar cane, or soy. And unlike row crops, which are dependent on growing seasons, algae can be grown at any time of year, since ideal growing conditions can be easily simulated. In addition, it requires no fresh water for irrigation and no application of petroleum-based fertilizers. Algae can thrive in desert ponds using high-saline water from aquifers that can't be used for traditional crops. Many species of algae can even grow in wastewater from treatment plants and water that contains nitrates, phosphates, and other pollutants. In fact, algae ponds and cultivation facilities are often located as close as possible to wastewater or pollution sources, since algae thrives on both carbon and bacteria. ...

The Cons of Algae-based Biofuel

While algae-based biofuel may use far less land and have a higher energy yield than other biodiesel crops, its production also requires more energy and water (albeit not necessarily fresh water) than plant sources such as corn. It also has higher greenhouse gas emissions.

¹unconscionable — unethical

²mitigate — make less severe

³scalable — capable of being easily expanded on demand

⁴non-arable — not suitable for growing crops

40 The reason is that the production of the final product is more complex and therefore
more energy intensive. While many kinds of algae are easy to cultivate, the species of
the plant that contain the most fats are most suitable for biodiesel, and these specialized
lipid-producers are a bit fussier than ordinary algae. ...

45 The cultivation of algae (like the cultivation of most other plants) requires large amounts
of phosphorus as a fertilizer, and while it's not an oft-discussed topic, the world is currently
on the brink of a peak of availability of Earth's finite phosphate resources. "Peak phosphorus,"
as it's called, is the point in time at which the maximum global phosphorus production rate
is reached. According to some researchers, Earth's phosphorus reserves are expected to be
completely depleted in 50 to 100 years, and peak phosphorus will be reached by the year
2030. (This is a fairly scary prospect for global agriculture, not just for algae production).
50 To succeed, large scale algae production will need to reduce its use of phosphorus and find
ways of reusing what it does require. The need for phosphorus in cultivation has been called
by Forbes [magazine] "The Achilles Heel" of algae biofuel. ...

—Tracey Schelmetic
excerpted and adapted from "Biofuel from Algae Part One:
The Pros and Cons of Pond Scum"
news.thomasnet.com, February 19, 2013

Text 2

Algae’s Potential as a Transportation Biofuel

...Algae can be converted into various types of energy for transportation, including biodiesel, jet fuel, electric power, and ethanol. The potential advantages of algae-based biofuel over other biofuel pathways include higher biomass¹ yields per acre of cultivation, little to no competition for arable² land, use of a wide variety of water sources, the opportunity to use carbon dioxide [CO₂] from stationary sources,³ and the potential to produce “drop-in” ready-to-use fuels. Potential drawbacks include the anticipated cost of production, the amount of resources (e.g., water and land) required to produce the biofuel, and the lack of commercial-scale production facilities. Algae-based biofuel research and development are in their infancy, although work has been conducted in this area for decades. At present, published research efforts offer policymakers little guidance on what algae types or conversion methods could be the front-runner for commercial production, or on when and for which biofuel. ...

Potential Challenges

The primary challenge for ABB [Agriculture-Based Biofuels] is that it has not yet been demonstrated to be economical at commercial scale. If economic production can be achieved, the potential impact on the national transportation fuel network would need to be assessed. Also, as mentioned above, algae cultivation requires significant amounts of CO₂, and there are questions about where this CO₂ would come from. While the CO₂ could come from existing stationary sources, it may be incorrect to assume that all algae processing facilities would be located near existing sources of CO₂ or that enough CO₂ from existing sources would be available to meet demand for commercial levels of ABB production. It is likely that siting and permitting of these facilities would require involvement of local, state, and federal government agencies. It is unclear how use of CO₂ from a power plant for the production of algae would be treated under the Clean Air Act.

There may be supply and demand concerns for ABB. The use of some feedstocks for biofuels has been controversial, as some report that rising demand for biofuels shifts biomass feedstocks and arable land away from use for other purposes (e.g., food). Some assert that significant quantities of resources (e.g., land, water, and CO₂) exist to support algae-based biodiesel production; however, it is not clear if existing resources can support biodiesel *and* bio-jet fuel, bioethanol, and more from algal feedstock. The National Research Council (NRC) reports that the quantity of water necessary for algae cultivation is a concern of high importance, among others, that has to be addressed for sustainable development of ABB. In general, biofuels derived from open-pond algae production consume more water for feedstock production and fuel processing than petroleum-derived fuels, although the water quality may not be comparable, since some algae is able to use waste- or brackish⁴ water. One reported possible technique to drastically curb water use is to site ABB facilities at optimized locations—locations where land with the lowest water use per liter of biofuel produced is available—but algae would still use significantly more water than petroleum. Another technique is to use water unsuitable for other purposes. Algae requires both water

¹biomass — organic matter used as a fuel

²arable — suitable for growing crops

³stationary sources — a source that emits a certain amount of a pollutant as defined by the U.S. Environmental Protection Agency

⁴brackish — salty

40 and nutrients (e.g., phosphorus) to grow, which may inadvertently⁵ put it in competition with other areas of agriculture, depending on water sources and land types selected for algae cultivation should ABB be produced at a large scale. Also, large-scale ABB production may involve the use of genetically modified algae, which some may oppose because of concerns that genetically modified algae may escape into the environment and become invasive, as algae that are non-native to that location. ...

—Kelsi Bracmort
excerpted and adapted from “Algae’s Potential
as a Transportation Biofuel”
Congressional Research Service 7-5700
www.crs.gov, January 30, 2014

⁵inadvertently — accidentally

Text 3

Green Oil: Scientists Turn Algae Into Petroleum In 30 Minutes

5 Scientists at the Pacific Northwest National Laboratory [PNNL] are claiming success in perfecting a method that can transform a pea-soupy solution of algae into crude oil by pressure cooking it for about 30 minutes. The process, called hydrothermal liquefaction, also works on other streams of organic matter, such as municipal sewage. And the crude oil created is lightweight and low in sulfur and can be “dropped in” to refineries that process fossil crudes.¹

10 “It’s a bit like using a pressure cooker, only the pressures and temperatures we use are much higher,” said researcher Douglas Elliott in a statement. “In a sense, we are duplicating the process in the Earth that converted algae into oil over the course of millions of years. We’re just doing it much, much faster.”

It only makes sense that scientists should be able to figure out how to turn algae into crude oil. After all, most of the oil that we drill out of the ground was formed by algae and other sea-borne flora² that piled up at the bottom of the ocean over millenia, then got compacted and heated over eons and transformed into petroleum.

15 But figuring out how to do it economically is a challenge. A half-century ago researchers were growing algae on the roof of M.I.T. More recently, ExxonMobil raised the hopes of the algae-to-oil crowd in 2009 when it forged a research venture with Craig Venter’s Synthetic Genomics. If Venter (who was first to decode the human genome) could find or engineer an algae strain adept at naturally creating oils, Exxon would fund development to the tune of \$600 million. Unfortunately Venter called off the quest a few years later. Algae just weren’t oily enough to be commercially viable sources of crude. ...

25 Given 100 pounds of algae feedstock, the system will yield 53 pounds of “bio-oil” according to the PNNL studies. The oil is chemically very similar to light, sweet crude, with a complex mixture of light and heavy compounds, aromatics, phenolics, heterocyclics and alkanes in the C₁₅ to C₂₂ range.

Not all the organic matter gets turned into oil. It also yields a stream of carbon dioxide, hydrogen and oxygen, which can readily be turned into a stream of synthetic natural gas and burned to generate heat or electricity.

30 Also left over is water rich in the plant nutrients (nitrogen, phosphorous and potassium) previously present in the algae. This water can be sold back to the algae ponds as fertilizer.

“Not having to dry the algae is a big win in this process; that cuts the cost a great deal,” said Elliott in a statement. “Then there are bonuses, like being able to extract usable gas from the water and then recycle the remaining water and nutrients to help grow more algae, which further reduces costs.”

35 The researchers figure that at current algae prices of several hundred dollars a ton they could make algae-based fuel for the gasoline equivalent of less than \$5 per gallon.

40 And algae’s only the most viable oil source. The same tricks can oil-ify all sorts of other organic wastes such as manure, municipal sewage, vegetable compost, even fish heads. Indeed, if the technology can be successfully scaled up to commercial size, says [Genifuel CEO, Jim] Oyler, our stinky streams of human waste alone could provide the feedstock to meet 10% of our worldwide petroleum demand. ...

¹fossil crudes — unrefined oil and natural gases

²flora — plants

45 The key will be in figuring out how to make massive quantities of algae cheap. Because then, explains Oyler, the rest will support itself: excluding the energy used in growing the algae (a huge caveat³), the hydrothermal extraction process developed at PNNL can create about 9 units of energy for every unit used.

No doubt algae cultivation will improve. Until then the big hope for this technology now may be to pair it with a feedstock that cities otherwise have to pay to get rid of — like sewage. Oyler envisions a distributed system of hydrothermal liquefaction systems set up at regional sewage plants and a fleet of trucks that come to load up on crude oil once a week.

—Christopher Helman
excerpted and adapted from “Green Oil:
Scientists Turn Algae Into Petroleum In
30 Minutes”
www.forbes.com, December 23, 2013

³caveat — a warning

Text 4

Green Crude: The Quest to Unlock Algae’s Energy Potential

5 ...Although scientists and entrepreneurs have been trying to unlock the energy potential of algae for more than three decades, they don’t yet agree on how to go about it. Some companies grow algae in ponds, others grow them in clear plastic containers, and others keep their algae away from sunlight, feeding them sugars instead. To improve the productivity of the algae, some scientists use conventional breeding and others turn to genetic engineering. “Algae is the most promising source of renewable transportation fuel that we have today,” says Steve Kay, a distinguished professor of biology at the University of California, San Diego, and co-founder of the San Diego Center for Algae Biotechnology, a partnership of research institutions, business, and government.

10 And yet there’s plenty of reason for skepticism about algae. Scientists and entrepreneurs have been trying for decades to unlock algae’s energy potential, with mixed results. After the 1970s oil shocks, the U.S. government created an algae research program that analyzed more than 3,000 strains of the tiny organisms; the program was shut down in 1996, after the Department of Energy concluded that algal biofuels would cost too much money to compete with fossil fuels. A decade later, after President George W. Bush declared that the U.S. is “addicted to oil,” government research into algae was restarted, and venture capital flowed into dozens of algae startups. Oil companies ExxonMobil and Chevron placed bets, too.

15 But algae companies haven’t made much oil yet: Sapphire’s annual production target of 1.5 million gallons for 2014 compares to U.S. *daily* oil consumption of 18.8 million *barrels*. Even algae’s most enthusiastic advocates say that commercialization of algal biofuels, on a scale that that would matter to the environment or the energy industry, is at least five to 10 years away.

20 High costs remain the big obstacle to commercial production. The algae business has suffered from “fantastic promotions, bizarre cultivation systems, and absurd productivity projections,” says John Benemann, an industry consultant and Ph.D. biochemist who has spent more than 30 years working on algae. Even if the capital costs and operating costs of algae farms are low, and the productivity of the algae is improved, Benemann says that “algae biofuels cannot compete with fossil energy based on simple economics... The real issue is that an oil field will deplete eventually, while an algae pond would be sustainable indefinitely.” In a thorough 2010 technology assessment, researchers at the Lawrence Berkeley National Laboratory estimated that producing oil from algae grown in ponds at scale would cost between \$240 and \$332 a barrel, far higher than current petroleum prices.

25 Perhaps more worrisome, government scientists say the environmental benefits of algae remain unproven. Writing in *American Scientist*, Philip T. Pienkos, Lieve Laurens and Andy Aden, all of the National Renewable Energy Laboratory, say that the few life-cycle assessments of algae done so far have shown “unpromising energy returns and weak greenhouse gas benefits.” By phone, Pienkos acknowledged that, in theory, algae should produce low-carbon fuels because the CO₂ emitted when the fuels are burned is absorbed from the air when algae grow. But, he says, calculating the true sustainability benefits of algae requires doing a detailed study of inputs and outputs and “that will be difficult until big algae farms are built.” ...

—Marc Gunther

excerpted from “Green Crude: The Quest
to Unlock Algae’s Energy Potential”
e360.yale.edu, October 15, 2012

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

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

Text

...George Willard, the Ohio village boy, was fast growing into manhood and new thoughts had been coming into his mind. All that day, amid the jam of people at the Fair, he had gone about feeling lonely. He was about to leave Winesburg to go away to some city where he hoped to get work on a city newspaper and he felt grown up. The mood that had taken possession of him was a thing known to men and unknown to boys. He felt old and a little tired. Memories awoke in him. To his mind his new sense of maturity set him apart, made of him a half-tragic figure. He wanted someone to understand the feeling that had taken possession of him after his mother's death.

There is a time in the life of every boy when he for the first time takes the backward view of life. Perhaps that is the moment when he crosses the line into manhood. The boy is walking through the street of his town. He is thinking of the future and of the figure he will cut in the world. Ambitions and regrets awake within him. Suddenly something happens; he stops under a tree and waits as for a voice calling his name. Ghosts of old things creep into his consciousness; the voices outside of himself whisper a message concerning the limitations of life. From being quite sure of himself and his future he becomes not at all sure. If he be an imaginative boy a door is torn open and for the first time he looks out upon the world, seeing, as though they marched in procession before him, the countless figures of men who before his time have come out of nothingness into the world, lived their lives and again disappeared into nothingness. The sadness of sophistication has come to the boy. With a little gasp he sees himself as merely a leaf blown by the wind through the streets of his village. He knows that in spite of all the stout talk of his fellows he must live and die in uncertainty, a thing blown by the winds, a thing destined like corn to wilt in the sun. He shivers and looks eagerly about. The eighteen years he has lived seem but a moment, a breathing space in the long march of humanity. Already he hears death calling. With all his heart he wants to come close to some other human, touch someone with his hands, be touched by the hand of another. If he prefers that the other be a woman, that is because he believes that a woman will be gentle, that she will understand. He wants, most of all, understanding.

When the moment of sophistication came to George Willard his mind turned to Helen White, the Winesburg banker's daughter. Always he had been conscious of the girl growing into womanhood as he grew into manhood. Once on a summer night when he was eighteen, he had walked with her on a country road and in her presence had given way to an impulse to boast, to make himself appear big and significant in her eyes. Now he wanted to see her for another purpose. He wanted to tell her of the new impulses that had come to him. He had tried to make her think of him as a man when he knew nothing of manhood and now he wanted to be with her and to try to make her feel the change he believed had taken place in his nature.

As for Helen White, she also had come to a period of change. What George felt, she in her young woman's way felt also. She was no longer a girl and hungered to reach into the grace and beauty of womanhood. She had come home from Cleveland, where she was attending college, to spend a day at the Fair. She also had begun to have memories. During the day she sat in the grandstand with a young man, one of the instructors from the college, who was a guest of her mother's. The young man was of a pedantic¹ turn of mind and

¹pedantic — given to showing off knowledge

45 she felt at once he would not do for her purpose. At the Fair she was glad to be seen in
his company as he was well dressed and a stranger. She knew that the fact of his presence
would create an impression. During the day she was happy, but when night came on she
began to grow restless. She wanted to drive the instructor away, to get out of his presence.
While they sat together in the grand-stand and while the eyes of former schoolmates were
50 upon them, she paid so much attention to her escort that he grew interested. “A scholar
needs money. I should marry a woman with money,” he mused.

Helen White was thinking of George Willard even as he wandered gloomily through the
crowds thinking of her. She remembered the summer evening when they had walked
together and wanted to walk with him again. She thought that the months she had spent in
the city, the going to theatres and the seeing of great crowds wandering in lighted
55 thoroughfares, had changed her profoundly. She wanted him to feel and be conscious of the
change in her nature.

The summer evening together that had left its mark on the memory of both the young
man and woman had, when looked at quite sensibly, been rather stupidly spent. They had
walked out of town along a country road. Then they had stopped by a fence near a
60 field of young corn and George had taken off his coat and let it hang on his arm.
“Well, I’ve stayed here in Winesburg—yes—I’ve not yet gone away but I’m growing up,”
he had said. “I’ve been reading books and I’ve been thinking. I’m going to try to amount to
something in life.” ...

—Sherwood Anderson
excerpted from “Sophistication”
Winesburg, Ohio, 1919
B.W. Huebsch

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Monday, January 22, 2018—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. 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*.

Scoring the Multiple-Choice Questions

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

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

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

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

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



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

New York State Regents Examination in English Language Arts

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.

As the world approaches the threat of fossil fuel depletion, many scramble to find new sources of energy to compensate for the loss. The United States uses unbelievable amounts of oil and gas in various parts of Average American life (e.g., fueling automobiles, heating homes). Algae has proven itself to be a ^{dependable} source of energy worth considering in the crazed search for biofuels. Several attributes of the plant qualify it to replace fossil fuels although some have their reservations about readily moving forward in a plan to use the biofuel in lieu of petroleum.

It is impossible to deny that the growth of algae is incredibly simple and hardly demanding. Algae can be grown just about anywhere if given ample water, sunlight, and nutrients, leaving more land available for the cultivation of crops (Text 1, lines 20-22). The vast amounts of algae produced also yield more energy than most sources which are currently being used for oil (Text 2, line 3). For these reasons, the use of algae has the potential to give energy companies more "bang for their bucks" while also ^{pacifying} ~~making~~ environmentalists ~~happy~~ by conserving land and using cleaner oil.

Some argue that the production of biofuel from algae is too costly and could never compete with fossil fuels economically. However, some day these fossil fuels will not exist in enough abundance to compete with any alternative sources of energy (Text 4, lines 28-30). Therefore, looking at the matter more practically, algae is able to produce greater amounts of high-energy fuel for lower costs than most other plants capable of producing biofuel. The cost also accounts for the vast amount of time needed to form the petroleum that is typically drilled out of the earth's surface. Algae is convenient and can be made into ready-to-use crude oil through a process called hydrothermal liquefaction that some have been able to accomplish in just 30 minutes (Text 3, lines 2-6).

Another contention against the production of biofuel from algae concerns the plant's need for large supplies of phosphorus during growth. Although phosphorus is not a widely available resource, there are ways of providing it via reuse. Once the pond scum is made into crude oil to be refined and used, various

other products are ~~available~~ left over such as nutrient-rich water. The water left out of the crude oil contains phosphorus from the algae used and can be given back to algae ponds as fertilizer (Text 3, lines 29-30). The reuse of the water makes algae an even more practical and profitable fuel.

Lastly, some ^{biofuel} critics claim that algae production requires unreasonable amounts of water needed for other activities. This claim is nearly groundless when confronted with the fact that algae does not need fresh water to develop. Water unsuitable for crops and human consumption can be utilized just as well (Text 2, line 38). Waste-water and water with high concentrations of salt can also be added to algae ponds.

Nations with high demands for fossil fuels need to develop viable alternatives for fossil fuels before they cease to exist. The use of algae biofuel is well on its way to replacing harsh fossil fuels. Algae is a practical choice for consumers, economists, and even environmentalists.

Anchor Level 6-A

The essay introduces a precise and insightful claim, as directed by the task (*Algae has proven itself to be a dependable source of energy worth considering in the crazed search for biofuels. Several attributes of the plant qualify it to replace fossil fuels*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*It is impossible to deny that the growth of algae is incredibly simple and hardly demanding and the use of algae has the potential to give energy companies more “bang for their bucks” while also pacifying environmentalists by conserving land and using cleaner oil*) and to distinguish the claim from alternate or opposing claims (*Some argue that the production of biofuel from algae is too costly and could never compete with fossil fuels economically. However, some day these fossil fuels will not exist in enough abundance to compete with any alternative sources of energy*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*The vast amounts of algae produced also yield more energy than most sources which are currently being used for oil and Algae is convenient and can be made into ready-to-use crude oil through a process called hydrothermal liquification*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 20-22) and (Text 3, lines 2-6)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that states the claim, recognizes the existence of *reservations* regarding the use of algae and establishes a focus on algae’s qualifications to replace fossil fuels, then presents a second paragraph of support for the use of algae, followed by three paragraphs of counterclaim recognition and rebuttal, and concluding with a summary paragraph (*Algae is a practical choice for consumers, economists, and even environmentalists*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Although phosphorus is not a widely available resource, there are ways of providing it via reuse and The reuse of the water makes algae an even more practical and profitable fuel*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

One of the biggest issues of our time is our need for a reliable source of energy to fuel the increasingly technologically-dependent world. Fossil fuels have been the answer since the industrial revolution, but since then the main goal has been to discover a new, less finite, method to run our machines. Scientists have looked everywhere for a possible miracle solution to the problems, caused by the lack of an infinite supply of fossil fuels and the impact it has on the environment, and one possibility discovered has been the use of algae as fuel. This would certainly be the answer to all our problems, as algae can be grown quickly and repeatedly, so it can be guaranteed the supply will never run out. However, until new tactics are discovered that would make the process less expensive, and decrease the amount of resources it needs, turning algae into fuel is not a realistic solution to our problems.

In order to understand the possible drawbacks that the algae biofuel industry would cause, one must first examine the human race's need for immediate relief from the problems that oil has created within the environment and on the economy. Algae lacks the proper commercial-scale production facilities to become a realistic solution to our problems (Text 2, lines 6 and 7). Even though this idea is decades old, it still hasn't been able to garner the proper and necessary support because it is known that currently the cons outweigh the pros. One issue of high importance is the enormous amount of water that is required to turn algae into an energy source (Text 2, line 30). Although some algae is able to use saltwater or wastewater, that isn't the only resource it needs. In order to transform algae into petroleum, it requires phosphorus.

whose reserves are expected to be "completely depleted in 50 to 100 years" (Text 1, lines 46 and 47). This fact makes it simply impossible for algae to be a viable candidate in the biofuel industry unless significant changes can be made in its production.

In addition to requiring large amounts of space and natural resources, the production of algae as fuel is also incredibly expensive. In 2010, it was estimated that "producing oil from algae grown in ponds at scale would cost between \$240 and \$332 a barrel, far higher than current petroleum prices" (Text 4, lines 31 and 32). Oil has become such an integral part of the world economy, and algae simply could not compete for that reason. It hasn't yet proven that it has the potential to be lucrative enough to gain financial supporters, and this constant circle is inhibiting algae from being able to become a reasonable source of energy that could fulfill our needs as a society. Fuels like corn oil ~~require~~ require less energy and water, and are less complex to produce. (Text 1, lines 35-38).

Although it would be incredible to be able to depend on algae for our energy needs, the aforementioned truths make it impossible until the process can evolve. As it stands now, the production of an algae-based energy source would serve as a drain upon our natural resources such as water, phosphorous and land as well as upon our economy.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*until new tactics are discovered that would make the process less expensive, and decrease the amount of resources it needs, turning algae into fuel is not a realistic solution to our problems*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Algae lacks the proper commercial-scale production facilities to become a realistic solution to our problems and This fact makes it simply impossible for algae to be a viable candidate in the biofuel industry unless significant changes can be made in its production*) and to distinguish the claim from alternate or opposing claims. The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*One issue of high importance is the enormous amount of water that is required to turn algae into an energy source and In order to transform algae into petroleum, it requires phosphorus whose reserves are expected to be “completely depleted in 50 to 100 years” and Fuels like corn oil require less energy and water, and are less complex to produce*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, line 30) and (Text 4, lines 31 and 32)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic, recognizes positive aspects of algae, and establishes the claim, followed by two paragraphs addressing negative aspects of using algae for fuel and discounting counterclaims (*Although some algae is able to use saltwater or waste-water, that isn't the only resource it needs*), and a summative conclusion that cautions that *the production of an algae-based energy source would serve as a drain upon our natural resources such as water, phosphorous and land as well as upon our economy*. The essay establishes and maintains a formal style, using sophisticated language and structure (*Fossil fuels have been the answer since the industrial revolution, but since then the main goal has been to discover a new, less finite, method to run our machines*). The essay demonstrates control of conventions, exhibiting occasional errors (*problems, caused; However until; problems, that; water, and are*) only when using sophisticated language.

In the modern world, energy sufficiency has emerged as a prevalent issue, and there are lots of different solutions. Some ways to address the energy problem have included solar energy, windmills, or even nuclear energy. One of the most recent solutions to emerge is the use of Agricultural-Based Biofuels, especially algae. Algae and other ABBs have huge potential to help solve the world's energy problems. If these issues increase in severity, algae could be a great potential way to solve it.

Algae is superior to petroleum in multiple ways; it can be grown almost anywhere. Algae can be grown in a pond or tube or even a large bag if all the other factors are correct (Text 1, line 23). Soil and fresh water are not even necessary in the creation of the potential biofuel, which makes it incredibly easy to grow (Text 1, line 24). Algae could be grown very quickly and with much less effort than many other energy solutions. Text 1 indicates that "algae-based biofuel may use less land and have a higher energy yield than other biofuel crops" (Text 1, line 35). Algae creates more energy with less resources. In addition, "they could make algae-based fuel for the gasoline equivalent of less than \$5 per gallon" (Text 3, line 36). That is much cheaper than regular gas and would benefit all the gas-buyers in

the world. Algae is incredibly quick and easy to grow; even manure can be used instead of soil! (Text 3, line 38). Algae is a very efficient and beneficial solution to the world's energy problems by being easy to grow, cheap, and having a large energy yield.

Although algae is a good solution and in many ways is better than petroleum, there are some downsides to using algae as a fuel. First of all, its greenhouse emissions are even higher than the petroleum that is currently used (Text 1, line 37).

However, the process of making algae-based fuel offers "the opportunity to use carbon dioxide" (Text 2, lines 4-5). Another concern with algae is that it requires large amounts of phosphorus which is harder to get and not very common (Text 1, lines 42-43).

Although this is true, fossil fuels are also running out, so using phosphorus to make algae-based fuel may just be necessary.

Algae has a lot of potential to be the solution to the energy problems of Earth despite a couple of supposed drawbacks. So even if algae isn't a perfect solution, if our energy problems get worse, then algae would be a fine substitute for oil.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Algae and other ABBs have huge potential to help solve the world's energy problems*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Algae creates more energy with less resources* and *That is much cheaper than regular gas and would benefit all the gas-buyers*) and to distinguish the claim from alternate or opposing claims (*Although algae is a good solution and in many ways is better than petroleum, there are some down sides to using algae as a fuel and greenhouse emissions are even higher than the petroleum that is currently used ... However, the process of making algae-based fuel offers "the opportunity to use carbon dioxide"*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Algae is superior to petroleum in multiple ways; it can be grown almost anywhere and Algae is incredibly quick and easy to grow; even manure can be used instead of soil!*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 23) and (Text 3, line 38)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, opening with a paragraph that introduces the energy problem and establishes a pro claim, followed by one paragraph of support, and one that addresses and refutes two counterclaims, with a concluding paragraph that reaffirms the claim (*Algae has a lot of potential to be the solution to the energy problems of Earth*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*In the modern world, energy sufficiency has emerged as a prevalent issue and Algae is a very efficient and beneficial solution to the world's energy problems by being easy to grow, cheap, and having a large energy yield*). The essay demonstrates control of conventions, exhibiting occasional errors (*issues ... it, it's* for "its", *phosphorus which*) only when using sophisticated language.

Today's computerized society demands an increasing amount of energy, in order to ~~fuel~~ fuel our fast-paced lives. For decades, fossil fuels have provided energy for this ~~increasing~~ modernizing industrialism. What happens when these ^{finite} fossil fuels runs out? ~~How~~ Researchers have experimented with solutions for the energy crisis; and may have found one through algae.

Both support and criticism follows each new scientific ~~improvement~~ advancement. Critics of algae research claims that "rising demand for biofuels shifts biomass feedstocks and arable land away from use for other purposes." (Text 2, lines 25-26). Their concerns are aimed towards the increasing demand ~~of~~ for food to feed an increasing population. Fortunately, research shows that "algae can be grown in places unsuitable for food cultivation." (Text 1, line 20). Instead of taking up space for possible food production, algae can be produced in areas that would otherwise be vacant.

Another benefit of using algae as biofuel includes producing fuel from a substance that ~~is~~ ^{acts as a} waste. The issue ^{with} ~~is~~ using food as biofuel is that human civilization can't ~~also~~ afford to waste food on fuel when starving populations continues to exist worldwide. By researching a use for algae as fuel, technology may soon be able to find uses in "feedstocks that cities otherwise have to pay to get rid of." (Text 3, line 47). By finding uses for wastes

such as sewage and algae, pollutions from these wastes will decrease. Algae can serve as a solution for the energy crisis while eliminating itself as a waste.

~~Algae~~ Algae, unlike fossil fuels, is a renewable source of energy. The problem with today's fuel is that "an oil field will deplete eventually, while an algae pond would be sustainable indefinitely." (Text 4, lines 29-30). The ~~property~~^{quality} of being reusable makes algae biofuel superior to today's pollution-full fossil fuels. The reason why the superior alternative ~~to fossil fuels~~ fails to be commercially produced lies simply behind the cost. Technology, overtime, will aid in lowering the production of biofuel from algae, but for the present day, algae ~~cannot~~ stay ~~so~~ produced at very low rates. Eventually, this infinite power source, will be worth the cost if fossil fuels deplete completely.

The present day energy crisis is in search of a solution to replace the definite amount of fossil fuels that diminishes each day. Algae has the quality of being renewable and can also be grown in areas ~~vacant~~ that are otherwise vacant due to their non-arable quantities. This organic substance has the power to fix the energy problem of ~~our~~ ~~never~~ ~~stopping~~ the society that never sleeps.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Researchers have experimented with solutions for the energy crisis; and may have found one through algae*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The issue with using food as biofuel is that human civilization can't afford to waste food on fuel when starving populations continues to exist worldwide and Algae can serve as a solution for the energy crisis while eliminating itself as a waste*) and to distinguish the claim from alternate or opposing claims (*Critics of algae research claims that "rising demand for biofuels shifts biomass feedstocks and arable land away from use for other purposes"*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Fortunately, research shows that "algae can be grown in places unsuitable for food cultivation"* and *By researching a use for algae as fuel, technology may soon be able to find uses in "feedstock that cities otherwise have to pay to get rid of"* and *Algae, unlike fossil fuels, is a renewable source of energy*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 20*) and (*Text 3, line 47*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay that introduces the issue and suggests a pro claim, followed by three body paragraphs, one that presents and refutes a counterclaim, and two that support the claim, and concludes with a paragraph that reiterates the claim (*This organic substance has the power to fix the energy problem of the society that never sleeps*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Today's computerized society demands an increasing amount of energy, in order to fuel our fast-paced lives*). The essay demonstrates control of conventions, exhibiting occasional errors [*fuels runs; crisis; and; cultivation.*" (*Text 1, line 20*).; *pollution-full; overtime*] only when using sophisticated language.

The world is facing an energy crisis. Conflict and wars are ubiquitous in our history due to humanity's greed and thirst for sources of energy. Americans especially have a need to fill their machines with that precious, black ambrosia. Cars, trucks, and planes get bigger and bulkier, a status symbol for superiority and machismo. They guzzle gasoline like a man who'd been lost in desert that finally found his oasis. More conflict and more war will continue, unless this energy crisis is solved.

Algae may be a possible solution. Distinguished professors such as Steve Kay (Text 4, Lines 6-9) firmly believe that pond scum could be the key to solving the crisis. Professionals are desperately looking for efficient and renewable energy; it seems as though Algae has potential. Perhaps the most useful trait is that algae can be cultivated almost anywhere (Text 1, Lines 19-21). It doesn't require arable land like other crops like corn. It can also be turned into several different types of fuel; it can become jetfuel, ~~biofuel~~, biodiesel, ~~and~~ ethanol, and electricity, ~~not~~ to mention how easy it is to grow; ~~the~~ algae is notoriously unpicky when it comes to

land and water. It can grow in scummy ponds, brackish and salty water, and water with pollutants. Even its byproducts of hydrogen, oxygen, and CO₂ can be utilized as an energy source. (Text 3, Lines 26-28).

Unfortunately, it doesn't come without its drawbacks. Algae can't compete with fossil fuels in this day and age. Algae fuels made yearly are only a fraction of daily outputs of fossil fuels. It's just isn't economically sound to make the switch today.

Algae may just be the answer to our prayers. Even if we aren't ready for it today, perhaps a few years down the line, it will become the most common source of power in America. Perhaps wars will be fought over oceans and scummy water plants.

Anchor Level 5-C

The essay introduces a precise and thoughtful claim, as directed by the task (*The world is facing an energy crisis. Conflict and wars are ubiquitous in our history due to humanity's greed and thirst for sources of energy and Algae may be a possible solution*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Professionals are desperately looking for efficient and renewable energy and Perhaps the most useful trait is that algae can be cultivated almost anywhere*) and to distinguish the claim from alternate or opposing claims (*Unfortunately, it doesn't come without its drawbacks. Algae can't compete with fossil fuels in this day and age*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*It doesn't require arable land like other crops like corn and It can also be turned into several different types of fuel*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, Lines 6-9) and (Text 3, Lines 26-28)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by opening with an introduction that sets the tone for the pro claim, which is supported in the second paragraph, followed by a third paragraph, which addresses the counterclaim, and a conclusion that reaffirms the claim (*Algae may just be the answer to our prayers*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Cars, trucks, and planes get bigger and bulkier, a status symbol for superiority and machismo and It just isn't economically sound to make the switch today*). The essay demonstrates control of conventions, exhibiting occasional errors (*continue, unless; professors; Professionals*) only when using sophisticated language.

Throughout human history, people have been dependent on resources from the environment. This dependency has recently increased based on the need for fuel for transportation. However, scientists have realized that current fuel sources will be infeasible within a century. Algae biofuel has the potential to be the solution to the world's energy problems.

Algae is ideal as an energy source because it is so easy to produce. It can be grown in places unsuitable for food production (Text 1, Line 20) and can be grown at any time of year (Text 1, Line 28). The production of algae could even help address problems with sewage disposal. Algae is the most efficient biofuel, with higher biomass yields per acre of cultivation (Text 2, Line 4). It is also an improvement on current fuel because unlike oil, an algae pond would be sustainable indefinitely (Text 4, Lines 29-30).

There are a few potential drawbacks with algae biofuels, but they are relatively minor compared to issues with current sources. The main concern is the amount of resources required for algae

production, specifically CO₂ and water, two of the most abundant materials on the planet. The CO₂ could come from stationary sources (Text 2, line 5) and potentially help address global warming concerns. The quantity of water needed could come from the ocean, for some algae is able to use brackish water (Text 2, line 34). It could also come from sewage (Text 1, line 34 and Text 3, line 40).

Algae could easily solve the world's incoming energy crisis. It is easy to make, requires little land space, and the resources for it are available. Humans will soon find themselves without oil, and they should turn to algae to supplement their needs.

Anchor Level 4-A

The essay introduces a precise claim, as directed by the task (*Algae biofuel has the potential to be the solution to the world's energy problems*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Algae ... is easy to make, requires little land space, and the resources for it are available*) and to distinguish the claim from alternate or opposing claims (*There are a few potential drawbacks with algae biofuels, but they are relatively minor compared to issues with current sources*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Algae is the most efficient biofuel, with higher biomass yields per acre of cultivation and The quantity of water needed could come from the ocean, for some algae is able to use brackish water*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, Line 20) and (Text 2, Line 5)] although fails to use quotation marks with direct quotes. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the problem of our dependency on fuel sources and a claim favoring the use of algae as a solution, followed by one body paragraph discussing why *algae is ideal as an energy source* and a second discussing its *few potential drawbacks*, concluding with a summation. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The main concern is the amount of resources required for algae production, specifically CO₂ and water, two of the most abundant materials on the planet*). The essay demonstrates control of conventions, exhibiting occasional errors (*dependancy; because unlike; oil, an ... indefinitely*) only when using sophisticated language.

In the U.S.A. today you probably ~~take~~^{take} a lot of what you have for granted, people use cars, heat homes, and turn ~~the~~ lights on and off. This could all end soon though due to the declining amounts of non-renewable energy sources and fossil fuels. Fortunately there is a solution in sight. The name of that solution is Algae, a plant that almost everyone knows. How it can help will change the world! Algae can make energy in a clean and reusable way.

There are people in the world that think using Algae as an energy source is a bad idea. One of the things they worry about is that "its production also requires more energy and water" than other kinds of fuel (text 1, line 36). This is true, but the good thing about Algae, unlike the other sources, is "Algae is able to use waste- or brackish water" (text 2, line 34). This helps so we don't need to use precious drinking water. ~~to~~ Another ~~thing~~ thing people say about Algae energy is that "It also has higher greenhouse gas emissions." (text 1, line 37). This gas can be useful though! The gasses can be turned "into a stream of synthetic natural gas and burned to generate heat or electricity." (text 3, lines 27-28) As bad as people try to make Algae energy seem, both of these "bad" things can help keep the planet cleaner and help humans thrive.

There are reasons that Algae makes the best plant choice for energy. The first being that Algae can be "grown in places unsuitable for food cultivation." (text 1, line 30) Unlike most food crops, Algae can be grown in almost any lightly polluted water and can even be grown in bags if the bacteria is right for it. This can help ~~people~~ people use land for things like food crops and animal raising. Another reason why Algae is

the best plant choice is it "can produce more energy per acre than any land crop." (text 1, lines 25-26) This will help so people know they are using the top choice and not waisting any precious crops. IF this isint the best plant for energy, then what is?

As time constraint is a big factor in the oil industry right now, Algae is here to save the day and passably the future! Algae can be "grown at any time of year" (text 1, line 28) so energy supply can be constant and ready as needed. It also is good because it grows and reproduces fast. Unlike fossil fuels which take a long time to get ahold of and purify Algae only takes 30 minutes to pressure cook. (text 3, line 3) As oil demand increases rapidly, in the short time it takes to make that wonderful green plant into oil, we will be able to keep up with the demand. Thanks to Algae we can keep energy prices low and obtain it quickly.

Algae energy has so many benefits that the world, people, and energy ~~man~~ industry could really benefit from. If we use this source of energy prices could be cheaper, the world can be cleaner, and there can be more land for food sources. Algae is the best choice to solve the energy ~~is~~ crisis in the world.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*Algae can make energy in a clean and reusable way*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Algae energy has so many benefits that the world, people, and energy industry could really benefit from*) and to distinguish the claim from alternate or opposing claims (*There are people in the world that think using Algae as an energy source is a bad idea ... they worry ... that "its production also requires more energy and water"* and *This is true, but ... unlike the other sources ... "Algae is able to use waste – or brackish water"*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Algae can be "grown in places unsuitable for food cultivation."* ... *Unlike most food crops, Algae can be grown in almost any lightly polluted water and Algae can be "grown at any time of year" ... so energy supply can be constant and ready as needed*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 1, line 37) and (text 3, lines 27-28)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that presents energy concerns and the claim, followed by one paragraph that presents and refutes a counterclaim and two paragraphs that support why *Algae makes the best plant choice for energy*, and concludes with a summation. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*there is a solution in sight. The name of that solution is Algae, a plant that almost everyone knows*) that is sometimes colloquial (*If this isint the best ... then what is?* and *Thanks to Algae*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*sorses; fules; Fortanintly; water.*" (text 2, line 34); *Planit; energy. The; waisting; isint; benefits*] that do not hinder comprehension.

There are many concerns on the topic of oil use. Since oil is becoming more scarce, many are leaning towards using algae. ^{even} Though ~~now~~ there are positives to using algae instead of oil, there are ~~many~~ ^{numerous amount} of problems that come with it. Therefore, algae could not be the solution to our energy problem.

One of the main reasons as to why algae is not the solution is because algae requires a lot of energy and water. In text 2, it states, "its production also requires more energy and water than plant sources such as corn" (Text 1 line 36-37). Since algae requires a lot of energy and water to mass produce ~~and the idea is that algae~~ more than crops, it can pose a problem to the country it is growing in. It can almost not set to the needs ^{of the whole country} if the area it is growing in or the requirements are not met. This ~~can~~ can pose a problem ^{for} mass producing. Algae not only requires a lot, but many of these requirements to grow algae is on the edge of availability. ~~Algae~~ Algae requires a ~~lot~~ large amount of phosphorus as fertilizer, but phosphorus is on the peak of availability (Text 1 line 42-44). Since the main ingredient to cultivating algae is slowly diminishing, algae is not suitable to replace oil. In order to replace fossil fuels, the certain resource must be plentiful and not scarce.

Algae can also compete with areas of agriculture. Since Algae requires both water and nutrients, it can inadvertently compete with areas of agriculture if that area has the required land and water sources (Text 2 line 39-41). This can accidentally

damage crops and set off a chain reaction. If the crops are competing with algae, the amount of food produced may decrease and, therefore, hurt the people and the economy. Not only does Algae compete with areas of agriculture is the amount of money needed. There are potential drawbacks to algae growing because of the amount of resources that is required to produce the biofuel and^{the} lack of commercial production facilities (Text 2 line 6-8). This can damage the economy of the country because of the amount of money needed to put into this production because of the requirements being high. Therefore, Algae is not suitable to be used.

Others may disagree and state that it is suitable because it can produce quick. Many state that a solution of algae can transform into crude oil after pressure cooking it for 30 minutes (Text 3 line 2-3). Even though this may be a positive of using algae, algae requires a large amount of resources in order to produce. Plus, in order to produce large amount of algae it may involve genetically modified algae that if ~~escaped from~~ escape into the environment it can be invasive and harmful (Text 2 line 41-44).

Algae should not be used because it provides more problems than positives.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*Even though there are positives to using algae instead of oil, there are numerous amount of problems that come with it. Therefore algae could not be the solution to our energy problem*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Since algae requires a lot of energy and water to mass produce more than crops, it can pose a problem to the country it is growing in*) and to distinguish the claim from alternate or opposing claims (*Others may disagree and state that it is suitable because it can produce quick*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Algae requires a large amount of phosphorus as fertilizer, but phosphorus is on the peak of availability and Plus, in order to produce large amount of algae it may involve genetically modified algae that if escape into the environment it can be invasive and harmful*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1 line 42-44) and (Text 3 line 2-3)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that establishes the claim, followed by two body paragraphs of support and a conclusion that refutes the counterclaim and ends with a reaffirmation of the claim (*Algae should not be used because it provides more problems than positives*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*One of the main reason as to why algae is not the solution is because algae requires a lot of energy and water and This can damage the economy ... because of the requirements being high*) that is occasionally imprecise (*concerns on the topic and not set to the needs*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*numerous amount, Therefore algae, One of the main reason, crops it, a lot but many ... is on, availability, certian, inadvertently, produce quick, environment*) that hinder comprehension.

Scientists have been working hard to find a solution to our energy problem. So far the only solution they've come up with has to do with the use of algae. There are many beneficial outcomes when it comes to using algae as a solution. Therefore, Algae could be the solution to our energy problems.

One way in which algae could be a solution to our energy problem is that it can be produced anywhere. Unlike fossil fuels, Algae can be grown anywhere in a matter of time while fossils take decades to form.

One of algae's major attractions is that unlike corn for ethanol or soybeans for biodiesel, algae can be grown in places unsuitable for food cultivation, which takes away the wasted space drawback by making use of non-arable, nutrient-poor land that won't support conventional agriculture (Text 1). While other goods need to be planted in specific regions in order to grow and form, algae can be grown anywhere which saves time and money since we won't have to look for a specific place to plant them.

Another way in which algae can help solve our energy problem is the fact that algae contains a high amount of fatty molecules that are similar to vegetable oils. (Text 1) Because Algae has all these fatty molecules, they can be converted into biofuel that can act as a drop-in replacement for petroleum-based gas, diesel and jet fuel. So not only ~~can~~ does algae have these fatty molecules, but they can be used to produce gas much faster, cheaper,

and easier. For example, if oil/gas begins running out, algae can be used as a replacement which would benefit all of us.

However many disagree with the use of algae as the solution for our energy problem because many things can go wrong. For example, it stated "... the use of genetically modified algae may escape into the environment and become invasive, as algae that are non-native to the location." (Text 2)

However, situations like this have occurred in the United States a lot of times and the problem has been solved. The abandonment of the idea of having something solve our energy problem over a problem with an easy fix isn't good. The benefits outweigh the negatives.

In conclusion, the potential use of algae can be a solution to our energy problem since it gives off many benefits and very little negatives.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*Algae could be the solution to our energy problems*). The essay demonstrates some analysis of the texts (*So not only does algae have these fatty molecules, but they can be used to produce gas much faster, cheaper, and easier*), but insufficiently distinguishes the claim from alternate or opposing claims (*many disagree with the use of algae as the solution for our energy problem because many things can go wrong*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*One way in which algae could be a solution ... is that it can be produced anywhere and Another way in which algae can help solve our energy problem is the fact that algae contains a high amount of fatty molecules*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying two texts but failing to supply line numbers [(Text 1) and (Text 2)] and failing to use quotation marks with direct quotes. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that establishes a claim, two paragraphs about the ease of growing algae and of converting it to biofuel, one paragraph acknowledging a counterclaim, and a concluding paragraph, reaffirming that *the potential use of algae can be a solution to our energy problem*. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*There are many beneficial outcomes when it comes to using algae as a solution*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*beneficial, time while, Algae ... they, replacement which, occurred, alot, abandonment, outweight*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.

Algae is not the solution to our energy problems. The reasoning behind it is because it cost too much and it use up the Earth's resources ~~at~~ the use of algae will use up the Earth's resources (like the Earth's water supply). As stated in text 1, "... it's production also requires more energy and water than plant sources such as corn". Algae uses more supplies than other natural sources which is not good for the environment. Another example exclaimed in text 1 says, "The cultivation of algal requires large amounts of phosphorus as a fertilizer, ... the world is currently on the brink of a peak of availability of Earth's finite phosphate resources. The use of algae will drain the limited resources which will affect the environment that needs such resources. In text 2 it states, ... "algae would still use significantly more water than petroleum. Other resources compared to algae would use a less amount, making algae seem needed to resources that are so limited.

Algae cost pretty high in consideration that other alternative resources cost less money. In text 4 it states, "High cost remains the big obstacle to commercial production. The algae business has suffered from "fantastic promotions, bizarre cultivation systems, and absurd productivity projections". The amount of money that goes into algae products is wasted! In text 4 it also suggest that "producing oil from

algae grown in ponds at scale would cost between \$240 and \$332 a barrel, far higher than current petroleum prices. People can save money by using other resources instead of algae.

However other people believe that algae is a good source to use. Reasoning behind is that it is a good reusable source and cost less, algae cost is cheap because of its reusable features. In text 3 it states, "not having to dry the algae is a big win in this process that cuts a great deal. So not only are you saving money but you are saving time."

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*Algae is not the solution to our energy problems*). The essay demonstrates some analysis of the texts (*The use of algae will drain the limited resources which will affect the environment* and *People can save money by using other resources instead of algae*), but insufficiently distinguishes the claim from alternate or opposing claims (*However other people believe that algae is a good source to use* and *So not only are you saving money but you are saving time*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Algae uses more supplies than other natural sources* and *Algae cost pretty high in consideration that other alternative resources cost less money*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, failing to identify line numbers (*As stated in Text 1* and *In text 2 it states*). The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim and two supportive arguments, one focused on algae fuel production's need for phosphorus and water and the other on the financial drawbacks of algae-based fuel, ending with a paragraph that presents an unrefuted counterclaim, and no unifying conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Another example exclaimed and use a less amount*) that is sometimes imprecise (*The amount of money that goes into algae*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*resources the; corn". Algae; sources which; states, ..."* algae would; petroleum. Other; wasted!; it also suggest; However other; money but) that hinder comprehension.

Growth can be seen throughout our culture. From day one we are growing socially, mentally and technologically.

It was a short while ago the United States was dependent on Rockefeller's oil. Now as we reach peak oil we must seek out new technologies and new forms of fuels to keep our growth moving forward. Algie, cheaper on the pocket but costly on the environment. Pro's & cons are rich in conversations on the potential for this green oil.

Producing fuel from food has been controversial from the beginning. So maybe Algie won't meet that much resistance. In text one line 36 we find that the production of bio-diesel from other products such as corn takes less energy and water. In text two line 34 we also find that there could be the potential for supply and demand issues. In this case demand exceeding the supply. This would result with high prices and with other fuel sources still available the bio-diesel would be dead before it got started.

Despite the cons there are pros to every situation. In text one line 20

We learn that producing Bio-fuel from algae can be done on wasted space, space that conventional agriculture could not formally utilize to its full potential. In text 3 we learn that scientist are able to turn the algae into petrol in just 30 minutes. A mind blowing achievement that showcases the growth of technology in our culture.

Again we come back to growth. How can we grow? I believe that the most economical decision is the best way to determine if this form of Green Gas. In my eyes the concerns of supply and demand are enough to make a logical decision to not continue the use of Bio-diesel from algae especially while we know more about other clean, renewable energy sources that are already developed. To grow big, we must be economically smart.

Anchor Level 3-C

The essay introduces a reasonable claim, as directed by the task (*the concerns of supply and demand are enough to make a logical decision to not continue the use of Bio-diesel from algae*). The essay demonstrates some analysis of the texts (*This would result with high prices and with other fuel sources still available the bio-diesel would be dead before it got started*), but insufficiently distinguishes the claim from alternate or opposing claims (*producing Bio-fuel from algae can be done on wasted space, space that conventional agriculture could not formally utilize*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*production of bio-diesel from other products such as corn takes less energy and water*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text one line 36 and text 3*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introduction that presents the issue of oil dependence followed by one paragraph about problems with algae fuel, one paragraph acknowledging a counterclaim, and a final paragraph that reaches the conclusion supporting a claim against the use of algae fuel. The essay lacks a formal style, using some language that is inappropriate or imprecise (*Pro's & cons are rich in conversations and A mind blowing achievement*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Algie, cheaper on the pocket, but costly on the environment; controversial; beginning; resistance; depend exceeding the supply; scientist are; petrol; believe; clean, renewable*) that make comprehension difficult.

Algae can not be the solution to our energy problems because it's too expensive and it is using up all of our resources such as corn, water and sugar cane.

In the article text 1 it simply states "for the wealthier nations to waste food products, like corn, soy, sugar cane, and rapeseed, as well as food cultivation space on filling gas tanks." This quote explains how wealthy people want to use our resources and crops to create gas for the cars. This is not a solution for our energy problems because cars are one of the reasons why we use too much gas and energy for transportation. What would happen if we use all of the corn and soy what are we going to eat?

Even though algae is based on biofuel it still uses far more energy than regular gas. In text 1 it states "while algae-based biofuel may use far less land and have a higher energy yield than other biodiesel crops."

This is the reason why production of the final product is more complex and therefore more energy is being used,

So ~~also~~ there for not helping at all
what so ever

In Conclusion Algae is not a solution
to our energy because it uses up
more energy than regular gas. Also
it is very expensive and uses up all of
our crops and resources.

Anchor Level 2–A

The essay introduces a reasonable claim, as directed by the task (*Algae can not be the solution to our energy problems because its too expensive and it is using up all of our resources*). The essay demonstrates confused and unclear analysis of the texts (*This quote explains how wealthy people want to use our resources and crops and Even though Algae is based on biofuel*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inaccurately, in an attempt to support analysis (*it still uses far more energy then regular gas ... in text 1 it states "while Alge-Based biofuel May use far less land and have a higher energy yield than other biodiesel crops*), making use of some evidence that may be irrelevant (*wealthy people want to use our resources and crops to create gas for the cars*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, citing just one text with no line numbers (*In the article tex 1 and in text 1*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, beginning with a one-sentence claim that contains inaccuracies, followed by a paragraph about using up food sources that exhibits further misinterpretation (*Alage is based on biofuel*) and use of a non-supportive quote confusing higher energy use with higher energy yield (*it still uses far more energy then regular gas ... "while Alge-Based biofuel May use far less land and have a higher energy yield than other biodiesel crops*). The essay lacks a formal style, using some language that is imprecise (*the reasons why all use too much gas and Also it is very expense*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*its for "it's"; transportaton; what would happen if we use; Corn and soy what; Alge-Based; "while Alge ... biodiesel crops; proudct; So there for; Conclution*) that hinder comprehension.

Scientists and Entrepreneurs have been experimenting to figure out if algae will be the solution to our energy problems. Algae could be the answer to our energy problems.

This planet or unnamed algae is a single-celled form and complicated. The algae is found in large bags or ponds. Also, people can make it into oil-fuel. This planet is a biofuel that may use less land and have a higher energy than other biodiesel (crops (text 1, lines 35-36)).

Algae can be turned in oil-fuel. The oil would be used in transportation that is will help with jet fuel, power, and ethanol (Text 2, lines 1-2). This has a challenge that is it safe to use? Under the Clean Air Act that this algae is being treated and how the carbon dioxide use power plant with this algae.

Unlocking this unnamed algae is being helped by scientists and entrepreneurs engineering. They have tried all different hypothesis on this algae and what it can do to help our energy problem. When George W. Bush was president, he

stated that Americans were interested and addicted to oil (Text 4, lines 15-16). People from the government and business were trying to see if there would be money coming out of this algae. The issue is that where they are getting this algae at a indefinitely pond. But engineering is still processing because the government is giving them money.

Theses people are experminting this algae to change the world. If this worres out then oil-fuel would come from an algae from a pond. There will be tough times with making the fuel but people will found a way.

Anchor Level 2-B

The essay introduces a claim (*Algae could be the answer to our energy problems*). The essay demonstrates a confused and unclear analysis of the texts (*The algae is found in large bags* and *Under the Clean Air Act that this algae is being treated and how the carbon dioxide use power plant with this algae*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*This planet or unnamed algae is a single-celled form and complicated* and *But engineering is still processing because the government is giving them money*). The essay demonstrates proper citation of sources when dealing with direct quotes [(text 1, lines 35-36) and (Text 2, lines 1-2)] but there are no citations for paraphrased material (*Under the Clean Air Act ...* and *They have tried all different hypothesis on this algae and what it can do to help our energy problem*). The essay exhibits inconsistent organization of ideas and information, with an opening paragraph that states the claim, followed by three body paragraphs, each of which lacks in focus and contains loosely connected bits of information and a conclusion of generalized commentary (*There will be tough times with making the fuel*), failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise (*planet* for “plant”, *Algae can be turned in oil-fuel, Unlocking this unnamed algae, at a undefiitely pond*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*scienitists, entrepreneurs, theses, people will found a way*) that make comprehension difficult.

There are arguments that algae can or can't can stop our energy problems. There are 3 texts the talk about how it can. We have problems with our fuel is what they say and we think that algae can help stop that energy loss.

In the second text "algae's potential as a transportation biofuel" talks about what we can use algae for. Algae can be turned into many varieties of fuel. bio diesel, Jet fuel, electric power, and even ethanol. (Text 2, line 1)

Another text that talks about what it can do is text three, "Green oil: Scientists Turn Algae into Petroleum in 30 minutes." It states that most of the oil that we drill out of the ground comes from algae. (Text 3, lines 11-12).

These are just some facts that come out of these texts. It state that we can use algae to make fuel but it might not be enough to solve our problems. The only down fall is it takes a lot of energy to pump the algae.

Anchor Level 2–C

The essay does not introduce a claim (*There are arguments that algae can or can't can stop our energy probablm*). The essay does not demonstrate analysis of the texts, mainly summarizing two of the texts (*talks about what we can use algae for* and *talks about what it can do*). The essay presents ideas inconsistently, in an attempt to support analysis (*Another text that talks about what it can do ... states that most of the oil that we drill out of the ground comes from algae*). The essay demonstrates little use of citations to avoid plagiarism when paraphrasing material [*In the second text* and (*Text 3, lines 11-12*)]. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, moving from *arguments that 3 texts the talk about* to *some facts* from two texts and a confused conclusion (*It state that we can use algae to make fuel but it might not be enough ... the only down fall is it takes a lot of energy*). The essay lacks a formal style (*We have probablms with our fuel is what they say*), using some language that is imprecise (*can or can't can, the* for “that”, *lose* for “loss” and *pum the algae*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*probablm; potencial; varioties; fuel. bio desel; sciendest; Putronium; text's; It state; down fall*) that make comprehension difficult.

Algae could potentially be the solution for energy in the world. Although algae could be very efficient, many people don't fully appreciate the power of the sun. In the US if we put solar panels in all our empty deserts we would have more than enough power to provide for the U.S.

Solar power gets its energy from the the Sun's powerful emissions. An element that does not require a lot of energy to become excited is in these panels and when it gets enough energy the elements shoot out electrons to ~~send~~ send power. John F. Kennedy ~~set~~ set a goal for the U.S. to get to the moon by the end of the 60s, if the US set a goal to be fully functioning country only using solar power.

In countries that can be overcast often cannot get the same quality of energy from the sun. In Scotland where I was born, there are many wind turbines as Great Britain is an island and can get large amounts of high speed winds coming from the coast. Wind turbines take mechanical energy from the wind turning the turbine and converts it into electrical energy. This something a young man in Africa taught himself and made his own turbine with wood and any materials available to him. He accomplished this construction and provided electricity for his entire village.

As we see from ~~the~~ ~~texts~~ texts 1, 2, 3, and 4 green algae could be beneficial, but difficult. I believe that eventhough it could work, it would take

too long to have a major effect, so we should build on top of what we already know to work and put more money in because there's proof it can provide enough for one of the highest populated and largest consuming countries in the world.

Anchor Level 1–A

The essay introduces a claim (*Algae could potentially be the solution for energy in the world*), but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of two introductory paragraphs about *solar power*, a paragraph about creating wind power, and a concluding paragraph stating that green algae *would take too long to have a major effect*. The essay lacks a formal style, using language that is inappropriate (*In Scotland where I was born, there are many wind turnbinds*) and sometimes imprecise (*An element that does not require a lot of energy to become excited is in these panels and when it gets enough enery the elements shoot out electrons to send power*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*the the Sun's powerful ommitions, enery, turnbinds, This some thing*) that do not hinder comprehension. The essay is a personal response, making no reference to the texts, and can be scored no higher than a 1.

I think Algae could be the solution to our energy problems because Algae comes from the sun which comes from energy.

Anchor Level 1–B

The essay introduces a claim (*I think Algae could be the solution to our energy problems because Algae comes from the sun which comes from energy*) but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits little organization of ideas and information, consisting of a single sentence which introduces a claim. The essay is minimal, making assessment of conventions unreliable.

Over the course of several ^{decades,} ~~centuries~~ mankind's dependence on oil as a source of energy has only increased. Realization that oil is a non-renewable resource has made way for research in alternative energy sources. Many scientists have come to the conclusion that there could be one viable answer to the alternative energy crisis: algae. An easy to produce renewable resource, many agree that algae is the best solution in ~~the~~ filling the gap for an energy source.

Algae is an easy to grow renewable resource that scientists believe could solve the world's growing need for an alternative source of energy. Algae can be grown just about anywhere, including places unsuitable for food cultivation, taking away the wasted space drawback. (Text 1, lines 20-22). (With ~~the~~ a growing population, the use of unsuitable land for crop cultivation to grow algae does not interfere in any way with food production. Compared to other biofuels, algae produces higher biomass yields per acre of cultivation. This, along with the fact that algae can be grown in almost any environment, makes it ideal for an alternative energy source. (Text 2 line 3)

Although it's agreed that algae is the most viable option for an alternative

energy source, there are some drawbacks. The biggest concern with ~~the~~ large scale commercial production is high costs. (Text 4, line 23) Researchers at the Berkeley National Laboratory have estimated that producing oil from algae would cost between \$240 and \$332 a barrel, which is far higher than current prices. (Text 4, lines 30-32) Economically, the production of oil from algae is unappealing compared to petroleum extracted from the earth. Also, all members of the National Renewable Energy Laboratory say that of the few life-cycle assessments they've done of algae, unpromising energy returns and weak greenhouse gas benefits are seen. (Text 4, lines 35-37.) With so many drawbacks, why bother investing time and money into algae as an alternative energy source? The ~~simple~~ fact is that there is only so much oil, and while ~~algae~~ production of oil from algae may not fair well economically or environmentally, it is a sustainable, renewable resource that can be used indefinitely.

With the realization of the depletion of oil, scientists found a viable, alternative solution: algae. ~~Algae is a renewable resource~~ Algae, being able to grow in almost any environment without ~~the~~ any space drawback makes it a prime candidate as a renewable source of energy. With the rapid depletion of petroleum, algae may be the ^{most viable} ~~most viable~~ option.

Algae could be the solution to our energy problems. In text-2 it states that "algae can be converted into various types of energy for transportation including, biodiesel, ~~set~~ ~~feed~~, electric power, and ethanol." Higher biomass yields per acre of cultivation gives algae an advantage over other biofuel pathways.

In text-3 it

According to text-3 it states that scientists can turn algae into petroleum in 30 minutes. "Pressure cooking" for 30 minutes has given the scientists at PNNL success ~~in~~ turning algae into crude oil. High costs still remain an issue for the algae oil business to really flourish as seen in text-4 but for algae to be an crucial part in society would probably take around 5 to 10 years so the algae business will not be shut on anytime soon. Algae one day will be our #1 source of oil.

As seen in text-1 "Algae can be grown in ~~in~~ ponds, tubes, or even large bags." This shows the algae's flexible growing capabilities unlike any other which shows it has an ~~an~~ advantage over any oil making product.

It has been a very controversial topic whether or not algae would be a good alternative for biofuel gas.

Based on the 4 previous test it is not a good alternative to gas biofuel.

According to that acquiring algae is less beneficial. ~~It~~ A higher energy yield than other bio diesel crops.

Its production also requires more ~~energy~~ and water. This

quotes demonstrate how using algae as biofuel may be more costly and use more resources than using the biofuels we use today.

Although some people may say that it is more beneficial to use ~~to~~ algae, that is not completely true.

Problems involving energy are circulating the United States every single day. Many people such as scientists, environmentalists, etc are trying to solve this energy crisis. One new method being tested is the use of algae to be the solution to energy problems. Algae does ~~not~~ present some positives, but the negatives it presents ~~are~~ outweigh their positive impacts. Algae is not a good solution to the energy problems because of the many negative aspects that are presented.

Algae is not an energy saver. The production of algae requires more energy than most of the other biodiesel crops. (text 1, line 36) So as we try to solve energy problems, algae is going to need more and more energy. Another problem Algae has is that it needs a lot of phosphorus as fertilizer. This is bad because the world's phosphorus levels are at their peak. (text 1, lines 42-44) Another huge problem with the use of Algae, is the amount of water needed. This a big concern, and in this aspect algae would hurt the environment more than many other fuels would. (text 2, lines 30-33)

Although algae doesn't seem like a good way to solve energy problems, it does have its positives. ~~One~~ One plus that algae presents is its ability to grow, algae can grow really easily almost anywhere. (text 1, lines 19-22, lines 12+13)
"Algae is the most promising source of renewable transportation fuel that we have today." (text 4, lines 6-7) This says that there really isn't anything better, which when you put it like that, why not algae?

Algae is not a good solution to energy problems because of ~~its~~ the harm it could cause to the environment, and the money aspect. Algae is way out of the price range. (text 4, lines 30-32) So even though some positives could look promising, the negatives override them.

As we approach a point of peak oil - the point at which fossil fuels become scarcer and more expensive - the interest in biodiesel has been revived. As the planet's population and demand for fuel grows it becomes more unworkable.

Practice Paper A – Score Level 5

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 2

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

Practice Paper D – Score Level 4

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

Practice Paper E – Score Level 0

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



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

New York State Regents Examination in English Language Arts
Part 3 Rubric
Text Analysis: Exposition

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

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

The focus of this passage is made quite clear; it is a sort of bildungsroman, a story about someone growing up into maturity. Our author accomplishes this insight into maturity by providing a window into the internal conflicts of two young adults from Ohio. Through George Willard and Helen White's contemplations of their lives, the author effectively makes known the central idea of the passage, the discovery of self-identity that accompanies the transition into adulthood.

George's thoughts are revealed as he looks in retrospect at his memories of his eighteen years of life. He comes to realize that he had been wrong to assume that he knew his destiny and was fully confident in his success; "Ambitions and regrets awake within him" (L.12), and "the voices outside of himself whisper a message concerning the limitations of life" (L.14-15). A sort of nihilism begins to overcome him ^{he fears that} - he is merely going to live and die in obscurity amidst the size and weight of the world, as countless men have done in the trails of history. He seeks comfort and wishes to find it by voicing his thoughts to Helen. He is maturing. Then, following the description of George's thoughts, Helen's thoughts about her own situation are made known. Helen, the daughter of the wealthy town banker, has been able to go away to the city of Cleveland for college. Despite all of her exciting material enjoyments, she does not seem satisfied. She attempts to find security in her male instructor during her brief trip to her hometown, but his vanity is off-putting to her; she yearns to see George again, instead. She has

also matured in the same ways as George has, and she seeks the same type of compassionate reassurance. The internal conflict experienced by both George and Helen helps them to realize what they actually want or need in their transition to maturity.

George and Helen are also connected via a date of sorts that happened sometime in the past. Although relatively insignificant at the time, it has, in retrospect, made them both realize with certainty their feelings for each other and prompted them to seek each other's company in their present time. Amidst their mindset-altering transitions into adulthood, connected to the emotional and physical changes that come with such transitions and the internal conflicts experienced, they still strive for something - someone - to keep them grounded to the reality of growing up.

Anchor Level 4-A

The response introduces a well-reasoned central idea (*the author effectively makes known the central idea of the passage, the discovery of self-identity that accompanies the transition into adulthood*) and a writing strategy (*Our author accomplishes this insight into maturity by providing a window into the internal conflicts of two young adults from Ohio*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of internal conflict to develop the central idea (*The internal conflict experienced by both George and Helen helps them to realize what they actually want or need in their transition to maturity and Amidst their mindset – altering transitions into adulthood ... and the internal conflicts experienced, they still strive for something*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*he looks in retrospect at his memories of his eighteen years of life, He seeks comfort and wishes to find it by voicing his thoughts to Helen, She attempts to find security in her male instructor during her brief trip to her hometown*). The response exhibits logical organization of ideas and information by first introducing the focus of the passage, the central idea and the writing strategy, then discussing how George and Helen feel about their situations and their introspections, which creates internal conflicts, and concluding with a summation to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*A sort of nihilism begins to overcome him; Despite all of her exciting material enjoyments, she does not seem satisfied; his vanity is off-putting to her*). The response demonstrates control of conventions.

This passage speaks of the state of change that a young man and a young woman are going through. The two young adults are experiencing what it feels like to enter adulthood. For both characters, this seems to be quite a confusing time in their ~~lives~~ lives. The young man seems to be wary of the changes he is going through, and the young woman seems to be unsatisfied with the change. Both people appear to be let down by the world of adulthood.

Throughout the passage, the author develops a dismal tone to enhance the theme of possibly unwanted change. The young man describes the "sadness of sophistication" and the feeling of being "a thing destined like corn to wilt in the sun." Using these phrases and others like it, the author is able to cast a gloomy mood ~~over~~ over the character of the young man. The author creates a different, yet still gloomy, mood surrounding the young woman. He talks about how the woman, when she was younger, "hungered to reach into the grace and beauty of womanhood." However, now that the young ~~woman~~ woman is entering womanhood, she is disappointed by what it actually feels like. The author offers a contradiction between what she thought

womanhood would be like and how she actually feels now that she is a woman. The author is able to use this woman's emotions to show the disappointment that adulthood may hold.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*This passage speaks of the state of change that a young man and a young woman are going through*) and a writing strategy (*Throughout the passage, the author develops a dismal tone to enhance the theme of possibly unwanted change*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of tone to develop the central idea (*Using these phrases and others like it, the author is able to cast a gloomy mood over the character of the young man and The author is able to use this woman's emotions to show the disappointment that adulthood may hold*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The young man describes the "sadness of sophistication" and The author creates a different ... mood surrounding the young woman. He talks about how the woman ... "hungered to reach into the grace and beauty of womanhood"*). The response exhibits a logical organization of ideas and information to create a cohesive and coherent response, with one paragraph introducing and explaining how *for both characters, this seems to be quite a confusing time in their lives that leaves them let down by the world* and a second paragraph that presents examples to demonstrate how the author *develops a dismal tone*. The response establishes and maintains a formal style, using precise language and sound structure (*The young man seems to be wary of the changes he is going through and The author offers a contradiction between what she thought womanhood would be like and how she actually feels now that she is a woman*). The response demonstrates control of conventions with infrequent errors (*phrases ... it*).

This text portrayed a young man's journey into adulthood; the transition from being a kid to a grown adult. His friend Helen White helps ~~bring~~ bring out this transition. Based on this, one apparent central idea that was brought out was that the shift from ~~being~~ being a child or a teenager to being an adult is one that is difficult. In the text, the narrator is constantly thinking about his life, how lonely and depressing it was. "... fast growing into manhood and new thoughts had been coming into his mind... he had gone about feeling lonely." (Lines 1-3) This shows that George Willard's transition into adulthood was unpleasant for him. Another point that was brought out in the text which shows this switch from childhood to adulthood was George's want to have someone who understands him, specifically a woman. George constantly talks about liking a girl named Helen because he thinks she'd be gentle and understanding. (Lines 26-28) These two points that were brought out just further shows how the transition from being a youth to becoming an adult can be hard for anyone.

This apparent central idea is brought out in numerous ways. The author especially uses similes to bring^{out} this idea of growing up. ~~This~~ This literary device constantly shows George's dark,

deep, thoughts and feelings as he goes through this transition. "With a little gasp he sees himself as merely a leaf blown by the wind through the streets of the village." (Lines 20-21)

This shows his struggle and internal battle to deal with his current situation. Thereafter, the passage also brings out George's sense of worthlessness and insignificance in society.

"... he must live and die in uncertainty, a thing blown by the winds, a thing destined like corn to wilt in the sun." (Lines 21-22)

These two uses of similes really show George's struggle to grow up and become someone in society. This all connects back to the central idea that the switch from being a youth to becoming an adult is one that is hard and challenging to face.

Anchor Level 3-A

The response introduces a clear central idea (*one apparent central idea ... was that the shift from being a child or a teenager to being an adult is one that is difficult*) and a writing strategy (*The author especially uses similes to bring out this idea of growing up*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of similes to develop the central idea (*This literary device constantly shows George's dark, deep, thoughts and feelings as he goes through this transition and This shows his struggle and internal battle to deal with his current situation*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to identify and explain similes ("*...he sees himself as merely a leaf blown by the wind...*", "*...a thing destined like corn to wilt in the sun*", *These two uses of similes really show George's struggle to grow up and become someone in society*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing and exemplifying the central idea in the opening paragraph, then presenting the author's use of similes in the second paragraph, and concluding with a reiteration of how the writing strategy develops the central idea (*This all connects back to the central idea that the switch from being a youth to becoming an adult is one that is hard and challenging to face*). The response establishes and maintains a formal style, using appropriate language and structure (*This shows that George Willard's transition into adulthood was unpleasant for him*). The response demonstrates control of conventions with infrequent errors (*into adulthood; the transition; These two points ... shows; George's dark, deep, thoughts*).

There comes a time in everyone's life where they start to feel different. It may be subtle or very easily recognized. When it comes upon a person however it is very noticeable. ^{Everyone grows up one way or another.} George Willard experienced this very concept in the text. A literary element used to show the central idea that everyone eventually grows up is characterization. ^{Characterization is the way the author describes the character.}

The central idea ^{that everyone eventually grows up} is very evident in this text. George Willard was described as a very boastful and arrogant boy. He was trying to impress a girl named Helen White. "Once a summer night when he was eighteen, he had walked with her on a country road and in her presence had given way to an impulse to boast, to make himself appear big and significant in her eyes." Clearly, this shows that he was ^{characterized} "a little arrogant." But later on, it was stated, "he wanted to tell her of the new impulses that had come to him!" The new impulses described were that of maturity and sophistication. He was growing up. Not only him, but Helen White was also becoming grown up. "She was no longer a girl and hungered to reach into the grace and beauty of womanhood." She was growing up as well. She too had become more sophisticated. She also, "wanted him to feel and be conscious of the change in her nature." This definitely shows that her character had changed and she wants to show that to him. Clearly, characterizations used to show that.

Everyone eventually grows and matures.

As you can see, everyone does grow up. Although it may take years and years, it can be considered inevitable. Change is a good thing when it comes to maturity. Without it, the world may be lost.

Anchor Level 3–B

The response introduces a clear central idea *that everyone eventually grows up* and a writing strategy (*A literary element used to show the central idea ... is characterization*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of characterization to develop the central idea (*Clearly, this shows that he was characterized a little arrogant and The new impulses described were that of maturity and sophistication*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to show how George’s character changed as he matured (“...when he was eighteen, he had walked with [Helen] ... and ... had given way to an impulse to boast” ... *But later on ... “he wanted to tell her of the new impulses that had come to him”*) and how *Helen White* was also becoming grown up (“*She was no longer a girl and hungered to reach into the grace and beauty of womanhood.*”). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and literary element in the opening paragraph, followed by a second paragraph of discussion centered around character changes in George and Helen, followed by a concluding paragraph that refocuses on the central idea (*Change is a good thing when it comes to maturity*). The response establishes and maintains a formal style, using appropriate language and structure (*It may be subtle or very easily recognized*). The response demonstrates partial control of conventions with occasional errors (*person however it; noticable; She also, “wanted; consious; grow up Although*) that do not hinder comprehension.

In the text the author uses imagery to convey the central idea to the readers. The central idea that the author is trying to explain is that this young man George Willard is having a hard time fitting into the adult world. George is having ~~new~~ new thoughts about growing up and it's scaring him.

The author uses many examples of imagery to convey the central idea. The author states "Ghosts of old things creep into his consciousness; the voices outside of himself whisper a message concerning the limitations of life." The author is trying to tell us that things that George has heard or seen has had a permanent memory in the back of his mind and now that he's older those memories are coming back to him. George doesn't want to grow up and become a man he wants to still have some fun and enjoy life. The author also uses another example of imagery to convey the central idea the author also states "The sadness of sophistication has come to the boy with a little gasp he sees himself →

as a merely leaf blown by the wind through the streets of his village." The author is also trying to tell us that he is becoming sad being a man means that you have to be out in the world, get a job, get married, have a family, and being sophisticated. George feels like no one is helping him become a man.

In the text the author successfully used imagery to convey the central idea. The central idea of the story was that for George, growing up is scary to him. There were some things that he was not prepared for. But in the end George turned out perfectly fine.

Anchor Level 3–C

The response introduces a clear central idea (*The central idea ... is that ... George Willard is having a hard time fitting into the adult world*) and a writing strategy (*the author uses imagery to convey the central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*The author is trying to tell us that things that George has heard or seen has had a permanent memory in the back of his mind and ... those memories are coming back to him*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to illustrate George's difficulty growing up (*the author states "Ghosts of old things creep into his consciousness" and "The sadness of sophistication has come to the boy. with a little gasp he see's himself as a merely leaf blown by the wind"*). The response exhibits acceptable organization of ideas and information to create a coherent response by identifying the literary element and explaining the central idea in the opening paragraph, then presenting one paragraph of *examples of imagery*, followed by a summative conclusion. The response establishes a formal style, using appropriate language and structure (*In the text the author successfully used imagery to convey the central idea*). The response demonstrates emerging control of conventions with some errors (*central; idea. the; dosen't; man he; see's; mairred*) that hinder comprehension.

The central idea of the text is when a man and women reach adulthood, that is when they find the people they are supposed to ~~be~~ be with. They mature and that's when they can find the people they will love forever. Children think that they will find this person when they are young and still in school and growing as a person into adulthood. You can't do that when you're still don't even know who you are. George and Helen met when they were young and liked each other, but all for the wrong reasons. Now they have entered adulthood and they met again but for the right reasons.

The literary element that the author uses to develop this central idea is tone. The tone is very serious and talks about people becoming more serious and mature and growing up. At the ~~the~~ beginning of the text it's very depressing because George feels very lonely growing into manhood. He wants to feel something with a woman and grow into a better person. He's sad about his mother

~~He~~ dying and wants someone who will understand what he is feeling. He starts to think about the girl Helen he knew when he was younger and how she has now entered womanhood and wants to reconnect with her.

Anchor Level 2–A

The response introduces a clear central idea (*The central idea of the text is when a man and women reach adulthood, that is when they find the people they are supposed to be with*) and a writing strategy (*The literary element the author uses to develop this central idea is tone*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of tone to develop the central idea (*The tone is very serious and talks about people becoming more serious and mature and growing up. At the beginning ... it's very depressing*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*George and Helen met when they were young and liked each other, but all for the wrong reasons. Now they have entered adulthood and they met again but for the right reasons*). No evidence was provided for the wrong or right reasons or for supporting the idea that George and Helen were supposed to be with each other as suggested. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with one paragraph that moves from introducing a central idea about people maturing and finding *the people they will love forever* to what *children think*, to what *you can't do*, to George and Helen's youthful and adult meetings, and a second paragraph that introduces a serious tone and exemplifies it with George's feelings (*He's sad ... and wants someone who will understand*). The focus of the central idea and writing strategy suggests a discussion of more than one character (*a man and women* and *The tone ... talks about people*), but only George's situation is discussed. The response lacks a formal style, using language that is basic and sometimes imprecise (*He wants to feel something with a woman and grow into a better person and has now entered womanhood*). The response demonstrates emerging control of conventions with some errors (*central; a man and women; adulthood, that; that's; can't; each other; wrong; again but; beginning; text it's very; lonely; He's sad; reconnect*) that hinder comprehension.

In the text about the Ohio native George Willard, the author speaks about Willard as a young-man growing in to a mature respecting man.

The author uses pathos to reflect on the death of Willard's mother and the find of Willard's wife Helen White he goes from his extreme sadness ~~to~~ this extreme happiness from use of ~~flashback~~ flashback in his writing. The nostalgia, which Willard ~~feels~~ feels with, is educational for him ~~because~~ because he is learning to love female character's in his life again, sadly changed negatively when his mother passed. He also uses the ~~word~~ word "manhood" and the ~~action~~ action of "growing" to show that he had to grow up quickly and to contrast his passage about females.

The author uses pathos ~~and~~ and some ~~that~~ diction to get the message of acceptance and love across to his audience.

Anchor Level 2–B

The response introduces a central idea (*the author speaks about Willard as a young-man growing in to a machure respecting man*) and a writing strategy (*The author uses pathose*). The response demonstrates a superficial analysis of the author’s use of pathos to develop the central idea (*The nostalgia, which Willard feels ... is learning to love female character’s in his life*). The response presents ideas inadequately and, at times, inaccurately (*The author uses pathose to reflect on ... the find of Willards wife Helen White*) in an attempt to support analysis, making use of some evidence that may be irrelevant (*He also uses the word “manhood” and the action of “growing” to ... contrast his passage about females*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response by identifying Willard in the one sentence opening paragraph, then presenting a paragraph that first speaks of *pathose* but then strings loosely connected ideas of *extreme sadness* and *extreme happyness from use of flashback*, and concluding with a one-sentence paragraph that suggests an expansion on the central idea of the passage. The response lacks a formal style, using language that is basic (*which Willard feels with, Changed negatively when his mother passed, pathose and some diction*). The response demonstrates emerging control of conventions with some errors (*native George; young-man; in to; machure; pathose; Willards; White he; happyness; nostolgia, which; character’s; agan; acceptance*) that hinder comprehension.

Well I belived that the central idea of finding you perpues well I can ~~saw~~ say that because ~~witning~~ the text there is young man that went out looking for a job as a ~~thrust~~ person working ~~for~~ on a newspaper. And the he saw himself starting to grow up. in paragraph one he said that "that Momment Crossing the line in to Man-Hood" I thing what he was ~~say~~ say was is that he is no longer a boy but he is a Man or he's becoming a man.

Well next to say withing the text, I saw some great images in paragraph 2, and 3. for Paragraph 2 it say "The is walking throught the Street of his town thinking of the future." to me I can see some one in my head doing so. And for Paragraph 3 it say "On a Summer Night when he was Eighteen he had walked her on a country Road" And in my head I can see a boy and a girl walking down the road.

Anchor Level 2-C

The response introduces a central idea (*the central Idea is finding you perpues*) and a writing strategy (*I saw some great images in paragraph 2, And 3*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*I thing what he was say was is that he is no Longer a boy but he is a Man or he's becoming a man and I can See a boy And a girl walking down the road*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis. The response provides evidence that is misquoted ("*that Momment Crossing the line in to Man-Hood*") and sometimes irrelevant to the idea of finding one's purpose ("*On a Summer night When he was eighteen he had walked her on a country Road*"). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with one paragraph that begins with what is *belived* to be the central Idea and continues on to briefly state how the young man ... went out looking for a job and saw himself starting to grow up, and a second paragraph that presents two *great images*, one of which somewhat reflects the central idea although neither are connected back to it (*I can see some one in my head doing so*). The response lacks a formal style, using language that is basic and imprecise (*Well I can say that because withing the text there is young man, I thing what he was say, Well next to say*). The response demonstrates a lack of control of conventions with frequent errors (*belived; finding you perpues; because; Momment; in to Man-Hood; Well next; it say; throught; future.* "to me I) that make comprehension difficult.

Life can be hard to understand and sometimes you don't know the path you are going to take. Everyone thinks about the future, is something ~~amazing~~ amazing, but nobody knows if their future is going to be as bright as in their dreams. Often people seem to struggle and find themselves alone in a huge world. Everybody at one point will experience this challenge.

Anchor Level 1–A

The response introduces a central idea (*Life can be hard to understand and sometimes you don't know the path you are going to take*), with no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text. The response exhibits inconsistent organization of ideas and information, consisting of one paragraph of loosely related comments about the uncertainty of the future and of life's challenges, failing to create a coherent response. The response lacks a formal style, using language that is sometimes imprecise (*Everyone thinks about the future, is something amazing, but nobody knows if their future is going to be as bright as in their dreams*). The response demonstrates partial control of conventions with occasional errors (*about the future, is something; theirselves; challenge*) that do not hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

Anchor Paper – Part 3 – Level 1 – B

The central idea of the text is about a boy named George Willard feeling ready and happy to grow up.

Anchor Level 1–B

The response introduces a confused central idea (*The central idea of the text is about a boy named George Willard feeling ready and happy to grow up*), and demonstrates no analysis of the author’s writing strategy to develop the central idea. The response presents no evidence from the text. The response exhibits little organization of ideas and information, consisting of a single sentence, which incorrectly identifies the central idea and includes no reference to the writing strategy. The response is minimal, making assessment of language and conventions unreliable.

The central idea is about the life of a boy name George Willard who grow up and he was going to leave his ~~city~~ village and go to the city and he hope to get a job and work as a city newspaper. he was think about this because he was think about the family he will have ~~in~~

In the text the author uses mood of sadness to describe a sense of loneliness. Mood is the feeling the author describes through the text to show the reader how the character is feeling or to describe the mood in an environment.

There are several examples of mood of sadness that helps us describe the sense of loneliness the character is holding. For example, in text 1, lines 2-4 says "All that day, amid the jam of people at the fair, he had gone about feeling lonely. He was about to leave Winesburg to go away to some city where he hoped to get a job on a city newspaper and he felt grown up." This means that even though George was surrounded by so much people in the fair he was feeling lonely, which led to the decision that since he was old enough he would move somewhere else to find a job and have fresh start. Furthermore in lines (6-7) says "memories awoke in him. To his mind this new sense of maturity set him apart, made of him a half-tragic figure. He wanted someone to understand the feeling that had taken possession of him after his mother's death." This signifies that after George's

mother died he started having a new kind of feeling that in this case was feeling lonely that lead him to the need of having someone to understand the feelings he had after his mother died. Finally in lines (26-28) says "If he prefers that the other be a woman, that is because he believes that a woman would be gentle, that she will understand. He wants most of all, understanding." This explains that George wants a woman who gives him warmth, someone who can be gentle and give him love. But, most of all he wants someone who understand his feelings. As I have show there are my many examples of mood of sadness in text that shows us the sense of loneliness.

The story is about how people grow up, it shows a boy who makes the shift from boy to manhood. Everyone eventually grows up. The author uses point of view to emphasize the central idea. He uses the point of view of two people who are growing up George Willard and Helen White. The author describes in detail how these two people begin the transition from ~~adult~~ childhood to adulthood. "To his mind his new sense of maturity set him apart." There will to grow up has also led them to grow be closer to each other feeling that they are both mature enough to be with another person. "With all his heart he wants to come close to some other human ~~whi~~ with his hands be touched by the hand of another. If he prefers that other to be a woman." In this case that woman was Helen White. These all lead and have examples of adulthood.

The central idea of this text is that growing up changes the way a person behaves and the way they want to be perceived by others. The author is able to develop this central idea by using characterization of George Willard and Helen White. The author develops George by giving the reader insight to his past, "He wanted someone to understand the feeling that had taken possession of him after his mother's death." (L. 7, 8). While on his way to becoming a young man, George had experienced something tragic, the loss of his mother that had changed the way he looked at things in life and in a way had accelerated his journey into manhood. The author is also able to give the reader a development that has occurred in George as he has grown up. "He had tried to make her think of him as a man when he knew nothing of manhood and now he wanted to be with her and to try and make her feel the change he believed had taken place in his nature." (L. 35-37). He had once tried to impress Helen when he was younger by boasting and acting like a man, but now he had realized he wanted someone to talk to and he had learned that what he had believed was manhood, really wasn't.

The author characterizes Helen as a girl growing into womanhood who wants people to view her in a sophisticated and grown up manner. She goes to the fair with a man from her college because, "she knew that the fact of his presence would create an impression." (L. 45, 46). By bringing the man from her college, she was giving off the impression to people that she was grown up. ~~But~~ But growing up can cause you to reflect back on the things that happened in the past that you may regret. Helen thought back to that summer night with George. "She wanted him to feel and be conscious of the change in her nature." (L. 55, 56). Both these young adults wanted the other to see the

Part 3 – Practice Paper – D

changes that growing up had made on their lives, but it also had the affect on them that they looked back on their past and reflected and saw what had molded them into the person they had become.

The central idea that the text presents is growing up. George Willard is going through a change in his life. He is crossing into manhood. This experience sets him apart in his mind. In line 6, it mentions how his new sense of maturity makes him feel different. As people grow up, they crave understanding and a connection with someone. In lines 24-28, George wants someone to love, be loved, and to be understood.

During up, people start to take interest on each other. In the story, George Willard has an interest on Helen White and he can't stop thinking about her. The experience of growing up gives a new sense of maturity, connection with someone, and interest on others.

One writing strategy the author uses is irony. George had no idea that Helen was thinking about him as he was about her. She remembered their summer evening walk together. George wants to present his nature to her as Helen also also wants to with him. They both want to show how they grew up and what their attitudes are with things in life. George has no idea about growing up. The mood that he felt old and a little tired is one of the experiences a person goes through when growing up. The author uses the writing strategy of irony.

Practice Paper A – Score Level 1

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 2

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

Practice Paper D – Score Level 4

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

Practice Paper E – Score Level 3

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

**Map to the Learning Standards
 Regents Examination in English Language Arts
 January 2018**

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

The *Chart for Determining the Final Examination Score for the January 2018 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts – January 2018

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

(Use for the January 2018 examination only.)

| Weighted Raw Score* | Scale Score | Performance Level | Weighted Raw Score* | Scale Score | Performance Level |
|---------------------|-------------|-------------------|---------------------|-------------|-------------------|
| 56 | 100 | 5 | 27 | 52 | 1 |
| 55 | 99 | 5 | 26 | 47 | 1 |
| 54 | 99 | 5 | 25 | 44 | 1 |
| 53 | 98 | 5 | 24 | 40 | 1 |
| 52 | 98 | 5 | 23 | 37 | 1 |
| 51 | 97 | 5 | 22 | 33 | 1 |
| 50 | 96 | 5 | 21 | 29 | 1 |
| 49 | 95 | 5 | 20 | 26 | 1 |
| 48 | 94 | 5 | 19 | 22 | 1 |
| 47 | 93 | 5 | 18 | 19 | 1 |
| 46 | 92 | 5 | 17 | 16 | 1 |
| 45 | 90 | 5 | 16 | 13 | 1 |
| 44 | 89 | 5 | 15 | 11 | 1 |
| 43 | 88 | 5 | 14 | 9 | 1 |
| 42 | 87 | 5 | 13 | 8 | 1 |
| 41 | 85 | 5 | 12 | 7 | 1 |
| 40 | 84 | 4 | 11 | 6 | 1 |
| 39 | 82 | 4 | 10 | 6 | 1 |
| 38 | 81 | 4 | 9 | 5 | 1 |
| 37 | 79 | 4 | 8 | 4 | 1 |
| 36 | 77 | 3 | 7 | 3 | 1 |
| 35 | 74 | 3 | 6 | 3 | 1 |
| 34 | 72 | 3 | 5 | 2 | 1 |
| 33 | 69 | 3 | 4 | 2 | 1 |
| 32 | 66 | 3 | 3 | 1 | 1 |
| 31 | 65 | 3 | 2 | 1 | 1 |
| 30 | 60 | 2 | 1 | 1 | 1 |
| 29 | 57 | 2 | 0 | 0 | 1 |
| 28 | 55 | 2 | | | |

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

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

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

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

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