

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

ENGLISH LANGUAGE ARTS

Tuesday, June 9, 2026 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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.

Print your name and the name of your school on the lines above.

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 sources and write a 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 **black** or **blue ink**. 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

“202 Checkmates”¹

In my eleventh year, my father taught me defeat.

I sat with my back pressed on that old, scratchy brown couch. Tom chased Jerry across the television screen and then the image dissolved into a white dot in the center. I turned to see my father holding the remote control in one hand and a crumpled cloth cradled in the
5 crook of his other arm.

What are you doing with that rag, Daddy? I asked.

It’s not a rag, girl, he said. It’s a mat.

He unfurled the dirty checkered mat onto the coffee table and dropped a handful of chipped and faded black chess pieces in front of me. He started setting up the white ones
10 without looking at me. I tilted my head, watching my father curiously.

I tentatively set up mine, following his lead. Each piece looked like a veteran of many battles, with nicks and gashes exposing the wood beneath the paint.

Your queen always starts off on her own color square, he said. She’s a woman like you and your mother. She likes to match. He reversed the positions of my king and queen.

15 When my father explained the rules, I thought I’d never be able to keep them straight, especially the rules about the horse, because he moved like a ballerina, jumping to far-off squares, or rather he galloped. I grabbed hold of a horse and moved him to a vacant square. ...

20 If a pawn makes it to the other side, he told me, it becomes a queen. I imagined a little pawn magically blossoming into royalty on that last square.

It became something I longed to see. Sometimes when all was lost, I’d just inch a pawn forward, but the piece would never make it. The fifty-seventh checkmate was one of those games.

25 We woke early in the morning before I went off to school to continue a game carried over from the night before.

While we played, my father told me that when he was my age he imagined he’d be the first black grandmaster. He was the best chess player in school, winning casual games as easily as drinking a glass of water. He became king of the tournaments.

Yeah, figured one day everyone would call me Grandmaster Rob.

30 What happened?

Just didn’t work out that way, I guess. After a while, I wasn’t worrying about being no grandmaster or nothing like that. You stop thinking about these things at a certain age.

I’m going to be a grandmaster, I said.

My father stared hard at the board.

35 You know, Daddy, it’s never too late.

He chuckled, and in less than two minutes my king stood pinned by a bishop, a rook, and a pawn.

¹checkmates — any game-piece positionings in chess that trap the king, indicating the game is over

Checkmate! ...

Robert, she's eleven years old, my mother said, passing by.

40 The girl ain't too young to learn, he replied. Then he turned to me. Ain't that right?

I nodded, thinking about my loss rather than whatever I was nodding about. My impotent pieces stood meekly, no longer any use.

He stuck his hand out for a victory shake.

45 You cheated me, I said, raising my voice a little, ignoring his hand and frowning, damning him for phantom moves I was sure he had made in my absence. Daddy, you cheated.

Don't blame me because I'm better than you. You gotta start thinking two, three moves ahead. Then you can challenge me. Don't worry about me. Worry about your game. ...

Sometime around the hundred-and-first checkmate, I cut through the park on my way home from a friend's house late in the afternoon. There hung a sharp chill in the air. Around
50 a picnic table stood a silent crowd looking severe and intense. Everybody pulled their jackets closer when the cold breeze blew in, but even as the heat left their bodies the people's eyes stayed fixed on the game. Two guys—an older man with a white Afro and yellowish-brown tobacco stains soiling his white mustache and a younger man with smooth dark skin and thin, trimmed black hairs neatly resting on his upper lip—sat at the picnic table with its black
55 graffiti on flaking maroon paint. The men were face to face, staring at a crumpled board more tattered than my father's. A pale brown time clock sat near them, and after each move one of the men slapped a button atop the timepiece. The elder man had a grizzled face that looked as if it had been punched too many times, while his opponent's was young, strong, and handsome, dimples passing over his cheeks when he flashed a transient² smile. ...

60 From the chatter I learned that the younger man was Manny, his opponent was Chester, and nobody had ever seen anyone defeat either of them.

Eventually Chester pinned Manny's king. He didn't get up and dance. Manny didn't rip the black hairs from his upper lip and storm off in anger. The two slapped hands, complimented each other, and left in opposite directions.

65 When I reached home, I told my father all about the match. Speaking breathlessly, I mixed up parts of the story and corrected myself into an incoherence I knew only my father could understand. And he did make sense of it, even if he had to ask me to slow down a few times.

I heard about them dudes, my father said.

70 We should go out to the park, Daddy. You can beat Chester.

Baby girl, chess ain't about who can beat who; it's about life. He unrolled the board and set up the pieces. Now come let me beat up on you.

75 It wasn't until checkmate one hundred twenty-one, or perhaps one hundred twenty-two, that I convinced my father to come watch the men in the park play. It was a mild day, coming off a string of cold ones, and he agreed that it would be a shame to waste the shining sun and pleasant warmth by playing indoors.

When we got to the park, Chester sat blindfolded at a picnic table. He had three games going at once. He'd make a move and then a woman would guide him to the next table to make another move. The crowd looked on silently.

80 He's just showing off, my father said. ...

My father grabbed my hand and we walked downhill, away from the action, to a maroon picnic table of our own. He unrolled the crumpled mat and set up the chipped pieces. I played with the black ones as usual. He said I could be white when I beat him. My father took one of my knights and taunted me.

²transient — passing or temporary

- 85 Now, little girl, you know you can do better than that. You gotta protect them pieces, girl.
I took his queen and laughed at him. He clenched his jaw, and his whole face became
tight. Playing my father was no longer as hard as it had once been. I was getting used to his
rhythms and seeing weaknesses in the creaky stiffness of his gameplay.
Now where did you learn a move like that? he asked.
- 90 Don't worry about me, worry about your game, I replied, which made him laugh.
We both hunched over the board. There was no world outside the both of us, outside of
this game. ...

—Rion Amilcar Scott
excerpted from “202 Checkmates”
Insurrections, 2016
The University Press of Kentucky

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|---|---|---------------|---------------|--------------|----------------|
| <p>1 The simile in lines 11 and 12 links the</p> <ul style="list-style-type: none">(1) history of the father's chess play to the condition of the pieces(2) youth of the narrator to her interest in the game(3) arrangement of the father's chess pieces to their relative value(4) inexperience of the narrator to the strength of her choices <p>2 It may be inferred from lines 19 through 22 that the narrator's perspective is influenced by her tendency to</p> <ul style="list-style-type: none">(1) question judgments(2) demand satisfaction(3) withhold gratitude(4) recognize possibilities <p>3 The narrator's statements in lines 33 and 35 result in the father's playing style shifting from</p> <ul style="list-style-type: none">(1) patient to scornful(2) disrespectful to humble(3) instructive to intense(4) expert to indifferent | <p>4 The narrator's accusations of cheating (lines 44 and 45) emphasize that she is</p> <ul style="list-style-type: none">(1) confused by the complicated rules(2) comfortable with her slow progress(3) unaware that her father had been concealing his true talent(4) outraged that her mother had tried to advocate on her behalf <p>5 The behaviors of the crowd in lines 49 through 52 imply the</p> <ul style="list-style-type: none">(1) unique moves of the players(2) distrust of the spectators(3) impatience of the spectators(4) competitive level of the players <p>6 The descriptions of Chester and Manny (lines 52 through 59) are primarily developed through</p> <table border="0"><tr><td>(1) hyperbole</td><td>(3) symbolism</td></tr><tr><td>(2) contrast</td><td>(4) repetition</td></tr></table> | (1) hyperbole | (3) symbolism | (2) contrast | (4) repetition |
| (1) hyperbole | (3) symbolism | | | | |
| (2) contrast | (4) repetition | | | | |

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| <p>7 The narrator's observations in lines 60 through 64 suggest she is</p> <ul style="list-style-type: none">(1) contemplating the purpose of the time clock(2) recognizing the strategies of the players(3) learning about respecting an opponent(4) making assumptions about who will win <p>8 The father's reaction in lines 70 through 72 demonstrates that the narrator</p> <ul style="list-style-type: none">(1) does not yet fully understand her father's lesson(2) believes her father's gameplay is no longer challenging(3) feels she no longer needs her father's instruction(4) has not yet gained her father's respect for her gameplay | <p>9 Based on the father's statement in line 71, the extended metaphor of the "crumpled" chess boards throughout the text suggests that life</p> <ul style="list-style-type: none">(1) should be spontaneous and strategic(2) does not provide unexpected joys(3) is better with organization and style(4) is not without its imperfections <p>10 The numbering of the checkmates throughout the text illustrates</p> <ul style="list-style-type: none">(1) missed opportunities resulting in a sense of defeat(2) skills developed from defeats experienced(3) techniques attempted from lessons studied(4) various opponents developing into positive influences |
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Reading Comprehension Passage B

“Combing”

Bending, I bow my head
and lay my hands upon
her hair, combing, and think
how women do this for
5 each other. My daughter’s hair
curls against the comb,
wet and fragrant—orange
parings.¹ Her face, downcast,
is quiet for one so young.

10 I take her place. Beneath
my mother’s hands I feel
the braids drawn up tight
as piano wires and singing,
vinegar-rinsed. Sitting
15 before the oven I hear
the orange coils tick
the early hour before school.

She combed her grandmother
Mathilda’s hair using
20 a comb made out of bone.
Mathilda rocked her oak wood
chair, her face downcast,
intent on tearing rags
in strips to braid a cotton
25 rug from bits of orange
and brown. A simple act.

Preparing hair. Something
women do for each other,
plaiting the generations.

—Gladys Cardiff
“Combing”
from *Voices Under One Sky*, 1994
The Crossing Press

¹parings — peelings

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| <p>11 As used in the first stanza, the words “bending,” “bow,” and “lay my hands” help establish</p> <ul style="list-style-type: none">(1) a simple amusement women share to pass the time(2) a tedious routine with which women must help one another(3) the power struggle between women of different ages(4) the shared respect women bestow upon one another <p>12 The phrase “I take her place” (line 10) reflects a shift in</p> <ul style="list-style-type: none">(1) time(2) goals(3) attitude(4) expectations | <p>13 As used in line 29, the word “plaiting” most nearly means</p> <ul style="list-style-type: none">(1) defining(2) intertwining(3) rewarding(4) imitating <p>14 The poem is primarily developed through the use of</p> <ul style="list-style-type: none">(1) hyperbole(2) allusions(3) parallels(4) paradox |
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Reading Comprehension Passage C

“Coyotes Have Expanded Their Range to 49 States —And Show No Signs of Stopping”



CHICAGO—She pops up suddenly from behind a green tarp and trots through the construction site, pausing every so often to swivel her large, triangular ears. The *beep beep* of a cement paver and the deafening roar of buzzsaws are just background noise to 1242.

5 A few weeks ago her mate for life, 1244, was shot near this new high school going up outside Chicago. Now Lauren Ross, a field technician with the Max McGraw Wildlife Foundation, has pinpointed the radio-collared female’s location with a telemetry unit, the constant ping revealing her exact location. Even so, it’s rare to see urban coyotes during the day, as most have learned to be active at night to avoid people. But 1242 has pups to feed.
10 And in the indefatigable¹ coyote spirit—that same quality that has propelled the predator into every corner of the United States—this lanky single mother is making it work without her partner.

“We consistently underestimate this animal and its ability to adjust and adapt,” says Stan Gehrt, a wildlife ecologist with Ohio State University and the Max McGraw Wildlife
15 Foundation. Gehrt has studied Chicago’s coyotes since 2000, not long after the animals surfaced in the nation’s third biggest city. “They push the boundaries of what we perceive to be constraints,” Gehrt says.

For instance, at the beginning of his research, he thought coyotes would be restricted to parks and green spaces. He was wrong. “Now we have coyotes everywhere—every
20 neighborhood, every suburban city, and downtown. The only place we don’t have them is airports, and that’s because they kill them.”

Native to the western two-thirds of the United States, coyotes began dramatically expanding their range in the early 1900s. They’ve increased their habitat across North America by 40 percent since the 1950s—twice the rate of any other North American
25 carnivore—and now live in every U.S. state but Hawaii. The near-extinction of wolves, the crash of the coyote pelt market, and the explosion of food-rich suburbs fueled their rise, as did their innate tenacity forged by a million years of evolution.

“They have this amazing balance between being bold enough to hunt, attack, and kill something and being shy or savvy enough to avoid being killed themselves,” Gehrt says. And

¹indefatigable — unrelenting

30 they've achieved this dramatic increase despite being one of the most persecuted animals in the U.S. At least 400,000 coyotes are exterminated each year, with the federal government killing around 80,000.

From New York City (one daring individual hopped onto a roof in Queens) to the Florida Keys to the Hollywood Hills, no city or climate seems off limits. Coyotes recently migrated
35 as far south as Panama, where they're now poised to enter South America for the first time.

When will they stop? That's the question that fascinates many urban ecologists. So far coyotes seem to have weathered most traditional population checks, such as disease.

"What's striking is almost all eastern states show exponential growth," says Roland Kays, a zoologist at the North Carolina Museum of Natural Sciences and North Carolina State
40 University in Raleigh, who studies how coyotes evolved and spread across the continent. "There's no leveling off in most places."

That's why Gehrt's Urban Coyote Research Project in Chicago—and many similar initiatives² in New York, Vancouver, Los Angeles, Denver, Washington D.C., San Francisco, and elsewhere—are busy trying to figure out how people can best coexist with a predator
45 that's here to stay. ...

Though much is made of coyotes' flexibility, they're rigid in two regards: their monogamy—generally both parents raise a litter of pups together—and in their need for a defined territory. This territorialism, says Gehrt, could be a factor that will limit their spread.

Common sense says that when coyotes run out of room, their population should drop.
50 But that's not what's happening in Chicago. Instead, the animals are carving out niches in the most impractical and dangerous of places, such as busy downtown streets. If a young coyote simply can't find a home, its parents will sometimes cede³ part of their territory, a process called "budding."

The territorial instinct is also why killing coyotes with the goal of reducing their numbers—
55 called lethal control—doesn't usually work. Like the game Whac-a-Mole, killing coyotes only creates a habitat vacuum, giving their competitors a chance to move in. Beyond that, coyote biology is primed for persecution: When the rate of killing goes up, young coyotes mature faster, and females produce larger litters.

Disease is another factor that usually limits wildlife populations, Gehrt notes. Canine
60 distemper, for example, often breaks out among wild coyotes. But except for a few cases of mange and getting hit by cars—their primary cause of death—Chicago's coyotes are oddly healthy, living even longer than rural coyotes.

According to analyses of coyote trapping records in the eastern U.S. by Roland Kays, the North Carolina zoologist, it's possible that coyote populations have reached their limit—
65 called the carrying capacity—in Maine and New Hampshire, the first eastern states they colonized. But it's still too early to say for sure, Kays cautions.

Stewart Breck, a research wildlife biologist with the U.S. Department of Agriculture in Denver, says that the coyote population in that city has remained stable over the past decade, indicating that it has reached carrying capacity.

70 But, he says, "As they continue to expand their distribution on a geographic level [throughout the Americas], what are the limits?"

For some animals with specialized diets, food availability can also restrict population growth. But coyotes are omnivores, often eating fruit and vegetables—both of which are in plentiful supply in the suburbs. Yet most urban coyotes still eat a lot of wild prey—particularly
75 rabbits and squirrels—instead of trash or human food.

²initiatives — programs

³cede — transfer or surrender

Because many coyotes dwell in areas that blur the line between wild and urban, figuring out how to predict their patterns is complex. Busse Woods, [in Chicago] for example, may look natural, but it's an illusion, Gehrt says. At least 2.5 million people come here every year, and the park is hemmed in by neighborhoods and busy roads.

80 “Even in what you consider the most protected, natural areas, those coyotes are being born and raised around people and dogs.”

So far, reported run-ins with people haven't increased, even as Chicago's coyote population continues to grow—there are now up to 4,000 in Cook County alone. But, Gehrt says, “The question is, year after year, generation after generation, will they continue to have
85 that healthy fear of people?” ...

Like them or not, coyotes are thriving in our human-dominated era—the Anthropocene—when most species aren't, Kays notes. “It's a really interesting evolution story that's happening right under our noses.” ...

—Christine Dell'Amore

excerpted and adapted from “Coyotes Have Expanded Their Range to 49 States
—And Show No Signs of Stopping”

www.nationalgeographic.com, November 29, 2019

15 A purpose of the anecdote in the first paragraph is to

- (1) introduce opposing views
- (2) arouse reader curiosity
- (3) establish a prediction
- (4) intensify a bias

16 The information presented about coyotes 1244 and 1242 (lines 5 through 9) implies that scientists have been

- (1) trying to relocate the pair
- (2) trying to domesticate the pair
- (3) tracking the pair for study
- (4) tracking the pair for elimination

17 The description of the coyote in lines 10 through 12 exhibits a tone of

- (1) fear of the coyote's increasing aggressiveness
- (2) respect for the coyote's resourcefulness
- (3) sentimentality toward the coyote's offspring
- (4) concern over the coyote's declining population

18 The primary function of lines 13 through 21 is to

- (1) analyze the methodology of previous coyote studies
- (2) clarify the rationale for coyote eradication efforts
- (3) justify the resources needed to preserve coyote populations
- (4) refute the previous assumptions made about coyote habitats

19 According to lines 22 through 27, the reader can infer that the coyote population has expanded predominately as a result of

- (1) trends in the human community
- (2) patterns in the activities of other predators
- (3) learning to avoid recreational hunters
- (4) choosing to abandon previous habitats

20 The phrase “innate tenacity” (line 27) refers to the coyotes’

- (1) interdependence with rival species
- (2) merging with domesticated populations
- (3) adaptability to changing circumstances
- (4) migration to unprotected areas

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| <p>21 The information in lines 28 through 32 presents</p> <ul style="list-style-type: none">(1) a foreshadowing of the coyotes' fate(2) a point of view that coyote numbers must be protected(3) an allusion to previous coyote population studies(4) an irony in the coyotes' surging numbers <p>22 Lines 33 through 35 contribute to a central idea that coyotes</p> <ul style="list-style-type: none">(1) have the ability to avoid public places(2) have the ability to respond to circumstances(3) tend to resist seasonal changes(4) tend to prefer stable conditions | <p>23 An effect of the “budding” process (line 53) is that</p> <ul style="list-style-type: none">(1) larger numbers of coyotes are occupying less space(2) larger hunting territories are attracting more coyotes(3) fewer successful families are led by adult coyotes(4) fewer mated coyotes are reproducing in less space <p>24 Lines 76 through 85 contribute to a central idea by suggesting that</p> <ul style="list-style-type: none">(1) the identification of habitats for coyotes will be achieved through regulation(2) coyotes will continue to seek areas with smaller human populations(3) the interaction between humans and coyotes is inevitable(4) coyotes will expand to dominate park wildlife |
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Part 2

Argument Essay

Topic: Should horse racing be banned?

Directions:

Closely read and analyze each of the four sources provided on pages 14 through 21. Using evidence from at least **three** of these sources, plan and write a well-developed argument regarding whether horse racing should be banned.

☒ **Be sure to:**

- ☐ Establish your claim regarding whether horse racing should be banned.
- ☐ Distinguish your claim from alternate or opposing claims.
- ☐ Use specific, relevant, and sufficient evidence from at least **three** of the sources to support your argument.
- ☐ Cite your evidence by source number and line number(s) or graphic to avoid plagiarism. For example: (Source 1, lines 4–5), or (Source 2, graphic), or equivalent; do **not** simply summarize the sources.
- ☐ Organize your ideas in a cohesive and coherent essay.
- ☐ Maintain an appropriate style and tone, avoiding the use of casual or conversational language, symbols and/or abbreviations, unless quoting directly from a cited source.
- ☐ Use appropriate grammar and punctuation.

Note:

- Use scrap paper and the margins of this test booklet to take notes and plan your essay.
- Write your essay in **black** or **blue ink** beginning on page 1 of your essay booklet.

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Source 1

“Is Horse Racing Good or Bad for Horses?”

...Horse racing is a controversial topic that stirs up emotions in many people. Some see it as an exploitative activity, while others enjoy the sport and find it beneficial for horses and humans alike. In the following paragraphs, I examine both sides. ...

Benefits of Horse Racing for Horses

5 Horse racing, like any other sport, has its pros and cons. One of the major benefits of horse racing for horses is the physical exercise and mental stimulation it provides. Through regular training sessions, horses maintain their fitness levels, build muscle strength, and improve their overall health. The rigorous exercise routine not only keeps them in peak physical condition but also helps to keep their minds sharp and engaged.

10 The competitive environment of horse racing can also be beneficial for horses, as it challenges them to perform at their best. This healthy competition can lead to the development of strong bonds between the horses and their trainers or jockeys, which can be rewarding for both the horses and their human counterparts.

Another benefit of horse racing for horses is the quality care and treatment they receive. 15 In the world of racing, expert veterinarians are always on hand to monitor the horses' health and provide them with the necessary care. These professionals are well-versed in equine medicine and are dedicated to ensuring the well-being of these magnificent animals. ...

The economic benefits of horse racing are also worth considering. The industry creates numerous job opportunities for those involved in the care, training, and breeding of 20 racehorses. These jobs not only support the livelihoods of many individuals but also help to maintain high standards of horse care, contributing to the overall health and well-being of the horses.

Moreover, the money generated through horse racing can be channeled back into the equine industry, providing funding for horse care and breeding programs. These funds help 25 to ensure the continued development of healthy, strong, and well-bred horses that are well-suited for racing and other equestrian activities. ...

The Bad Side of Horse Racing for Horses ...

Horse racing, like any high-intensity sport, comes with inherent risks, such as musculoskeletal injuries. Strains, sprains, and fractures can result from the intense physical 30 demands placed on the horses during training and races.

Racehorses may also be involved in accidents on the track, which can lead to severe injuries or even fatalities. Collisions and falls can occur, posing significant risks to both the horses and their jockeys. However, statistically the fatality rate is relatively low, and the number of horses dying in flat horse races is about 1 in every 1000 horses. ...

35 The use of doping and performance-enhancing drugs in horse racing is another serious concern. While these substances may provide short-term gains in speed and endurance, they can have a detrimental impact on the horses' overall health and well-being.

The long-term effects of these drugs on racehorses can be devastating, leading to chronic health issues, organ damage, and shortened lifespans. The use of such substances raises 40 significant ethical questions about the treatment of animals in the pursuit of victory and financial gain. ...

The desire to produce winning racehorses can lead to overbreeding and irresponsible breeding practices. This may result in a surplus of horses, many of which may never race or face uncertain futures once their racing careers are over. Additionally, breeding for specific

45 traits can sometimes prioritize speed over health, leading to horses that may be more susceptible to injury.

While many racehorses are well cared for, there are instances of abuse during training and racing. This can include overworking, using harsh training methods, or pushing horses beyond their physical limits. These practices can have serious consequences on the physical
50 and emotional well-being of the horses involved. ...

Do Horses Like Horse Racing?

We cannot and should not assume that horses don't like racing. After all, in the wild, you will see a horse running, jumping, and prancing. It is also a well-known fact that even if a horse — for some reason becomes riderless during a race — it will continue racing. ...

55 Racehorses spend hours each day training with humans. They love the physical touch, strokes, and grooming. They do not hesitate to show their humans that they want to jump and race, and these cues are evident to everyone who knows and works with horses. In short, no evidence shows that racehorses are unwilling participants in races. ...

60 Horses may or may not understand the concept of winning and losing. In the wild, male and female horses run and jump during sexual pursuits, or two males might run and chase each other to 'outdo' each other. In that sense, maybe, a wild horse does understand what it means to win. ...

As with so many things in life, there are good and bad sides to horse racing. Racehorses do have risks of injuries, but they are also exceptionally well taken care of. Racehorses live a
65 life of purpose and get well-balanced meals, routine vet and dental checkups, as well as the community bliss of other racehorses. ...

—Miles Henry
excerpted from "Is Horse Racing Good or Bad for Horses?"
<https://horseracingsense.com>, April 25, 2023

Source 2

“Why Horse Racing Is So Dangerous”

Despite its popularity, horse racing is a dangerous sport for both horse and jockey. Last week [June 2, 2023], Churchill Downs—site of the Kentucky Derby—announced it would suspend racing operations for the rest of the spring after 12 horses died in a month. Operations will resume June 10 at Ellis Park in Henderson, Kentucky.

5 In its statement, Churchill Downs said “no single factor has been identified as a potential cause” of the deaths, but nearly all horses were euthanized after suffering serious injuries on the racetrack. During the suspension, investigators plan to conduct a “top-to-bottom review” of all safety protocols, including making sure the surface of the track is safe for racing. ...

10 From 2009 to 2021, more than 7,200 horses died or were euthanized nationwide because of racing-related illness and injuries, according to The Jockey Club, which maintains the Thoroughbred registry.

Historically, many racehorse deaths have resulted from limb injuries, followed by respiratory, digestive, and multiorgan system disorders. In 2019, when a then-unprecedented 42 horses died at Santa Anita Park in California, most were due to limb injuries. ...

15 “The show cannot just go on, and the leadership of the track should hit the pause button for the well-being of the horses and of the industry itself,” Joseph Grove, director of communications for Animal Wellness Action, said by email. ...

Racing Reforms

20 The unprecedented spate¹ of fatalities at Santa Anita in 2019 placed renewed focus on the safety of the sport.

For instance, bipartisan U.S. lawmakers introduced the Horseracing Integrity and Safety Act to create a uniform national standard for drug testing racehorses. The bill passed in 2020, and the Horseracing Integrity and Safety Authority [HISA], which is managed by the Federal Trade Commission, was formed. The horse racing industry was formerly regulated
25 by states.

The Jockey Club supported the bill, saying in 2019 that “it’s time we joined the rest of the world in putting in place the best measures to protect the health and safety of our equine athletes.”

30 Authorities have cracked down on illegal drugging in recent years. In March 2020, federal prosecutors charged 27 trainers, veterinarians, performance-enhancing drug peddlers, and others for taking part in racehorse doping rings, and in February 2022, Kentucky Derby winner Medina Spirit was stripped of his title after failing a drug test. ...

Deadly Injuries

35 While a broken leg is easily treatable for humans, it’s often a death sentence for horses.

That’s because horses have so little soft tissue in their legs that the bone often tears through skin or cuts off circulation to the rest of the limb, leaving them prone to infection.

In some severe cases, the bone shatters, making it nearly impossible to reassemble.

40 Even if the horse’s bone could be set, it wouldn’t be able to support weight for several weeks. If horses can’t distribute their weight relatively evenly, they risk laminitis, a potentially fatal inflammation of tissue inside the hoof.

In general, if a horse can’t stand on all four legs on its own, it won’t survive and will be euthanized, [former California Horse Racing Board equine medical director, Rick] Arthur says. ...

¹spate — series

The Drug Controversy

45 Trainers have been accused of making an already risky situation worse by drugging horses with performance-enhancing substances or painkillers, animal welfare advocates say.

Such drugs allow horses to run faster and power through the pain. For example, the drug furosemide, popularly known under the brand name Lasix, is a “performance-enhancing drug cloaked as a therapeutic medication,” according to a March 2019 report by the Jockey
50 Club.

While it’s prescribed to treat bleeding in the lungs, the medication also causes urination and, consequently, weight loss. Lighter horses run faster, and Lasix has been shown to help horses run three to five lengths faster. Lasix is banned at some races, and Churchill Downs bans its use on all two-year-old horses [on] racing days. ...

55 The Horseracing Integrity and Safety Authority is performing a three-year study into whether Lasix is a performance enhancer, and if it’s healthy for horses. The board will then vote, and it’s expected they will choose to entirely ban use on race day, according to Animal Wellness Action.

—Rachel Fobar
excerpted and adapted from “Why Horse Racing Is So Dangerous”
www.nationalgeographic.com, June 9, 2023

Source 3

“Injuries Among Maryland Jockeys During Thoroughbred Racing: 2015–2019”

...Thoroughbred horse racing is one of the most competitive and popular sports worldwide, but it is very physically demanding and not without substantial risk. Jockeys are elite athletes who sit perched atop an animal weighing 10 times their mass while galloping at speeds up to 64 km/h (40 mph). A single misstep or slight error may result in the jockey being thrown from the horse, potentially resulting in catastrophic injury or death. While most reported injuries have been associated with falls, there are also injuries that can result from training activities or simply being in close proximity to a horse. ...

The Maryland Jockey Club is the oldest professional sports organisation in the USA. In 2015, it developed the Horsemen’s Health Program, which implemented primary care sports medicine physicians to provide medical coverage at the racetracks across the state. Maryland racetracks operate year-round, with approximately 160 racing days per year, averaging 200 riders annually, usually between 20–35 jockeys riding per day, throughout the state. Maryland only races one track in the state at any given time. ...

MARYLAND THOROUGHBRED JOCKEY EXPOSURES AND EVENTS, 2015–2019

TABLE A

Risk Exposures	Frequency
Competition Days	590 = Total number of days races were held
Races	5,611 = Total number of races throughout the competition days
Mounts	45,284 = Total number of times a jockey mounted a horse
Jockeys	670 = Total number of jockeys that were included in the study
Events	
Total Incidents ¹	184
*** Incidents resulting in jockey injuries ²	146/184 = 79.3%
Falls ³	131
Falls resulting in injury	100/131 = 76.3%
Injuries	204
Transfers to hospital	20
Transfers to other medical facility	21

¹incidents — any events involving a jockey requiring an evaluation by the racetrack physician and resulting in an injury report

²injuries — any physical complaints sustained by any person resulting from interaction with racehorses or related activities

³falls — riders being dislodged from a horse, regardless of outcome

TABLE B

*** Incidents Resulting in Jockey Injuries (146)	Frequency	Percentage
Falls		
Thrown From Horse	34	23.3%
Horse Reared/Flipped/Spooked	24	16.4%
Horse Breakdown ⁴	24	16.4%
Impact With Gate/Fence/Rail	17	11.6%
Horse Tripped/Stumbled	12	8.2%
Fell Over Fallen Horse	7	4.8%
Clipped Heels ⁵	6	4.1%
Total	124	
Others		
Impact With Horse ⁶	11	7.5%
Pulling Up ⁷ Horse	6	4.1%
Unspecified	3	2.1%
Equipment Failure	1	0.7%
Struck By Object	1	0.7%
Total	22	
GRAND TOTAL	146	100% (approx.)

⁴horse breakdown — when a horse can no longer bear its body weight

⁵clipped heels — when a horse steps on the heels of the horse in front of it

⁶impact with horse — of the 11 instances of ‘Impact With Horse,’ six of those injuries were caused by being headbutted by a horse

⁷pulling up — when a jockey brings a horse to a stop during a race

—Kelly Ryan, et al.
 excerpted and adapted from “Injuries Among Maryland Jockeys
 During Thoroughbred Racing: 2015–2019”
www.ncbi.nlm.nih.gov, December 1, 2020

Source 4

“The Impact of Horse Racing on Local Economies: A Galloping Force of Prosperity”

Horse racing, with its centuries-old legacy, not only thrills spectators and enthusiasts but also emerges as a significant economic catalyst for local communities. The thundering hooves, the spirited cheers and the dazzling spectacle of horse racing contribute to an industry that goes beyond the track, shaping the economic landscape of regions that host these events.

5 **Tourism and Hospitality Boost**

Horse racing events attract not only local spectators but also visitors from far and wide. The influx of tourists during race meetings becomes a boon¹ for local hospitality industries, including hotels, restaurants and entertainment venues. Racegoers seeking accommodation, dining options and entertainment contribute to increased economic activity, fostering a
10 vibrant atmosphere in the host community. ...

A Timeless Tradition

Horse racing’s historical roots run deep, spanning cultures and civilizations. From ancient chariot races in Greece to the modern thoroughbred racing you know today, this sport has stood the test of time. In many regions, horse racing evolved from a mere pastime to a grand
15 tradition that weaves itself into the social fabric and economic tapestry of local communities.

The allure of the racetrack extends beyond the thrill of competition; it encompasses the pageantry, the social gatherings and the economic opportunities that arise from hosting these events. Local economies become intertwined with the equestrian world, creating a symbiotic² relationship that fosters growth, tourism, and community development.

20 **Job Creation and Industry Support**

One of the most direct and immediate impacts of horse racing on local economies is job creation. The industry encompasses a wide array of roles, from stable hands and jockeys to administrative staff and event organizers. Racetracks become hubs of employment, providing livelihoods for individuals with diverse skill sets, from equine experts to marketing
25 professionals.

Beyond the racetrack, the horse racing industry supports ancillary³ businesses, including veterinary services, feed suppliers and equipment manufacturers. The demand for skilled professionals and support services creates a ripple effect that extends far beyond the track, benefiting a myriad of businesses and individuals in the local community. ...

30 **Infrastructure⁴ Development and Investment**

Hosting horse racing events necessitates significant infrastructure, from state-of-the-art racetracks to modern amenities for spectators. The development and maintenance of such facilities require substantial investments, injecting capital into the local economy. Communities that host racing events often see improvements in transportation, accommodation and overall infrastructure, leaving a lasting legacy that benefits residents
35 long after the race has concluded.

¹boon — benefit

²symbiotic — mutual

³ancillary — secondary

⁴infrastructure — underlying systems

These infrastructure investments not only enhance the race day experience but also position the community as a desirable location for future events, conferences, and tourism. The continued upkeep of these facilities creates a cycle of ongoing economic benefits for the local economy.

Cultural Impact and Community Spirit

Horse racing events, particularly those woven into cultural traditions like Stephens Day racing, become more than just sporting occasions; they become celebrations of local identity and community spirit. The shared experience of attending races fosters a sense of belonging and pride among residents. Local businesses and communities often rally together to organize festivities, parades, and entertainment surrounding these events, creating an inclusive and vibrant atmosphere. ...

Environmental Stewardship and Conservation Efforts

Horse racing's influence on local economies also extends to environmental stewardship and conservation efforts. Many racing establishments prioritize sustainable practices, land conservation, and environmental initiatives. From preserving green spaces to implementing eco-friendly measures in facility operations, the racing industry often becomes a catalyst for environmental awareness and conservation in the local community. ...

excerpted from "The Impact of Horse Racing on Local Economies:
A Galloping Force of Prosperity"
<https://businessmondays.co.uk>, December 15, 2023

Part 3

Text-Analysis Response

Directions:

Closely read and analyze the text provided on pages 23 and 24. Plan and write a well-developed, text-based response of at least two paragraphs. In your response, clearly identify a central idea or theme in the text and provide an analysis of one or more writing strategies that develop and support this central idea or theme.

☒ **Be sure to:**

- ☐ Introduce a central idea or theme from the text.
- ☐ Analyze how the author uses one or more writing strategies to develop and support the central idea or theme you identified.
 - Examples include: allusion, cause/effect, characterization, conflict, dialogue, irony, language use, metaphor, mood, simile, personification, point of view, setting, structure, symbolism, tone, etc.
- ☐ Support your analysis by providing evidence, such as details, quotations, and/or paraphrased information from the text.
- ☐ Organize your ideas in a cohesive and coherent response.
- ☐ Maintain an appropriate style and tone, avoiding the use of casual or conversational language, symbols and/or abbreviations, unless quoting directly from a cited source.
- ☐ Use appropriate grammar and punctuation.

Note:

- Use scrap paper and the margins of this test booklet to take notes and plan your response.
- Write your essay in **black** or **blue ink** beginning on page 7 of your essay booklet.

“The Year of Silence”

The following excerpt is taken from a work of fiction.

Shortly after two in the afternoon, on Monday, the sixth of April, a few seconds of silence overtook the city. The rattle of the jackhammers, the boom of the transformers, and the whirl of the ventilation fans all came to a halt. Suddenly there were no car alarms cutting through the air, no trains scraping over their rails, no steam pipes exhaling their fumes, no peddlers shouting into the streets. Even the wind seemed to hesitate.

We waited for the incident to pass, and when it did, we went about our business. None of us foresaw the repercussions.¹

That the city’s whole immense carousel of sound should stop at one and the same moment was unusual, of course, but not exactly inexplicable. We had witnessed the same phenomenon on a lesser scale at various cocktail parties and interoffice minglers over the years, when the pauses in the conversations overlapped to produce an air pocket of total silence, making us all feel as if we’d been caught eavesdropping on one another. True, no one could remember such a thing happening to the entire city before, but it was not so hard to believe that it would. ...

When two full weeks went by without another incident, our interest in the matter threatened to shrivel away. It might actually have done so had the next episode not occurred the following Sunday, surprising us all in the middle of our church services. There was another silence, more than ten seconds long, just a couple of days later, and a much shorter silence, like a hiccup, the day after that.

Every time one of the silences came to an end we felt as though we had passed through a long transparent passageway, a tunnel of sorts, one that made the world into which we emerged appear brighter and cleaner than it had before, less troubled, more humane. The silence siphoned out of the city and into our ears, spilling from there into our dreams and beliefs, our memories and expectations. In the wake of each fresh episode a new feeling flowed through us, full of warmth and a lazy equanimity.² It took us a while to recognize the feeling for what it was: contentment.

The truth was that we enjoyed the silence, and more than that, we hungered for it. Sometimes we found ourselves poised in the doorways of our homes in the morning, or on the edges of our car seats as we drove to work, trying to hear something very faint beneath the clatter of sirens and engines. Slowly we realized that what we were waiting for was another incident to take place.

There were weeks when we experienced an episode of silence almost every day. One particular Wednesday saw three of them in the span of a single hour. But there were other weeks when what the papers took to calling a “silence drought” descended upon the city, and all our hopes for a cessation³ went in vain. If more than a few days passed without some minor lull to interrupt the cacophony,⁴ we would become irritable and overtender, quick to gnash at one another and then to rebuke⁵ ourselves for our failures of sympathy. On the other hand, a single interlude of silence might generate an aura of fellow feeling that could last for the better part of a day. ...

Who was the first person to suggest that we try generating such a silence ourselves, one that would endure until we chose to end it? No one could remember. But the idea took

¹repercussions — impacts

²equanimity — calmness of mind

³cessation — an end

⁴cacophony — clamor

⁵rebuke — scold

hold with an astonishing tenacity. Local magazines published laudatory⁶ cover stories on the Silence Movement. Leaflets with headings like PROMOTE SILENCE and SILENCE = LIFE appeared in our mailboxes. The politicians of both major parties began to champion the cause, and it wasn't long before a measure was passed decreeing that the city would make every possible effort "to muffle all sources of noise within its borders, so as to ensure a continuing silence for its citizens and their families." ...

We were exultant when the roads fell silent, and pleased when the elevators stopped crying out on their cables, but by the time the cell phones and the pagers ceased to chirp, we were faced with a problem of diminishing returns. The greater the number of sounds we extinguished, the more we noticed the ones that remained, until even the slightest tap or ripple began to seem like an assault against the silence. ...

Some eight months after the first incident took place, it had been so long since anyone had noticed one of the episodes that it seemed safe to presume they were finished.

The city was facing an early winter. Every afternoon a snow of soft, fat flakes would drift gently down from the sky, covering the trees and the pavilions, the mailboxes and the parking meters, the streets and the sidewalks. Recalling the way the snow used to soften the noise of the traffic made us experience a flutter of helpless nostalgia. Everything was different now. The sound of our footsteps creaking over the fresh accumulation was like a horde of crickets scraping their wings together in an empty room.

Not until we walked through the snow did we really discover how accustomed we had grown to the silence. ...

It turned out that in spite of everything the silence had brought us, there was a hidden longing for sound in the city. So many of us shared in this desire that a noise club began operating, tucked away in the depths of an abandoned recording studio. The people who went to the club did so for the pure excitement of it, for the way the din set their hearts to beating. Who needed serenity, they wanted to know? Who had ever asked for it? They stood in groups listening to the club's switchboard operator laying sound upon sound in the small enclosed space of the room. The slanting note of a violin. The pulse of an ambulance siren. Gallons of water geysering from an open hydrant. A few thousand football fans cheering at a stadium.

Afterward, when the club's patrons arrived home, they lay on their pillows unable to fall asleep, their minds spinning with joy and exhilaration. ...

—Kevin Brockmeier
excerpted from "The Year of Silence"
Ecotone: Reimagining Place, Issue 5, Vol. #3.1, Fall 2007
University of North Carolina, Wilmington

⁶laudatory — praiseful

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – June 2026

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	June '26	1	1	MC	1	1
RE ELA	June '26	2	4	MC	1	1
RE ELA	June '26	3	3	MC	1	1
RE ELA	June '26	4	3	MC	1	1
RE ELA	June '26	5	4	MC	1	1
RE ELA	June '26	6	2	MC	1	1
RE ELA	June '26	7	3	MC	1	1
RE ELA	June '26	8	1	MC	1	1
RE ELA	June '26	9	4	MC	1	1
RE ELA	June '26	10	2	MC	1	1
RE ELA	June '26	11	4	MC	1	1
RE ELA	June '26	12	1	MC	1	1
RE ELA	June '26	13	2	MC	1	1
RE ELA	June '26	14	3	MC	1	1
RE ELA	June '26	15	2	MC	1	1
RE ELA	June '26	16	3	MC	1	1
RE ELA	June '26	17	2	MC	1	1
RE ELA	June '26	18	4	MC	1	1
RE ELA	June '26	19	1	MC	1	1
RE ELA	June '26	20	3	MC	1	1
RE ELA	June '26	21	4	MC	1	1
RE ELA	June '26	22	2	MC	1	1
RE ELA	June '26	23	1	MC	1	1
RE ELA	June '26	24	3	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – June 2026

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	June '26	2	-	ES	6	4
RE ELA	June '26	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **June 2026 Regents Examination in English Language Arts** will be posted on the Department's website at: <https://www.nysedregents.org/hse/la/> no later than June 26, 2026. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ENGLISH LANGUAGE ARTS

Tuesday, June 9, 2026 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

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

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

ENGLISH LANGUAGE ARTS

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 contain score and commentary.)

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

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

New York State Regents Examination in English Language Arts

Part 2 Rubric

Writing From Sources: Argument

Criteria	6 Essays exhibit	5 Essays exhibit	4 Essays exhibit	3 Essays exhibit	2 Essays exhibit	1 Essays exhibit
Content and Analysis: the extent to which the essay conveys complex ideas by: - introducing a claim - analyzing the sources and topic - distinguishing the claim from alternate or opposing claims	- sophisticated claim - insightful source and topic analysis - insightful evaluation of a counterclaim	- thorough claim - thorough source and topic analysis - thorough evaluation of a counterclaim	- specific claim - appropriate source and topic analysis - appropriate evaluation of a counterclaim	- surface-level claim - emerging source and topic analysis - insufficient evaluation of a counterclaim	- limited claim - unclear or confused source and topic analysis - confused or no counterclaim	- unrelated or no claim - no source and/or topic analysis
Command of Evidence: the extent to which the essay supports analysis by: - incorporating relevant evidence from sources - avoiding plagiarism when citing the texts	- sophisticated support using a wide range of strategically chosen, relevant evidence - consistent avoidance of plagiarism with acceptable citation format(s)	- thorough and accurate support using effective and relevant evidence - consistent avoidance of plagiarism with acceptable citation format(s)	- sufficient and adequate support using relevant evidence - consistent avoidance of plagiarism with acceptable citation format(s)	- basic support using relevant and/or generalized evidence - partial avoidance of plagiarism with emerging citation format(s)	- insufficient support using limited, inaccurate, or irrelevant evidence - insufficient avoidance of plagiarism	- provides no evidence - no use of citations
Coherence, Organization, and Style: the extent to which the essay addresses the claim as a cohesive, unified whole by: - maintaining focus on task - organizing ideas - optimizing language style	- strategic focus on task - strategic organization of ideas - sophisticated language and sentence structure	- clear and appropriate focus on task - thoughtful organization of ideas - precise language and sentence structure	- acceptable focus on task - logical organization of ideas - appropriate language and sentence structure	- emerging focus on task - emerging organization of ideas - basic language and sentence structure	- lack appropriate focus on task, but suggest organization of ideas - suggest a focus on task, but lack organization of ideas - imprecise language	- little to no focus on task - little to no organization of ideas - incoherent language - minimal writing, making assessment unreliable
Control of Conventions: the extent to which the response establishes a framework for clear communication by: - displaying control of 9–12 band grammar, usage, capitalization, punctuation, and spelling - maintaining control relative to language characteristics	- exceptional control - virtually no errors when using sophisticated language	- considerable control - errors that do not hinder comprehension, even when using sophisticated language	- partial control - errors that do not hinder comprehension	- emerging control - errors that hinder comprehension	- lack of control - errors that make comprehension difficult	- significant lack of control - errors that severely interfere with comprehension - minimal writing, making assessment unreliable
- An essay that uses information from fewer than 3 sources can be scored no higher than a 3. - An essay that is entirely unrelated to the topic and/or makes no reference to the sources or task can be scored no higher than a 1. - An essay that is predominantly a verbatim copy from the task or sources with negligible student writing must be scored a 0. - An essay that is indecipherable, entirely incoherent, unrecognizable as English, or blank must be scored a 0.						

Horse racing is a well known tradition in the United States, from events on the national stage like the Kentucky Derby to simple horse racing simulations at amusement parks. While a keystone of American culture, especially in wealthier areas, the practice of horse racing must be banned due to its potential for detrimental injury to both horses and jockeys as well as the excessive exploitation of horse drugging to enhance the chances of winning.

Horse racing poses major risks for all involved. As explained by Miles Henry in Source one, horses are prone to "musculoskeletal injuries" such as "sprains, strains, and fractures" while in training or while racing (Source 1, lines 29-30). Moreover, these injuries can become far more severe, as Henry further explains that "racehorses may also be involved in accidents on the track, which can lead to severe injuries or even fatalities" (Source 1, lines 31-32). Furthermore, Rachel Fobar from National Geographic underscores the situation in writing that "while a broken leg is easily treatable for humans, it's often a death sentence for horses" (Source 2, line 34). Former California Racing Board medical director Richard Arthur corroborates the seriousness of such injuries when he asserts that "if a horse can't stand up on all four legs on its own, it won't survive and will be euthanized" (Source 2, lines 41-42). While horse injuries may seem unimportant to some, the occurrence of certain death for some horses contributes to and only emphasizes further the need for banning horse racing. As Henry's and Fobar's comments prove, the risks of injuries

for horses is severe. This can lead to even worse scenarios where a horse is deemed useless and simply abandoned to "uncertain futures" (Source 1, line 44). It is difficult to imagine that with all the intense physical training and hours that a horse endures to prepare for racing, as well as the stress of racing itself, that its well-being will not be in jeopardy and it may not fall victim to injury.

Jockeys, the people who ride racehorses, are prone to injury as well. In a study conducted by Kelly Ryan, et al. in 2020, researchers found that 79% of jockey-related incidents in horse racing resulted in injury (Source 3, Table A), showing that jockeys face incredibly high chances of injury while horse racing. This percentage is easy to understand when it is realized that these jockeys are riding upon large animals galloping at around 64 km/h, from which they can easily fall off or be thrown from. Results from the aforementioned study verify this by citing that "a single misstep or slight error may result in the jockey being thrown from the horse potentially resulting in catastrophic injury or death" (Source 3, lines 4-5). Being that horse racing also puts human life in danger, there is all the more reason to ban the sport of horse racing.

Along with injuries, the use of performance-enhancing drugs in horses poses another risk to a horse's health. Fobar explains that "the drug furosemide, popularly known under the brand name Lasix, is a 'performance-enhancing drug cloaked as a therapeutic medication,' according to a March 2019 report by the Jockey Club" (Source 2, lines 47-49).

As also stated in Source 2, "such drugs allow horses to run faster and power through the pain" (line 47) and that "while it's prescribed to treat bleeding in the lungs, the medication also causes urination and, consequently, weight loss" (lines 48-49). These facts serve to reinforce the need to ban horse racing. When speed and victory are prioritized over camouflaging pain, bleeding lungs and dangerous weight loss, something is dreadfully wrong. This practice of "drug" racing has been proven to be both deceitful and unethical. It is deceitful in the fact that it is used under the guise of a therapeutic prescription while, in reality, its major usage is geared more towards "the win." It is unethical as victory and profit are valued more than wellbeing and life itself. Miles Henry's acknowledgement that "the long term effects of these drugs on race horses can be devastating, leading to chronic health issues, organ damage, and shortened life spans" (Source 1, lines 38-39) validates this, proving that the maleffects of these drugs far outweigh their performance-enhancing qualities.

Some argue that horse racing "with its centuries-old legacy, not only thrills spectators and enthusiasts but also emerges as a significant economic catalyst for local communities" (Source 4, lines 1-2). While, admittedly, it may prove a source of entertainment to some and may boost the local economy as various venues see more customers and it may even create more racing-related jobs. However, at what cost? Is personal pleasure and financial gain more

important than the humane treatment of animals and the safety of human beings? The former choice seems more selfish than concerned or caring which is yet another reason for banning this sport.

It is clear that, based upon the arguments presented, the practice of horse racing must be banned to keep both horses and jockeys healthy and alive, while simulated horse racing games such as those found at amusement parks can be preserved because they pose no physical risks, real-world horse racing must be abolished regardless of tradition.

Anchor Level 6–A

Holistically, the essay meets the criteria for a Level 6.

Note: This essay’s insightful evaluation of horse racing from perspectives of risks and ethics is accomplished through strategically chosen, cross-source evidence, and is explained through consistently sophisticated language.

Content and Analysis	Essay exhibits: • sophisticated claim: <i>While a keystone of American culture, especially in wealthier areas, the practice of horse racing must be banned due to its potential for detrimental injury to both horses and jockeys as well as the excessive exploitation of horse drugging to enhance the chances of winning</i> • insightful source and topic analysis: <i>It is difficult to imagine that with all the intense physical training and hours that a horse endures to prepare for racing, as well as the stress of racing itself, that its well being will not be in jeopardy and it may not fall victim to injury / This percentage is easy to understand when it is realized that these jockeys are riding upon large animals galloping at around 64 km/h from which they can easily fall off or be thrown from</i> • insightful evaluation of counterclaim: <i>While, admittedly, it [horse racing] may prove a source of entertainment to some and may boost the local economy as various venues see more customers and it may even create more racing-related jobs. However, at what cost? Is personal pleasure and financial gain more important than the humane treatment of animals and the safety of human beings? The former choice seems more selfish than concerned or caring</i>
Command of Evidence	Essay exhibits: • sophisticated support using a wide range of strategically chosen, relevant evidence: <i>Henry further explains that “racehorses may also be involved in accidents on the track, which can lead to severe injuries or even fatalities” / In a study ... researchers found that 79% of jockey related incidents in horse racing resulted in injury / Some argue that horse racing “with its centuries-old legacy, not only thrills spectators and enthusiasts but also emerges as a significant economic catalyst for local communities”</i> • consistent avoidance of plagiarism with acceptable citation formats: <i>Henry further explains ... (Source 1, lines 31–32) / In a study conducted by Kelly Ryan ... (Source 3, Table A) / Some argue that horse racing “with its centuries-old legacy ... for local communities” (Source 4, lines 1–2)</i>

(Continued on the next page)

Anchor Level 6–A (cont.)

Coherence, Organization, and Style	Essay exhibits: • strategic focus on task: An argument that builds from the concrete realities of risks to both horse and jockey in horse racing to the more abstract negative qualities of deceitful and unethical behavior it encourages • strategic organization of ideas: The essay opens with an introduction to the topic and a positive claim and continues on with three supportive paragraphs that focus, respectively, on the physical risks that race horses face, on how jockeys <i>are prone to injury as well</i>, and the further risks horses face as a result of being subjected to <i>performance-enhancing drugs</i>. A fourth paragraph addresses the counterclaims of the entertainment value and economic benefits of horse racing, refuting these as putting <i>personal pleasure and financial gain</i> above <i>humane treatment and safety</i>. The essay closes with a paragraph that reiterates the claim • sophisticated language and sentence structure: <i>Richard Arthur corroborates the seriousness of such injuries when he asserts / When speed and victory are prioritized over camouflaging pain, bleeding lungs and dangerous weight loss, something is dreadfully wrong / The former choice seems more selfish than concerned or caring which is yet another reason for banning this sport</i>
Control of Conventions	Essay exhibits: • exceptional control: throughout • virtually no errors when using sophisticated language

For thousands of years, humans and animals have worked together for many different reasons. Whether it be in farming, hunting, or even just as a friend, animals have proven to be a vital part of human civilization. Horse Racing is one such instance, where humans and animals ~~came together~~ work together to provide ~~us~~ entertainment to others. ~~However, the greatest source of~~ ~~these~~ ~~can be~~ ~~the~~ ~~possible~~ However, moral questions have been raised about Horse racing, and the decision of if it should be banned or not has been debated by many people. Horse Racing should not be banned because it benefits horses' overall wellbeing, ensures that horses receive the best care, and boosts the economy anywhere it takes place.

Horse racing is good for the ~~the~~ horses' physical and mental wellbeing. According to the article, "Is Horse Racing Good or Bad for Horses?", "Through regular training sessions, horses maintain their fitness levels, build muscle strength, and improve their overall health" (Source 1, lines 5-8). By ~~add~~ following a routine of rigorous exercise, horses are able to reach optimal levels of health. This would normally be difficult for horses to achieve in the wild, but human knowledge and intervention ~~here~~ allows many race horses to achieve this level of physical health much easier. Without ~~horse~~ horse racing, ~~there~~ there would not be as many opportunities for horses to reach ^{such} ~~high~~ levels of ~~the~~ fitness and strength. Furthermore, horse racing helps keep horses happy. According to the same article, "... healthy competition can lead to the development of strong bonds between the horses and their trainers or jockeys, which ~~is~~ can be rewarding for both the horses and their

human counterparts" (Source 1, lines 11-13). Humans and horses are social animals. ~~By working~~ Through consistent interaction, humans and horses can develop a friendly relationship and fulfill ~~each~~ each others social needs. They are able to keep each other ~~happy~~ content.

Horse racing makes sure horses receive the best care possible. According to the article, "Why Horse Racing is So Dangerous", "... bipartisan U.S. lawmakers introduced the Horseracing Integrity and Safety Act to create a uniform national standard for drug testing race horses" (Source 2, lines 21-22).

~~These are the government has ensured that the horses will be protected~~ This standard will ensure that horses are protected against any harmful performative drugs. It will help reduce the amount of horses harmed by drugs.

Horse racing is also good for the economy. According to the article, "The Impact of Horse Racing on Local Economies: A Galloping Force of Prosperity", "Race-tracks became hubs of employment, providing livelihoods for individuals with diverse skill sets, from equine experts to marketing officials" (Source 4, lines 23-25). Horse racing takes many people to run. From training the horses, to caring for them, and to organizing the race itself, there is no end to jobs that people can fill. These jobs can help build the economy as more money ~~it~~ will be flowing. ~~Also~~ According to the same article, horse racing attracts tourists. By increasing the amount of people spending money, ~~the horse racing~~ ~~helps to~~ build the economy can grow even ~~for~~ further.

~~the possibility to~~

Now, some may argue that ~~these~~ horses ~~might~~ may not like horse racing, however that is false. According to the, "Is Horse Racing Good or Bad for Horses?", We cannot and should not assume that horses don't like racing. After all in the wild, you ~~or~~ will see a horse running, jumping, and prancing" (Source 1, lines 52-53).

Horse racing is not too different from ~~trapped in a box~~ ~~what~~ what horses naturally do in the wild. Can ~~we~~ one really say that an animal is unhappy following its instincts and natural inclinations. It would make no sense to ban ~~the~~ horse racing for that reason.

~~The idea of banning horse racing has been contemplated for a long time, but that, but~~

Horse racing provides to many benefits ~~that~~ and ~~there~~ it is not worth it to ban it. It helps horses maintain their health and that they receive the best care. It ~~ensures~~ provides jobs to those who need it and grows the economy by attracting ~~new~~ tourists to come and watch. Now some may say it should be banned because it ~~goes against~~ the horses may not like racing, but ~~no~~ there is no clear evidence of such an idea being true. Horse racing is a clearly beneficial as an industry to ~~at~~ both people and horses, so it should not be ~~being~~ banned.

Anchor Level 6–B

Holistically, the essay meets the criteria for a Level 6.

Note: This Level 6 paper provides holistically insightful discussion within the realm of human-animal relationships, despite experiencing a decline from strategic and sophisticated qualities to thorough qualities as it progresses.

Content and Analysis	Essay exhibits: • sophisticated claim: <i>Horse Racing should not be banned because it benefits horses’ overall wellbeing, ensures that horses recieve the best care, and boosts the economy anywhere it takes place</i> • insightful source and topic analysis: <i>By following a routine of rigorous exercise, horses are able to reach optimal levels of health / Humans and horses are social animals. Through consistent interaction, humans and horses can develop a friendly relationship and fulfill each others social needs</i> • insightful evaluation of counterclaim: <i>Now, some may argue that horses may not like horse racing, however that is false and Horse racing is not too different from what horses naturally do in the wild. Can one really say that an animal is unhappy following its instincts and natural inclinations</i>
Command of Evidence	Essay exhibits: • sophisticated support using a wide range of strategically chosen, relevant evidence: <i>“Through regular training sessions, horses maintain their fitness levels, build muscle strength, and improve their overall health” / “Racetracks become hubs of employment, providing livelihoods for individuals with diverse skill sets, from equine experts to marketing officials” / “We cannot and should not assume that horses don’t like racing ... in the wild, you will see a horse running, jumping, and prancing”</i> • consistent avoidance of plagiarism with acceptable citation formats: <i>According to the same article, “... healthy competition ... human counterparts” (Source 1, lines 11–13) / According to the article, “Why Horse Racing is So Dangerous” ... (Source 2, lines 21–22)</i>
Coherence, Organization, and Style	Essay exhibits: • strategic focus on task: throughout • strategic organization of ideas: With an opening paragraph that introduces the issue and a negative claim, followed by three paragraphs of support that focus on the horses’ physical and mental wellbeing, how the horses recieve the best care possible, and how horse racing is good for the economy. A fifth paragraph addresses a counterclaim that focuses on whether or not horses like horse racing and is followed by a conclusion that reiterates the claim and summarizes the arguments presented • sophisticated language and sentence structure: <i>Whether it be in farming, hunting, or even just as a friend, animals have proven to be a vital part of human civilization / From training the horses, to caring for them, and to organizing the race itself, there is no end to jobs that people can fill</i>
Control of Conventions	Essay exhibits: • considerable control: throughout • errors that do not hinder comprehension, even when using sophisticated language: <i>instance, where / recieve / excercise / knowledge and intervention allows / others ... needs / racing, however that / Can one ... inclinations. / jobs ... it</i>

Part 2 – Anchor Paper – Level 5 – A

Horse racing is an integral aspect of many cultures and communities across the world. As a form of entertainment, many individuals often overlook or fail to consider the consequences behind this sport. The equine industry has been prevalent for decades, yet people are beginning to grasp ~~the~~ the ethics related to horse racing, thus sparking controversy. While horse racing bears economic importance, ~~it also~~ the injuries to both horses and humans ~~that accompany the sport strongly~~ support the idea that the sport should be banned.

Horse racing should be banned for its detrimental effect on the longevity of horses. Similar to ~~any~~ other sports, injuries inevitably accompany horse racing. Particularly, over 7,200 horses were either killed or euthanized as a result of "racing-related ~~injury~~ illnesses and injuries" from 2009 to 2021, according to The Jockey Club (Source 2).^{lines 9-10} Unlike traditional high-intensity sports, the injuries and illnesses associated with horseracing is often fatal. Such casualties could be avoidable if horse racing were less prevalent or banned all together. ~~The~~ ^{The} amount of injuries and deaths ultimately prove ~~the~~ not only the dangers of the sport but also the unethical and demanding practices of the industry. Therefore, horse racing should be banned for the extreme amount of injuries that accompany it.

Moreover, horse racing should be banned for other reasons associated with ~~the~~ the health of horses, namely the utilization of various drugs. While drugs provide temporary benefits to the horses' performance, the widespread use of doping and other unethical substances lead to long term health risks, including organ failure, thus leading to a decrease in their longevity (Source 1).^{lines 35-41} The use of such substances enhances the speed and endurance of horses, which is beneficial in terms of entertainment but detrimental and unethical. The use of drug in horse racing undoubtedly leads to severe long-term issues, which means that the horse will have shorter

Part 2 – Anchor Paper – Level 5 – A

life spans or be euthanized. By banning the sport, the health risks and concerns over animal cruelty can be eliminated all together.

The horse racing industry does not only harm the horse, but also the jockeys as well. According to the Maryland Jockey Club, based on a study of 670 Jockeys, 146 were injured, many of which were thrown by horses (source 8). Horse racing is a dangerous sport for humans, considering the element of uncertainty that comes with playing a sport with an animal. Given how many of the injuries were related to being thrown off a horse, the human casualties that occur from horse racing are often catastrophic, perhaps even leading to death. If horse racing were banned, such injuries could be avoided, protecting both the Jockeys and the horses.

Some contend that horse racing is beneficial for its contributions towards local economies. Particularly, the horse racing industry is able to create new jobs, from event organizers to jockeys (source 4, lines 22-23). While the creation of ~~jobs~~^{jobs} may benefit communities, it does not have a positive consequence ~~at~~ on the horse involved. Thus, the claim that horse racing should not be banned is flawed, as it ignorantly sides with only those that benefit economically from the sport.

Overall, horse racing is a controversial sport. ~~that~~ because of the ~~my~~ injuries and other health risks associated with the sport that harms both humans and horses, such events should be banned.

Anchor Level 5–A

Holistically, the essay meets the criteria for a Level 5.

Note: This paper is holistically a Level 5, despite achieving some insightful analysis of the topic and counterclaim.

Content and Analysis	Essay exhibits: • thorough claim: <i>While horse racing bears economic importance, the injuries to both horse and humans support the idea that the sport should be banned</i> • insightful source and topic analysis: <i>The amount of injuries and deaths ultimately prove not only the dangers of the sport but also the unethical and demanding practices of the industry / Horse racing is a dangerous sport for humans, considering the element of uncertainty that comes with playing a sport with an animal. Given how many of the injuries were related to being thrown off a horse, the human casualties that occur from horse racing are often catastrophic, perhaps even leading to death</i> • insightful evaluation of a counterclaim: <i>While the creation of jobs may benefit communities, it does not have a positive consequence on the horse involved. Thus, the claim that horse racing should not be banned is flawed, as it ignorantly sides with only those that benefit economically from the sport</i>
Command of Evidence	Essay exhibits: • thorough and accurate support using effective and relevant evidence: <i>Particularly, over 7,200 horses were either killed or euthanized as a result of “racing-related illnesses and injuries” from 2009 to 2021, according to The Jockey Club / According to the Maryland Jockey Club, based on a study of 670 Jockeys, 146 were injured, many of which were thrown by horses</i> • consistent avoidance of plagiarism with acceptable citation format: <i>according to The Jockey Club (Source 2) lines 9–10 / While drug provide temporary benefits ... leading to a decrease in their longevity (Source 1) lines 35–41</i>
Coherence, Organization, and Style	Essay exhibits: • clear and appropriate focus on task: <i>throughout</i> • thoughtful organization of ideas: <i>The opening paragraph introduces the topic and states a claim that horse racing should be banned, followed by three supportive paragraphs that focus on the detrimental effect of horse racing on the longevity of horses, the widespread use of doping and the harmful effects to the jockeys. It then presents and refutes a counterclaim and ends with a summative conclusion</i> • sophisticated language and sentence structure: <i>Horse racing is an integral aspect of many cultures and communities across the world / Moreover, horse racing should be banned for other reasons associated with the health of horse, namely the utilization of various drugs / The use of such substances enhances the speed and endurance of horses, which is beneficial ... but detrimental and unethical</i>
Control of Conventions	Essay exhibits: • considerable control: <i>throughout</i> • errors that do not hinder comprehension, even when using sophisticated language: <i>illnesses ... is / not only ... the sport but / use ... lead to / use of drug ... leads ... issue / the horse ... life spans / Jockeys ... many of which / for it contributions/ flawed / injuries ... that harms</i>

Horses were brought to America from Europe during the Columbian Exchange, and have now become a popular sport for people across the country to watch and enjoy. While some argue that ~~there are benefits to horse racing~~, horses enjoy racing, horse racing should be banned because of the significant injury risks to horses and riders, and because of trainers' irresponsibility with horses just to win the race.

Some people believe that horses truly enjoy racing. Miles Henry writes in an article titled "Is Horse Racing Good or Bad for Horses?" that "We cannot and should not assume that horses don't like racing. After all, in the wild, you will see a horse running, jumping, and prancing" (Source 1, lines 52-53). Horses naturally want to live an active lifestyle. While some say that horse racing provides this lifestyle for the horses, the injury risks to horses and their riders are so significant that that active lifestyle will be short-lived on the racetrack. Rachel Fobar writes in an article titled "Why Horse Racing Is So Dangerous" that "While a broken leg is easily treatable for humans, it's often a death sentence for horses" (Source 2, line 34). Fobar also writes that "From 2009 to 2021, more than 7,200 horses died or were euthanized nationwide" because of racing-related illness ~~and~~ and injuries" (Source 2, lines 9-10). Fobar highlights that horse injuries due to horse racing cannot be overlooked when evaluating the pastime. Horses, without being able to stand on their four legs comfortably are unable to live naturally and often get euthanized. The active lifestyle that horses naturally enjoy is destroyed after an injury. ~~Horses are not the only people involved at the~~ In addition, according to an article titled "Injuries Among Maryland Jockeys During Thoroughbred Racing: 2015-2019," 79.3% of incidents for the Thoroughbred Jockeys resulted in injury (Source 3, graphic/table A). This shows that horses are not the only ones at risk of being injured — the athletes that ride the horses are always in danger too. Of those incidents resulting in injuries, 16.4% of them resulted in horse breakdown (Source 3, Table B). This type of injury is life-threatening to a horse because it means it can no longer support its own body weight. ~~But~~ This relates to what Fobar writes because if horses cannot

Part 2 – Anchor Paper – Level 5 – B

support themselves, they are unable to live ~~and~~ an active lifestyle and will likely be euthanized. Overall, ^{the risk of} injuries to either the Jockey or horse ~~are~~ ^{is} not worth taking, so horse racing should be banned.

Trainers have also been found to be irresponsible with horses, ~~as~~ specifically with drug use. Rachel Fobar writes that trainers use performance-enhancing substances and painkillers to "allow horses to run faster and power through the pain" (Source 2, line 47). The use of drugs in this way is extremely dangerous to horses because it does not allow them to heal properly because they no longer feel the injury. As a result, this could risk injuring the horse even further. These drugs can be devastating on a horse's body. Miles Henny writes that this drug use can lead to "chronic health issues, organ damage, and shortened lifespans" (Source 1, lines 38-39). This directly proves that drugs ~~are~~ should not be used on horses, because it will only add to the ^{already} high mortality rate caused by racetrack injuries. Overall, the drug use in horse racing is unacceptable and shows that horse racing should be banned.

The popular American pastime of horse racing has brought joy to many and led people to believe that the sport is simply supporting the horses' natural active lifestyle, but the high risk of injuries to Jockeys and horses as well as drug use on horses show that the sport is too dangerous and unethical to continue. Horse racing must be banned.

Anchor Level 5–B

Holistically, the essay meets the criteria for a Level 5.

Note: This response meets all rubric criteria for a Level 5.

Content and Analysis	Essay exhibits: • thorough claim: <i>While some argue that horses enjoy racing, horse racing should be banned because of the significant injury risks to horses and riders, and because of trainers irresponsibility with horses just to win the race</i> • thorough source and topic analysis: <i>This type of injury is life-threatening to a horse because it means it can no longer support its own body weight. This relates to what Fobar writes because if horses cannot support themselves, they are unable to live an active lifestyle and will likely be euthanized / The use of drugs in this way is extremely dangerous to horses because it does not allow them to heal properly because they no longer feel the injury</i> • thorough evaluation of a counterclaim: <i>Horses naturally want to live an active lifestyle. While some say that horse racing provides this lifestyle for the horses, the injury risks to horses and their riders are so significant that that active lifestyle will be short-lived on the racetrack</i>
Command of Evidence	Essay exhibits: • thorough and accurate support using effective and relevant evidence: <i>Miles Henry writes ... that “We cannot and should not assume that horses don’t like racing. After all, in the wild, you will see a horse running, jumping, and prancing” / In addition ... 79.3% of incidents for the Thoroughbred Jockeys resulted in injury ... Of those incidents resulting in injuries, 16.4% of them resulted in horse breakdown</i> • consistent avoidance of plagiarism with acceptable citation format: <i>Miles Henry writes ... (Source 1, lines 52–53) / according to an article ... (Source 3, graphic/table A)</i>
Coherence, Organization, and Style	Essay exhibits: • clear and appropriate focus on task: <i>throughout</i> • thoughtful organization of ideas: <i>With an opening paragraph that introduces the issue and a positive claim that presents the arguments to be discussed in regard to risks to the horse and rider as well as the irresponsibility of trainers. This is followed by a paragraph that addresses the risks involved by refuting a counterclaim that some people believe that horses truly enjoy racing, extending the argument further (horses are not the only ones at risk ... the athletes that ride the horses are ... too). A third paragraph focuses on the trainers’ irresponsibility in regard to the use of performance-enhancing substances and painkillers and is followed by a concluding paragraph of summation</i> • precise language and sentence structure: <i>Fobar highlights that horse injuries due to horse racing cannot be overlooked when evaluating the pastime / This directly proves that drugs should not be used on horses, because it will only add to the already high morality rate caused by racetrack injuries</i>
Control of Conventions	Essay exhibits: • considerable control: <i>throughout</i> • errors that do not hinder comprehension, even when using sophisticated language: <i>sport from people / trainers irresponsibility / comfortably are / after and injury / Thoroughbred / 2015–2019.” 79.3% / devastating on / the high risk ... as well as drug use</i>

Part 2 – Anchor Paper – Level 5 – C

Have you ever watched or bet on a horse race? If so, then you know how fun and entertaining it can be to sit and watch on a horse race. Horse racing is an extremely popular sport throughout the world drawing the attention of many people. Not all of these people believe it is fun to watch though because they may fear for the horse's health, however horse racing is actually beneficial to the horse by providing it with a competitive environment but also putting it in peak physical conditions helping its overall health. Horse racing also benefits your economy by providing job opportunities and bringing in tourists and wealth.

Firstly, the training required for the horse to compete in the races benefits the animal's overall health. Horse racing provides the horse with "physical exercise and mental stimulation" (Henry) which can improve health in the horse and keeps them interacting with people and engaged. Similar to humans, horses also need physical stimulation and social life in order to stay not only physically healthy but also mentally healthy. Many people argue that the horses are forced to race which is true to a certain extent but those people fail to realize that the horses actually enjoy the interaction with humans and competition. The horses get treated well in order to stay in peak condition and "they love the physical touch, strokes, and grooming" (Henry). Horses have to compete in nature in order to get a mate so horses are naturally competitive with each other and this competition is shown in the horse races.

Secondly, horse racing doesn't only benefit the horses but benefits the people and communities who watch and support. Horse racing provides people with entertainment which brings in tons of wealth, tourism and gastronomies. Famous horse races attract people from all over the world and help "local hospitality industries" (the impact of horse racing on economy) as well as provide wealth to the community and venue so that the horses can receive even more benefits to keep them healthy. Horse racing has been around for so long now that it has become a

Part 2 – Anchor Paper – Level 5 – C

tradition in many homes and families. This tradition can boost people's spirit and bring families as well as communities together. The Horse racing in many places has "become more than just sporting occasions" (Impact of Horse Racing on local economy). Finally, you have to take into consideration the countless jobs and job opportunities in the horse racing environment. Whether it's a trainer or a commentator or even a racer, the sport like others gives people a map and career to succeed and pursue their dreams.

Although the sport is great and has so many benefits, people still believe and look at the downsides. Some of these downsides include abusive training and injuries as well as drug controversies. Some trainers may over work their horses leading to injury or even death and abuse has been noted in the training of horses. However, this is not the majority, you can't destroy a whole sport just because one or two people do bad things. Injuries such as broken legs in horses is almost like a "death sentence" (Folger) since the animals are so active but just like in sports for humans, injuries happen and it is unfortunate but it's the truth. Finally, some trainers have been caught "Drugging Horses" (Folger) which can negatively impact their health and make the game unfair. Similarly to human sports so rules should be put in to stop this. Overall, people need to compare the good and bads in the sport because like everything else in the world there can be some pros. These pros should not take away the opportunities and fun for the horses and people who participate.

To wrap everything up, there are many controversies involved in the Horse racing environment. Although some negatives exist, there are an abundance of positives that are brought to the horses, people and economies involved with the sport. Whether it's from the health of the horse or the opportunities given, horse racing should be kept alive around the world. Everything has negatives but you have to look at the positives as well and see how taking it away will impact the overall environment.

Anchor Level 5–C

Holistically, the essay meets the criteria for a Level 5.

Note: This essay is holistically a 5, despite how the handwriting could initially interfere with a rater’s assessment of coherence, organization, and style.

Content and Analysis	Essay exhibits: • thorough claim: <i>horse racing is actually beneficial to the horse by providing it with a competitive environment but also putting it in peak physical conditions helping its overall health. Horse racing also benefits your economy by providing job opportunities and bringing in tourists and wealth</i> • thorough source and topic analysis: <i>Horses have to compete in nature in order to get a mate so horses are naturally competitive with each other and this competition is shown in the horse races / you have to take into consideration the countless jobs and job opportunities in the horse racing environment. Whether it’s a trainer or a commentator or even a rider, the sport like others give people a hobby and career to succeed and pursue their dreams</i> • thorough evaluation of a counterclaim: <i>Many people argue that the horses are forced to race which is true to a certain extent but those people fail to realize that the horses actually enjoy the interaction with humans and competition / Although the sport is great and has so many benefits, people still believe and look at the downsides</i>
Command of Evidence	Essay exhibits: • thorough and accurate support using effective and relevant evidence: <i>Horse racing provides the horse with “physical exercise and mental stimulation” / The horses get treated well ... and “They love the physical touch, strokes, and grooming”</i> • partial avoidance of plagiarism with emerging citation format(s): <i>“physical exercise and mental stimulation” (Henry) / ... and help “local hospitality industries” (The Impact of Horse racing on Economys), neglecting to include line numbers for the quoted material</i>
Coherence, Organization, and Style	Essay exhibits: • clear and appropriate focus on task: <i>throughout</i> • thoughtful organization of ideas: <i>The essay exhibits logical organization of ideas and information to create a clear argument against banning horse racing, with an opening paragraph that introduces both sides of the argument and leads to a positive claim, followed by two paragraphs that explain the positive aspects of horse racing as related to benefits to both the horse and the economy, and a fourth paragraph that addresses and refutes a counterclaim relating to the negative impacts on a horse’s well-being, and closes with a paragraph of summation</i> • precise language and sentence structure: <i>just like in sports for humans, injuries happen and it is unfortunate but it’s the truth / Although some negatives exist, there are an abundance of positives that are brought to the horses, people and economies involved with the sport, with some brief phrasing that is more basic (the goods and bads)</i>

(Continued on the next page)

Anchor Level 5–C (cont.)

Control of Conventions	Essay exhibits: • partial control: throughout • errors that do not hinder comprehension: <i>extremly / horses health, however horse racing / true to a certain extent but those people fail / extent but / recieve / peoples spirit / communitys / Becom / sport ... give ... carreer / over work / but it's / unfair. Similarly / economys / negatives but</i>
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Horse racing is a very popular sport that people from around the world participate in and watch. There is a large attraction to the racing events and there is even controversy surrounding the sport. From factors like the rate of horse injuries to drugs being used on the horses, many believe that the sport should be banned. ~~Despite~~ Despite these issues, the positives outweigh the negatives here ~~so~~ horse racing should not be banned.

~~There~~ There are a lot of benefits for horses that race. Race horses are trained regularly. Source one explains this: "Through regular training sessions, horses maintain their fitness levels, build muscle strength, and improve their overall health." Horse racing makes horses healthier. ~~These~~ These horses are exercising very much, which is a huge benefit. Racing helps horses maintain a healthy life. On top of that, in the event a horse is ill or something is wrong with it, there are ~~many~~ experts in equestrian care to help. The source continues: "These professionals are well-versed in equine medicine and are dedicated to ensuring the well-being of these magnificent animals." (Source 1, lines 16-17) The horses are receiving the right care and treatment. If any injuries happen, they can be treated. The horses are ensured care and safety, allowing for great horse races for all that are interested. Banning horse racing wouldn't benefit anyone. ~~It would be a waste of money and resources.~~

There are also many economic benefits from horse racing. ~~The~~ The racetracks need to be built and workers are needed for it to operate. People like watching horse races and they're also willing to spend a little money while they're there. Source Four elaborates on the economic opportunities available: "The industry ~~encompasses~~ encompasses a wide array of roles, from stable hands and jockeys to administrative staff and event organizers,

Racetracks become hubs of employment, providing livelihoods for individuals with diverse skill sets from equine experts to marketing professionals." (Source 4, lines 22-25). Horse racing creates jobs for people. Jobs are needed for an economy to function and this helps that. There will never be a point where ~~the~~ ~~more~~ jobs aren't needed, so this makes for a better economy. Source 4 goes on "Race goes seeking accommodation, dining options and entertainment contribute to increased economic activity, fostering a vibrant atmosphere in the host's community." (Source 4, lines 8-10). An area receiving more money helps that community. The amount of transactions and services that take place at horse fairs is large and the more money being spent, the better. Tourists come to races and tend to spend money, so removing these events gives tourists less things to do, harming that business as well. Horse racing is very popular. Banning it would also do damage to our economy.

There are many factors that do support the belief that this tradition should be banned. While the horses racing and exercising is a spectacular thing, there are also many horse deaths and injuries that occur. ~~Source 2~~ Source 2 elucidates: "From 2009 to 2021, more than 7,200 horses died, or were euthanized nationwide because of racing-related ~~injuries~~ illnesses and injuries." (Source 2, lines 9-10). ~~Horses~~ Horses get limb injuries and system disorders, like us. Sometimes horses cannot be saved. The abundance of horse deaths has led many to want the sport banned. Sadly, death is inevitable. In every sport there is risk. These numbers should not be used as reasoning for banning the sport, but rather encourage maintaining good quality treatment for race horses. Another concern

that has been raised is the usage of performance enhancing drugs that have been used on horses. Source 2 talks about Lasix, a drug used to treat horses. This drug has been abused and used to make the horses run faster. Source 2 gives an explanation: "While it's prescribed to treat bleeding in the lungs, the medication also ~~also~~ causes urination and, consequently, weight loss. Lighter horses ~~run~~ faster, and Lasix has been shown to help horses run three to five lengths faster." (Source 2, lines 51-53). This is bad for the horses. The ~~drug~~ drug abuse can only harm the horses and must contribute to the illness and death count. Those factors are terrible for the horses, but there are preventative measures that can be taken. Proper treatment and care will prevent this.

Horse racing is controversial, but it should stay around. The profit made and exercise done outweighs the preventative negatives. Proper care is essential for race horses and as long as that is received, horse racing could continue ethically, making tourists and community members happy.

Anchor Level 4–A

Holistically, the essay meets the criteria for a Level 4.

Note: This essay is holistically a Level 4, with a stronger command of evidence.

Content and Analysis	Essay exhibits: • thorough claim: <i>From factors like the rate of horse injuries to drugs being used on the horses, Many believe that the sport should be banned. Despite these issues, the positives outweigh the negatives here so horse racing should not be banned</i> • appropriate source and topic analysis: <i>Horse racing creates jobs for people. Jobs are needed for an economy to function and this helps that. There will never be a point where jobs aren't needed, so this makes for a better economy / An area recieving more money helps that community. The amount of transactions and services that take place at horse races is large and the more money being spent, the better</i> • thorough evaluation of a counterclaim: <i>The abundance of horse deaths has led many to want the sport banned. Sadly, death is inevitable. In every sport there is risk. These numbers should not be used as reasoning for banning the sport, but rather encourage maintaing good quality treatment for race horses</i>
Command of Evidence	Essay exhibits: • thorough and accurate support using effective and relevant evidence: <i>The industry encompasses a wide array of roles, from stable hands and jockeys to administrative staff and event organizers. Racetracks become hubs of employment, providing livelihoods for individuals with diverse skill sets from equine experts to marketing professionals / “From 2009 to 2021 more than 7,200 horses died or were euthanized nationwide because of racing-related illnesses and injuries...”</i> • consistent avoidance of plagiarism with acceptable citation format: <i>(Source 4, lines 22–25) / (Source 2, lines 9–10)</i>
Coherence, Organization, and Style	Essay exhibits: • acceptable focus on task: <i>throughout</i> • logical organization of ideas: <i>With an introductory paragraph that states that horse racing should not be banned, followed by a paragraph that explains the benefits of training for race horses and a third paragraph that discusses the economic benefits of horse racing on a community. A fourth paragraph presents and refutes the opposing side by stating although there are some negative factors, there are preventative measures that can be taken. The conclusion summarizes key points and reiterates the claim</i> • appropriate language and sentence structure: <i>The horses are ensured care and safety, allowing for great horse races for all that are interested. / Source four elaborates on the economic opportunities available / Proper care is essential for race horses and as long as that is recieved, horse racing could continue ehically, making tourists and community members happy</i>
Control of Conventions	Essay exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>negatives here so horse racing / continues: “These / animals.”(Source 1, lines 16–17)The / recieving / racetracks ... it / maintaing / explanation</i>

many people ask the question: Should horse racing be banned? The answer is no. Horse racing shouldn't be banned for a variety of reasons, such as improving the physical conditions of the horses to also benefiting the surrounding economy. Some people may argue that horse racing should be banned because of the amount of injuries to both the jockeys and the horses, but ~~the benefits~~ the benefits outweigh the cons. There is simply more benefit.

An example of one of these benefits is that horse racing improves the physical conditions of a horse. As shown in source 1, "The rigorous exercise routine not only keeps them in peak physical condition but also helps to keep their minds sharp and engaged." (Source 1, lines 8-9) This shows that as a result of horse racing and as a result of training for horse racing, the horses are kept at peak physical condition which is better for their overall welfare. Their minds are also kept sharp which improves their awareness and also their performance in racing, providing a much healthier horse.

Another example of the benefits is that it improves the surrounding economy. As shown in source 4, "Local economies become intertwined with the equestrian world, creating a symbiotic relationship that fosters growth, tourism, and community development." (Source 4, ^{lines} 18-19) This example shows how the horse racing develops the community by mixing local economies with the equestrian world. This allows for growth and tourism, which creates an overall boom in the economy.

Which lasts not only for the race day, but also in times later.

Some may disagree and say that horse racing should be banned. This is because "Historically, many racehorse deaths have resulted from limb injuries, followed by respiratory, digestive, and multiorgan system disorders." (Source 2, lines 12-13) While this is true, it is one of the very few cons of horse racing compared to the many benefits of horse racing. Also, almost every sport is always going to have injuries. Injuries are just part of a sport because of the physicality of the sport. It is no different ~~for~~ horse racing.

In conclusion, horse racing shouldn't be banned because the benefits outweigh the cons. The cons are just the normal issues that you would have with any sport, not just horse racing. So there is no reason why horse racing should be different. Also, if horse racing is banned, some communities will struggle because the sport was a big part of their culture and a big source of money for them.

Anchor Level 4–B

Holistically, the essay meets the criteria for a Level 4.

Note: The formulaic structure of this essay’s body paragraphs incorporates a topic sentence, followed by a quotation, and a *This example shows* explanation resulting in a Level 4 essay.

Content and Analysis	Essay exhibits: • specific claim: <i>Horse racing shouldn’t be banned for a variety of reasons, such as improving the physical conditions of the horses to also benefiting the surrounding economy</i> • appropriate source and topic analysis: <i>This shows that as a result of horse racing and as a result of training for horse racing, the horses are kept at peak physical condition which is better for their overall welfare / This example shows how the horse racing develops the community by mixing local economies with the equestrian world. This allows for growth and tourism, which creates an overall boom in the economy Which lasts not only for the race day, but also in times later</i> • appropriate evaluation of a counterclaim: <i>Some may disagree and say that horse racing should be banned ... While this is true, it is one of the very few cons of horse racing compared to the many benefits of horse racing. Also, almost every sport is always going to have injuries</i>
Command of Evidence	Essay exhibits: • sufficient and adequate support using relevant evidence: <i>“The rigorous exercise routine not only keeps them in peak physical condition but also helps to keep their minds sharp and engaged.” / “Local economies become intertwined with the equestrian world, (Source 4, Lines 18–19) creating a symbiotic relationship that fosters growth, tourism, and community development”</i> • consistent avoidance of plagiarism with acceptable citation format: <i>As shown in source 1, ... (Source 1, lines 8–9) / This is because ... (Source 2, lines 12–13)</i>
Coherence, Organization, and Style	Essay exhibits: • acceptable focus on task: throughout • logical organization of ideas: With an introductory paragraph that presents both sides of the topic, but concludes that <i>the benefits outweigh the cons</i> of horseracing, followed by a second paragraph about horseracing improving <i>the physical conditions of a horse</i>. A third paragraph discusses how <i>the surrounding economy</i> is improved through horseracing. A fourth paragraph presents and refutes the counterclaim, followed by a paragraph of summation • appropriate language and sentence structure: <i>Their minds are also kept sharp ... providing a much healthier horse / Injuries are just part of a sport because of the physicality of the sport / Which lasts not only for the race day, but also in times later and awkward phrasing but also in times later</i>
Control of Conventions	Essay exhibits: • emerging control: throughout • errors that do not hinder comprehension: <i>many People / is no / benefiting / benefits outweigh ... There is simply more benefit / engaged.”(Source 1, lines 8–9) This / welfare</i>

Yes, horse racing should be banned. It should be banned because first it's bad for the horse to have all that weight and second the jockey's can get seriously hurt, and it's very dangerous.

One example ~~from the text~~ from the text to support my claim is in (Source 2 lines 31 - 33) it states that Racehorses can be involved in ~~many~~ accidents on the track, which can lead to severe injuries or even fatalities posing significant risks to both the horse and their jockeys. This shows how any racing with a horse is a risk. ~~Another example~~ Another example is (Source 3, line 4-5) is A single misstep or slight error may result in the jockey being thrown from the horse, potentially resulting in catastrophic injury or death. This shows that jockeys have more of a risk when riding and it's dangerous.

A third example is (Source 2, line 9) from 2009 to 2021, more than 7,200 horses died or were euthanized nationwide because of racing-related illness and injuries. ~~Another example~~ This shows that racing is really dangerous and horses have died due to racing and that is wrong.

A counter argument some people may make is that horse racing should not be banned. Some may say it's good for the horses' health. For example in Source one it says "One major benefit of racing for horses is the physical exercise and mental stimulation it provides." Lines 5-6 This shows some may be for ~~the~~ horseracing because of the benefits.

In Conclusion, Yes horseracing should be banned. Horseracing is dangerous to both the horse and jockey. It can cause injuries or even be deadly.

Anchor Level 4–C

Holistically, the essay meets the criteria for a Level 4.

Note: This lower Level 4 essay provides formulaic incorporation of relevant quotations paired with one-sentence explanations.

Content and Analysis	Essay exhibits: • specific claim: <i>Yes, horse racing should be banned ... because first it's bad for the horse to have all that weight and second the jockey's can get seriously hurt</i> • emerging source and topic analysis: <i>This shows that jockeys have more of a risk when riding and it's dangerous / This shows that racing is really dangerous and horses have died due to racing and that is wrong</i> • insufficient evaluation of a counterclaim: <i>This shows some may be for horseracing because of the benefits</i>
Command of Evidence	Essay exhibits: • sufficient and adequate support using relevant evidence: <i>which can lead to severe injuries or even fatalities / from 2009 to 2021, more than 7,200 horses died or were euthanized nationwide because of racing-related illness and injuries</i> • partial avoidance of plagiarism with acceptable citation: <i>(source 1 lines 31–33) and (source 3, line 4–5), lacking quotation marks in most cases</i>
Coherence, Organization, and Style	Essay exhibits: • acceptable focus on task: <i>throughout</i> • logical organization of ideas: <i>With an introductory paragraph that states a claim that horse racing should be banned followed by two paragraphs of support focusing on the risks of injury to both horses and jockeys. A fourth paragraph briefly addresses a counterclaim based on the benefits of racing to a horses health. The conclusion reiterates the claim</i> • basic language and sentence structure: <i>And it's very dangerous / Racehorses can be involved in accidents on the track / This shows that racing is really dangerous</i>
Control of Conventions	Essay exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>first it's / weight and second / jockey's can / is in (source 1 lines 31–33) it states / which can lead to severe / racing and that is wrong</i>

- > Horse racing has been a centuries old tradition which plays as a great economic and entertainment source. However, beneath racing events and its sugar coated surface, is the ~~area~~ harsh realities and dangers of horse racing. It plays a major role for concerns in ~~animal~~ cruel animal domestication, ethics, and injuries in horses and jockeys. Therefore, horse racing should be banned due to its dangers which outway any type of economic/financial benefits.
- > First, horse racing poses the ~~threat~~ for fatal injuries. Due to harsh training methods where horses must push their physical limits, many of them end up with permanent damages while training and racing. For instance Miles Henry claims, "strains, sprains, and fractures can result from the intense physical demands placed on the horses during training and racing" (Source 1, lines 29-30). This quote demonstrates the various musculoskeletal injuries racehorses may ~~be~~ involved in when they are overworked. Also many of these limb injuries end up in horse fatalities. According to Rachel Fobar in her National Geographic article, "From 2009 to 2021, more than 7,200 horses died or were euthanized nationwide because of racing-related illness or injuries" (Source 2, lines 9-10). By sharing statistically significant numbers in horse fatalities due to illness or injury, the author is able to convey

how harmful these racing events really are for horses. It proves how a ~~very~~ large percentage of race horse deaths originate in these drastic injuries.

On the other hand, some researchers suggest that horse racing has its benefits and it ~~improves~~ our economy ~~by~~ by enforcing job creation. For example, Miles Henry states, "The industry creates numerous job opportunities [that]... not only support the livelihoods of many individuals but also help to maintain high standards of horse care, contributing to the overall health and well-being of horses". (Source 1, lines 18-20).

This indicates how the racetrack becomes a place for employment where stable managers, jockeys, etc are given the chance to care for these race horses.

However, these benefits seem quickly disproven as it is clear that the ~~the~~ horses are not being cared for properly. For example the sources emphasize how trainers have utilized performance enhancing drugs which could be very life threatening to these innocent animals. Henry quotes, "While these substances may provide short-term gains in speed and endurance, they can have a detrimental impact on the horses' overall health and well being" (Source 1, lines 36-37). This conveys how racing has enforced people to attempt to push horses limits and stamina

Part 2 – Anchor Paper – Level 3 – A

through harsh, unethical drugs. The use of the drugs only do temporary good for the animals by improving speed, but do long-term damages to them. Overall, it is evident that horse racing should be banned due to its horrid dangers it poses on horses.

Anchor Level 3–A

The essay does not fully address the requirements of the task, and must be scored no higher than a 3.

Note: While the essay achieves a Level 4 in all criteria, it can be scored no higher than a 3 as only two sources are referenced.

Content and Analysis	Essay exhibits: • specific claim: <i>It plays a major role for concerns in cruel animal domestication, ethics, and injuries in horses and jockeys. Therefore, horse racing should be banned due to its dangers which outway any type of economic/financial benefits</i> • appropriate source and topic analysis: <i>This quote demonstrates the various musculoskeletal injuries racehorses may be involved in when they are overworked / By sharing statistically significant numbers in horse fatalities due to illness or injury, the author is able to convey how harmful these racing events really are for horses</i> • appropriate evaluation of a counterclaim: <i>On the other hand, some researchers suggest that horse racing has its benefits and it improves our economy / However, these benefits seem quickly disproven</i>
Command of Evidence	Essay exhibits: • sufficient and adequate support using relevant evidence from only two sources: <i>“strains, sprains, and fractures can result from the intense physical demands placed on the horses during training and racing” / “While these substances may provide short-term gains in speed and endurance, they can have a detrimental impact on the horses’ overall health and well being”</i> • consistent avoidance of plagiarism with acceptable citation format: <i>Henry claims ... (Source 1, lines 29–30) / According to Rachel Fobar in her National Geographic article ... (Source 2, lines 9–10), with some miscopying</i>
Coherence, Organization, and Style	Essay exhibits: • acceptable focus on task: throughout • logical organization of ideas: With an introductory paragraph that presents a positive claim and the rationale for this claim, followed by a body paragraph that focuses on <i>the threat for fatal injuries</i> and the <i>permanent damages</i> that training and racing may incur on horses and a body paragraph that addresses the counterclaim in regard to economic benefits versus the improper care of the horses in regard to drug usage. This paragraph concludes with a reiteration of the claim. Although mentioned in the initial paragraph, the idea of the injuries to jockeys is not developed • appropriate language and structure: <i>It proves how a large percentage of race horse deaths originate in these drastic injuries / For example the sources emphasize how trainers have utilized performance enhancing drugs which could be very life threatening to these innocent animals</i>
Control of Conventions	Essay exhibits: • partial control: throughout • errors that do not hinder comprehension: <i>events and its / surface, is ... realities / outway / For instance Miles / Also many / For example the / horses limits</i>

Some people will think that horse racing is good but horse racing is bad and there is way more evidence to support that it's bad for both horses and jockeys which is why it should be banned.

One reason why horse racing is not good is because in (Source 1 Line - 28-30) it states "Horse racing, like any high-intensity sport, comes with inherent risks, such as musculoskeletal injuries. Strains, sprains, and fractures can result from the intense physical demands placed on the horses during training and races." This proves how horse racing is bad and should be banned because as much the horse trains for racing they can end up getting seriously hurt due to the intense physical activity there doing for the races.

Another reason why horse racing is bad and should be banned is that in (Source 2 lines 9-10) it states "From 2009-2021 more than 7,200 horses died or were euthanized nationwide because of racing-related illness and injuries." That piece of evidence helps support why horse racing should be banned because a lot of horses died from racing which is not good since there racing is pain from the races, practices they do and they can't take more pain which is a reason they die faster.

A final reason why horse racing is bad and should be banned is ~~for~~ because in (Source 3) it states how many incidents happen to the horses and the jockeys which explains/helps support the reason about how bad horse racing can do.

Some people will state about how horses are exceptionally well taken care of however horses are abuse during training and racing, it's working out, harsh training methods, etc. This brings us back to the intro. about how bad horse racing really is and there is tons of evidence to

Anchor Level 3–B

Holistically, the essay meets the criteria for a Level 3.

Note: This higher Level 3 essay broadly categorizes horse racing as *bad*, hampering deeper analysis.

Content and Analysis	Essay exhibits: • surface-level claim: <i>horse racing is bad ... for both horses and jockeys which is why it should be banned</i> • emerging source and topic analysis: <i>this proves how horse racing is bad and should be banned because as much the horse trains for racing they can end up getting seriously hurt and horse racing should be banned because a lot of horses died from racing</i> • insufficient evaluation of a counterclaim: <i>some people will state about how horses are exceptionally well taken care of however horses are abuse during training</i>
Command of Evidence	Essay exhibits: • basic support using some relevant evidence: <i>“Horse racing, like any high-intensity sport, comes with inherent risks, such as musculoskeletal injuries. Strains, sprains, and fractures can result from the intense physical demands placed on the horses during training and races” and “From 2009–2021 more than 7,200 horses died or were euthanized nationwide because of racing-related illness and injuries.”</i> However, evidence becomes more generalized as the essay progresses: <i>it states how many incidents happen to the horses and the jockeys and some people will state ... horses are exceptionally well taken care of however horses are abuse during training and racing</i> • partial avoidance of plagiarism with emerging citation format(s): <i>... because in (Source 1 Line–28–30) it states ... / in (Source 2 lines 9–10) it states ... with additional uncited evidence in the final paragraph that comes from Sources 1 and 4</i>
Coherence, Organization, and Style	Essay exhibits: • acceptable focus on task: <i>throughout</i> • emerging organization of ideas: <i>With an introductory paragraph that states a positive claim, followed by three body paragraphs that focus on the potential injuries and as much as the horse trains for racing they can end up getting seriously hurt due to the intense physical activity / a lot of horses died from racing / many incidents happen to the horses and the jockeys) and a concluding paragraph that states and counters an opposing claim in a single sentence followed by a second sentence that reiterates the claim (This brings us back to the intro about how bad horse racing really is)</i> • basic language and sentence structure: <i>way more / there for “they’re” / about how bad horse racing can do / brings us back to the intro / tons of evidence</i>
Control of Conventions	Essay exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>good but / because as much the horse trains ... they can / in (Source 2 ...) it states / cant / pain which / of however horses / are abuse</i>

Have you ever seen a horse race and wondered what goes on behind the scenes? Horse racing is when you race horses around a circular track and who comes first ~~loses~~ ~~the~~ wins. Horse racing should be banned as it is a physical and mental danger.

~~racing~~ ~~racing~~ There is a lot of danger in horse racing. One reason is "Horse racing, like any high-intensity sport, comes with inherent risks, such as musculoskeletal injuries. strains, sprains, and fractures can result from the intense physical demand placed on the horse during training and races". (Source 1 Pg 6) This shows how much risk there is physically on the horse as the horse has to do the intense physical training and the racing which could kill the horse because of how intense it is (Source 2 Pg 16). Another reason is "Trainers making an already risky situation worse by drugging horses. This shows how they are drugging the horses so they mentally don't know what's going on so then the horse won't know it's limit. Others may say

Part 2 – Anchor Paper – Level 3 – C

horse racing is good as you can make a lot of money on it but the chances of this happening are very low as betting on horse racing has a low odd of making more than you spent. last reason is in 184 incidents ~~over~~ about 146 of them had an injury (Source 3 Table A). This shows how ~~about~~ about 79.3% of incident results in a injury some more fatal than others.

In conclusion this shows why horse racing should be banned

Anchor Level 3–C

Holistically, the essay meets the criteria for a Level 3.

Note: Although the essay begins with a specific claim, analysis is emerging, as discussion of *drugging* that causes *mental danger*, and assertions about *betting odds* are based on misinterpretations of source documents.

Content and Analysis	Essay exhibits: • specific claim: <i>Horse racing Should be banned as it is a physical and mental danger</i> • emerging source and topic analysis: <i>This showe how much risk there is physialy on the horse as the horse has to do the intense physical traning and the racing which could kill the horse because of how intense it is / This shows how they are drugging the horses so they mentaly don't know whats going one so then the horse won't know it's limit / This show how about 79.3% of incident results in a injury some more fatal than othors</i> • insufficient evaluation of a counterclaim: <i>Othors may say horse racing is good as you can make a lot of money on it but the changes of this happening are very low as betting on horse racing has a low odd of makeing more than you spent</i>
Command of Evidence	Essay exhibits: • basic support using relevant evidence: <i>"Horse racing ... comes with inherit ricks, such as musculoskeletal injuries. Strains, sprains, and fractures can result from the intense physical demand placed on the horse during traing and races" / "Trainers making an already risky situation worse by drugging horses" / in 184 incident's about 146 of them had an injury</i> • partial avoidance of plagiarism with emerging citation format(s): <i>(Source 1 Pg 8) / (Source 2 Pg 16) / (Source 3 Table A)</i>
Coherence, Organization, and Style	Essay exhibits: • emerging focus on task: <i>throughout</i> • emerging organization of ideas: <i>With an introductory paragraph that states the claim, followed by a second paragraph that addresses the dangers of horse racing in regard to physical injury and drug-related mental harm as well as a counterclaim about making money, and then reverts back to a last supportive reason loosely based on statistics concerning horse injuries and deaths. The essay ends with a one-sentence concluding paragraph that reflects the initial claim</i> • basic language and sentence structure: <i>Horse racing is when you race horses around a circular track and who comes first wins / horse has to do / this shows why horse racing should be banned. Some inexact phrasing exists: inherit for "inherent" / changes for "chances" / has a low odd</i>
Control of Conventions	Essay exhibits: • emerging control: <i>throughout</i> • errors that hinder comprehension: <i>wounded / inhent ricks / sourse / physialy / on the horse / traning / mentaly / whats going one / it's limit / Othors ... you / it but / changes /makeing / incident's / This show / of incident results / injury some / conclusion this</i>

THE HORSE RACING SHOULD NOT BE BANNED BECAUSE HELP TO WITH THE DEVELOPMENT OF THE HEALTH IN THE HUMANS AND FITNESS PEOPLE

ACCORDING TO THE TEXT 1 (IS HORSE RACING GOOD OR BAD FOR HORSES) SAY THAT THE BENEFIT OF HORSE RACING IS THE EQUATION CARE AND TREATMENT THEY RECEIVE IN THE WORK OF RACING / EXPERTS VETERINARIANS ARE ALWAYS ON HAND TO MONITOR THE HORSES HEALTH AND PROVIDE THEM WITH THE NECESSARY CARE

THIS EVIDENCE SAY THAT FOR THE HEALTH HUMAN AND FOR THE VETERINARIANS IS VERY IMPORTANT THE DEVELOPMENT OF HORSE RACING FOR THE HEALTH

THE HORSE RACING SHOULD NOT BE BANNED BECAUSE IS GOOD FOR LOCAL PEOPLE OR RESIDENTS BECAUSE HAVE TOURISM AND WITH THIS MORE MONEY IN RESTAURANTS HOTELS AND ETC

ACCORDING TO TEXT 4 (THE IMPACT OF HORSE ON LOCAL ECONOMY: A GROWING FORCE OF PROSPERITY) SAY THAT HORSE RACING EVENTS ATTRACT NOT ONLY LOCAL SPECTATORS BUT ALSO VISITORS FROM FAR AND WIDE THE INFLUX OF TOURISTS DURING RACE MEETINGS BECOMES A BOOST FOR LOCAL HOSPITALITY INDUSTRIES IN CLOTHING HOTELS, RESTAURANTS AND ENTERTAINMENT VENUES PROGRESS

SEEKING ACCOMMODATING DINING OPINIONS AND ENTERTAINMENT
CONTRIBUTE TO INCREASED ECONOMIC ACTIVITY, FOSTERING A
VIBRANT ATMOSPHERE IN THE HOOT COMMUNITY

THIS EVIDENCE SAY THAT THE HORSES RACING HELP TO
ECONOMIC TO INCREASED FOR INDUSTRIES AND HOTELS
AND RESTAURANTS FOR TOURISTS.

THE HORSE RACING SHOULD BE BANNED BECAUSE MANY HORSES
DEATH AFFECT THE POPULATION BETWEEN 2009-2021

ACCORDING TO THE TEXT (WHY HORSE RACING IS SO
DANGEROUS) SAY THAT FROM 2009 TO 2021, MORE THAN
2,200 HORSES DIED OR WERE EUTHANIZED NATIONWIDE
BECAUSE OF RACING-RELATED ISSUES AND INJURIES ACCORDING
TO THE JOCKEY (ROB) WISH MAINTAINING THE THOROUGHBRED
REGISTRY, HISTORICALLY, MANY RACEHORSE DEATHS HAVE
RESULTED FROM LIMB INJURIES, FOLLOWED BY RESPIRATORY
DISTRESS AND MUSCULAR SYSTEM DISORDERS. IN 2019
WAS A THEN-UNPRECEDENT 42 HORSES DIED AT SANTA
ANITA PARK IN CALIFORNIA, MOST WERE DUE TO LIMB
INJURIES

THIS TEXT SAY THAT MANY HORSES DEAD IN 2019 AND
FOR THIS IS VERY DANGEROUS FOR THE PEOPLE

IN MY OPINION I THINK THAT HORSE RACING SHOULD NOT
BE BANNED BECAUSE HAVE MANY BENEFITS FOR THE
HUMANOS AND MORE MONEY FOR THE INDUSTRY ALSO TOO
HELP WITH YOUR RESISTANCE IN LIFE FITNESS AND
DEPORTS TOO FOR ME THE HORSE RACING IS GOOD FOR
HUMANOS AND ANIMALS !

Anchor Level 3–D

Holistically, the essay meets the criteria for a Level 3.

Note: The essay is not indecipherable, and assessment of control of conventions must be holistic. For the purposes of this rating guide, the student’s response has been typed with standard capitalization.

Content and Analysis	Essay exhibits: • surface-level claim: <i>The horse racing should not be banned because help to with the development of the health in the humans and fitness people</i> • emerging source and topic analysis: <i>This evidence say that for the health human and for the veterians its vry important the development of horse racing for the health / This evidence say that the horse racing help to economic to increaded for industries and hotels and rsotroyants for turists</i> • confused counterclaim: <i>The horse racing should be banned because many rahorse death affect the poblation bet ween 2009–2021 / This text say that many horse rise dead ... this is very dangerous for the people</i>
Command of Evidence	Essay exhibits: • basic support using relevant and/or generalized evidence: <i>Acording to the text 1 (Is horse racing good or bad for horses) say that the benefit of horse racing is the equalitg care and treatment they receive in the world of racing, experts veterinians are always on hand to monitor the horses health and provide them with the necessary care</i> • partial avoidance of plagiarism with emerging citation format: <i>Acording to text 4 (The impact of horse on local economies: a galloping force of prosperity) / acording to the text 2</i>
Coherence, Organization, and Style	Essay exhibits: • suggests a focus on task: <i>throughout</i> • lacks organization of ideas: <i>Beginning with a claim followed by a series of single-sentence paragraphs that first attempt to support the claim, then present a counterclaim and conclude with a summation, although there is little cohesiveness</i> • imprecise language: <i>The horse racing should not be banned because is good for local people or residents because have turism and with this more money in restaurants hotels and etc / Also too help with your resistense in life fitness and deports, so for me th horse racing is good for humans and animals</i>
Control of Conventions	Essay exhibits: • emerging control: <i>throughout</i> • errors that hinder comprehension: <i>Acording to / veterinians / horses health / evidence say / turism / spectors / entertainment venues relogolrs / accomodating dining opinions / poblation / wich maintains / registry historically / disorders in / a them unprecedent 42 / and ... very dangerous for the people / in my opinion i think / industres also, too help / resistance</i>

Horse racing has been around since ancient chariot races from Greece. ^(Text 1, lines 1-12) Back then people really did not put any thought into how the horses are living just like you and I. Fortenilly today we understand that horses are living too but for some reason we still use horse races as entertainment. Has the world not changed there laughing way... apparently not.

Jockey are elite athletes. ^(Text 3, lines 2-3) So they say but some might argue the horses are the ones putting in all of the actual work. ~~Some~~ Some Jockeys can not even improve performance of there horses ~~so they use~~ on their own so they end up drugging the ~~animal~~ animal. "The use of drugging and performance-enhancing drugs in horse racing is another serious concern" ^(Text 1 lines 35-36). The idea was when they would drug the horses it would make them lighter so they would move faster ^(Text 2 lines 51-52). This forced horses ~~to~~ to push through all the pain they felt. People doing this to harmless animals is almost inhumane the risks people will go threw to win.

Anchor Level 2–A

Holistically, the essay meets the criteria for a Level 2.

Note: This essay introduces a limited claim that is indirectly related to the task.

Content and Analysis	Essay exhibits: • limited claim: <i>Fortentilly today we understand that Horses are living too but for some reason We Still use Horse races as entirtanment. Has the world not changed there tourghtering way ... apperently not</i> • unclear source and topic analysis: <i>People doing this to harmless anamils is almost inhumane the risks people will go threw to win</i> • confused counterclaim: <i>Jockey are eliet athletes ... So they Say but some might argue the horses are the ones puting in all of the actual work</i>
Command of Evidence	Essay exhibits: • basic support using some relevant and generalized evidence: <i>“The use of dropping and performance-enhancing druging ... is anothe serious concern” / paraphrased references to drugs making them lighter and faster and pushing through all the pain to address the tourghtering way</i> • consistent avoidance of plagiarism with acceptable citation format: <i>(Text 4 lines 11–12) / (Text 1 lines 35–36)</i>
Coherence, Organization, and Style	Essay exhibits: • suggests a focus on task, but lacks organization of ideas: With a paragraph introducing humanity’s longstanding relationship with horse racing, implying a desire to move beyond the practice as <i>entirtanment</i>. A second paragraph discusses jockeys and their use of <i>drugging</i>, with resulting effects on horses • basic language and sentence structure: <i>Back then people really did not put any thought into how the horses are living just like you and I / there for “their” / dropping for “doping” / threw for “through”</i>
Control of Conventions	Essay exhibits: • emerging control: throughout • errors that hinder comprehension: <i>chaiot / greece / just like you and I / Fortentilly / too but / entirtanment / there / tourghtering / apperently / Jockey are / eliet / say but / puting / own so / druging / anamal / dropping / inhumane the risk</i>

Part 2 – Anchor Paper – Level 2 – B

Hors rasing is god for hors cause in line 6 it allow then too xersise. Hors rasing is sport that god for tran hors outdoor an indoor an is fun an xpensive. Hors rasing is a god way to make monie, an travel an have fun so hors rasing is god way too mete poeple.

Anchor Level 2–B

Holistically, the essay meets the criteria for a Level 2.

Note: The essay, despite its brevity, is a Level 2 paper.

Content and Analysis	Essay exhibits: • limited claim: <i>Hors rasing is god for hors</i> • unclear or confused source and topic analysis: <i>Hors rasing is sport that god for tran hors outdoor an indoor / so hors rasing is god way too mete poeple</i> • no counterclaim
Command of Evidence	Essay exhibits: • insufficient support using limited evidence: <i>it allow then too xersise / Hors rasing is a god way to make monie, an travel an have fun</i> • insufficient avoidance of plagiarism: <i>line 6</i> is referenced, but the text is not identified
Coherence, Organization, and Style	Essay exhibits: • lacks appropriate focus on task, but suggests organization of ideas • lacks organization of ideas: With a single paragraph that focuses on how <i>Hors rasing is god for hors</i>, followed by a string of loosely connected positive examples of horse racing • imprecise language: throughout
Control of Conventions	Essay exhibits: • lack of control: throughout • errors that make comprehension difficult: <i>hors / rasing / god / it allow / xersise / is sport / that god / for tran hors / xpensive / monie / travel an have fun so / mete / poeple</i>

what do you think horse racing is an exploitative or beneficial activitie for horses?
Horse racing is a ~~active~~ ~~that~~ ~~has~~ ~~too~~ ~~many~~ ~~time~~ ~~some~~ ~~people~~ ~~likes~~ ~~and~~ ~~enjoys~~ ~~this~~ ~~sport~~ ~~but~~ ~~there~~ ~~are~~ ~~people~~ ~~that~~ ~~think~~ ~~is~~ ~~on~~ ~~exploitative~~ ~~sport~~ ~~for~~ ~~horses~~. Horse racing should be banned because horses has too many risks on this activitie. They can result with foctures, not only hoises also Jockeys, risky situations by druggin hoises.

Anchor Level 2–C

Holistically, the essay meets the criteria for a Level 2.

Note: The essay holistically achieves a Level 2 although it scores lower in content and analysis and command of evidence.

Content and Analysis	Essay exhibits: • limited claim: Horse racing should be banned because horses has too many risks on this activitie • no topic analysis: what do you think horse racing is an exploitative or beneficial activitie for horses? • confused counterclaim: Some people likes and enjoys this sport but there are people that think is on explotative sport
Command of Evidence	Essay exhibits: • insufficient support using limited evidence: They can result with foctures, not only hoises also Jockeys, risky situations by druggin hoises • no use of citations
Coherence, Organization, and Style	Essay exhibits: • little focus on task • lacks organization of ideas: With a single paragraph that introduces the idea that there are two sides to horse racing: What do you think horse racing is an exploitative or beneficial activitie for horses? This is followed by a claim in favor of banning horse racing and a sentence concerning two risks involved in the sport that impact both the horses and the jockeys • imprecise language: throughout
Control of Conventions	Essay exhibits: • lack of control: throughout • errors that hinder comprehension: think horse / activitie / that has / too many time / people likes and enjoy / people that think is on / sport / on explotative / horses has / risks on this / result with factures / risky situations / druggin

Should horse racing be banned? The horse are lately for use in events or parties for surprise or show but really the horse this practice are fine for your health or this events are the cause the depression, bad health of this animals.

I think this animals need the liberty of running vacancy, in shows the people killed or abuse of the horse the politics don't import the life or they or they don't important the species every horse are equality. I can see the reality of affect the racing in the body principally in accident of cars when this animals are transportation of place to other place. In conclusion exist anxiety of reason why the horse don't should racing because they need the liberty to live of life of money where don't affect or don't died for a simple show only for the people feel happy can't import the race, every horse important.

Anchor Level 1–A

Holistically, the essay meets the criteria for a Level 1.

Note: This essay is holistically a 1, despite being loosely related to the topic and presenting a limited claim. The essay is neither entirely incoherent nor unrecognizable as English.

Content and Analysis	Essay exhibits: • limited claim: <i>In conclusion exist variedly of reason why the horse don't should racing</i> • unclear and confused source and topic analysis: <i>In this evidense I can see the reality of affect the reacing in the body prinpil in accident of cars when this animar are transportation of place to other place</i> • no counterclaim
Command of Evidence	Essay exhibits: • insufficient support using limited evidence: <i>in shows the people killed or abuse of the horse / I can see the reality of affect the reacing in the body</i> • no use of citations
Coherence, Organization, and Style	Essay exhibits: • little to no focus on task: throughout • little to no organization of ideas: Begins with a reiteration of the task, followed by loosely related confused and unclear ideas, ending with a reiteration of the idea horses <i>need the liberty</i>, but introducing the confused concept of horses <i>liberty to live of life of monery</i> • incoherent language: <i>the horse this practice are fine / liberty of running vacancy / horse the politics don't import / don't effect or don't died</i>
Control of Conventions	Essay exhibits: • significant lack of control: throughout • errors that severely hinder comprehension: <i>horse are / partys / this events / killed or abuse of / equality / prinpil / conclusion exist / raice</i>

Horse racing. ~~It~~ Either you or someone you know was
watched it, or maybe even is involved in it.

Anchor Level 1–B

Holistically, the essay meets the criteria for a Level 1.

Note: This essay is minimal and falls at Level 1 in all categories, simply commenting on the topic.

Content and Analysis	Essay exhibits: • unrelated claim: <i>Horse racing. Either You or someone you know was watched it, or maybe even is involved in it</i> • no source or topic analysis • no counterclaim
Command of Evidence	Essay exhibits: • provides no evidence • no use of citations
Coherence, Organization, and Style	Essay exhibits: • no focus on task • no organization of ideas • minimal writing, making assessment unreliable
Control of Conventions	Essay exhibits: • minimal writing, making assessment unreliable

Yes, horse racing should be banned. Horse racing may seem fun and exciting, but people don't see how harmful it can be for the horses. Horse Racing usually put the animals at risk just for the entertainment of people and money. Horse Racing should be banned because it is harmful for horses, many are treated badly, and there is more harm than good.

The biggest problem in Horse Racing is how harmful it is for the horses. "Strains, sprains, and fractures can result from the intense physical demands placed on the horses during training and races." (Source 1, lines 29-30) Horses can get serious injuries because of the intense demands that is pushed upon them, and because of these injuries, ~~the~~ ~~some~~ Some of the horses have to be put down. ~~These~~ These races push intense training and races with the concern for the horse just to make money.

Horses aren't treated with respect and care. Trainers sometimes give their horses drugs to enhance their running or to make

the horses hide their pain because of an injury. "Trainers have been accused of making an already risky situation worse by drugging ~~the~~ horses with performance-enhancing ~~drugs~~ substances or pain-killers, animal welfare advocates say." (Source 2, lines 45-46) This puts more pressure on the animal and can make the injuries worse. Once a horse cannot race, it is euthanized.

Some people believe that horse racing shouldn't be banned because it brings in jobs and money, and people enjoy watching it. ~~But because of the~~ "One of the most direct and immediate impacts of horse racing on local economies is job creation," (Source 4, lines 21-22) Just because something is fun and profitable doesn't make it right. There are many other ways to make money and have fun without the suffering of animals. The pain and suffering horses go through ~~and~~ shouldn't be worth the benefits. Animal lives should matter more than entertainment and profits.

Horse racing causes too much pain and danger for the ~~own~~ horses. It may seem fun on the outside, but the truth

is that many horses suffer so people could be entertained. Animals should be treated with kindness and love, instead of being abused. That's why horse racing should be banned.

Part 2 – Practice Paper – B

should horse racing be banned. In my
opinion horse racing shouldn't be
banned because it keeps the
horses healthy. Yes they
might get hurt so bad they
die but at least they have
fun before.

Part 2 – Practice Paper – C

For countless years, horse racing has been a profound event nationwide in the United States. The races often bring in countless viewers, even from different states to watch these powerful animals run the track at insane speeds. Although horse racing does have some beneficial qualities, like strengthening a community by economic/social reasons and some studies showing benefits to the horse itself, there is much more clear evidence of the negative points of horse racing. The amount of stress placed on horses, who are meant to be wild free animals, to win races leads to remarkable mental and physical abuse on their bodies. Also, the number of scandals with horse doping leads me to assert that horse racing should be banned.

First off, to provide some information about the counter argument and the positives of horse racing, there is information in source 4. In this excerpt, one of the main positives to horse racing is the massive economic boost it brings to a community: "the industry encompasses a wide array of roles from stable hands and jockeys to administrative staff and event organizers (Source 4 lines 22-23). Clearly, from horse racing, not only do the major events like national races boost the economy, but just the process and formation of horse racing improves the economy. The whole horse racing industry calls for demands of jobs which increases employment rates, which are a huge factor to a stable economy. Also, the point that people could gain jobs through this system gives people a sense of purpose which is a huge positive as well. Consequently enough the money generated from horseracing often makes it back to supporting horse stables and processes like veterinarian care of food requirements for the animals.

Now, despite the positives mentioned before in Source 4, there are many more negatives that lead me to the belief that horse racing should be banned. Shifting gears, in source 2, it details just how

Part 2 – Practice Paper – C

dangerous the sport of horse racing can be for the animals, but also the jockeys on top of them. In the sport, horses are running at such fast paces but also alongside many other horses in a tight track - now this just demonstrates a recipe for disaster already. There are a huge number of injuries that happen to horses who train so hard but are hurt during the race. One of the most fatal injuries for a horse is actually when it breaks a leg for many reasons: "horses have so little soft tissue in their legs that the bone often tears through skin or cuts off circulation to the rest of the limb, leaving them prone to infection... if horses can't distribute their weight relatively evenly, they risk laminitis, a potentially fatal inflammation of tissue inside the hoof" (Source 2, lines 35-40). Clearly, this information describes how serious injuries just like breaking a leg can be for horses. Also, the number of times horses get injured is so frequent, meaning horses suffer from infections or other disorders just by trying their best in training or racing. Additional information shows that often horses aren't just subjected to injuries during races or training, but by their own trainers. There are countless reports of horse abuse by trainers - whether it be physical or mental - because of the desire to groom these animals into winning machines and not focus on their actual well-being as living things. This is a main reason why horse racing should be banned.

Another source that supports the claim that horse racing should be banned is the information presented in Source 1. In this document, it dives into the disastrous effects of drug use on horses: "The long-term effects of these drugs on racehorses can be devastating, leading to chronic health issues, organ damage, and shortened lifespans" (Source 1, lines 38-39). The fact of the matter is, as horse races become more popular and high stakes across the nation, trainers will go to any means to have their horse win the grand prize. Unfortunately, this has taken the form in giving horses foreign substances - performance enhancing drugs - which may give them a

Part 2 – Practice Paper – C

benefit for some time, but in the long run, horses suffer tremendously from these drugs. Not only are horses harmed in this process, but in general this doping problem raises a huge ethical concern in the industry. This level of cheating and scandals has only gotten worse which leads me to believe horse racing should be banned.

Despite the positive effects gained from horse racing mostly on a community and for people, these positives ~~are~~ honestly leave out the actual victims – the horses. The number of negatives given by sources 2 and 3 brings me to the point that horse racing should be banned for the well being of the horse, and should not be sacrificed for economic gain for humans.

Part 2 – Practice Paper – D

Should horse racing be banned? No I don't think horse racing should be banned because it impact cultural / community spirit and keep the horse ~~the~~ healthy physically.

I think horse racing should not be banned because it impact community and cultural spirit. A quote that show this is in text 4 it states "local businesses and community often rally together to organize festivities, parades, and entertainment surrounding these events, creating an inclusive and vibrant atmosphere." This quote shows horse racing impacting the community positively.

Another ~~reason~~ reason why horse racing should not be banned because it keep the horse physically healthy. One quote that show this is in text 1 "One of the ~~major~~ major benefit of horse racing for horses is the physical ~~and~~ exercise and mental stimulation it provide. This show the benefit to horses from racing.

On the other hand horse of the horse ~~my~~ side can't get hurt. A quote that show this in text 2 "while broken leg is easily treatable for human, it's often a death sentence for horses." This show the down side of horse racing and how deadly it is to horses.

~~It~~ Though there are huge downside ~~it~~ I still think horse racing should not be banned because it impact cultural / community spirit and keep the horse healthy.

Part 2 – Practice Paper – E

Horse racing has been a long standing historic sport, with roots trending back to the Ancient Greeks, and the sport retains popular and cultural significance today. However, a question of ethics is raised when weighing the pros and cons of horse racing, and some wonder whether it is worth it to keep the tradition alive. Although there exists controversy, no, horse racing should not be outright banned, as horse racing provides healthy mental and physical exercise for domestic horses, and it provides significant economic funding for local industry and communities.

Firstly, horse racing provides exercise for horses, stimulation and activity that is necessary to maintain the horses' health. According to source 1, "horses maintain their fitness levels, build muscle strength ... and keep their minds sharp and engaged" (Source 1, lines 7-9). Through the challenging routines and competitions of horse racing. Domestic horses are not actively racing as freely as they would in the wild, but these animals still require the physical exercises of running, racing and jumping to keep themselves in good health. Horse racing provides a catalyst for this.

Secondly, the economic benefits of horse racing should not be overlooked. Most directly, it creates job opportunities for a variety of roles in the equine industry, from jockeys to stable hands to administrative staff and event organizers (Source 4, 22-23). The economic benefits of horse racing extend beyond the sport as well. The industry greatly supports "veterinary services, feed suppliers and equipment manufacturers" and "the demand for skilled professionals and support services creates a ripple effect that" benefits "a myriad of businesses and individuals

in the local community" (Source 4, lines 27-29). The money put into horse racing, therefore, not only gives back to veterinarian and equestrian services (keeping the animals in good health) but also boosts the local economy, increasing the quality of life for residents and tourists alike.

Unfortunately, horse racing does have negative effects as well. Many people are concerned with the health risks horse racing brings to the animals. These people argue that horse racing is too unethical to keep alive in light of mistreatment and health concerns regarding the race horses and jockeys both. Regarding the safety of the horses, injuries such as broken legs (which are much more serious to horses than humans) are the cause of much of the horses' suffering on the track and can even be fatal. According to the records of the Jockey Club, "from 2009 to 2021, more than 7,200 horses died or were euthanized nationwide" due to injuries gained while racing (Source 2, lines 9-10). Although these numbers are indeed troubling, the horse racing industry has made significant effort to reform practices that subject horses to significant harm. In fact, in 2020 bipartisan U.S. lawmakers introduced and passed the Horseracing Integrity and Safety Act which formally outlaws the drugging of horses with illegal steroids and aims to protect horses from the negative effects of the drugs that produce short term wins (Source 2, lines 21-25). Substances such as these have been used in races to boost the horses' "speed and endurance", but have been shown to "have a detrimental impact on the horse's overall and well-being" (Source 1, lines 36-37). Thankfully, since the aforementioned bill was passed, authorities have been increasingly vigilant in addressing the illegal drugging of

Part 2 – Practice Paper – E

racehorses. In 2020 alone, "27 trainers, veterinarians, performance-enhancing drug peddlars and others" were charged by federal prosecutors, and in 2022 a Kentucky Derby winner "was stripped of its title after failing a drug test" (Source 2, lines 29-32).

Although horse racing, like any other sport, involves risk of injury, it is clear that managers of the industry and federal law makers alike keep the safety of horses and jockeys in mind which negates much of the argumentation presented by those who wish to ban this sport. Therefore, it seems evident that, based on the physical and mental benefits to the horse and the economic benefits to businesses and the communities where race tracks reside, horse racing should never be banned. The cons simply do not outweigh the pros.

Practice Paper A Score: 4	Holistically, this is a Level 4 essay. While the essay does provide sufficient and source-based evidence in support of banning horse racing, analysis of evidence tends to be appropriate but not thorough.
Practice Paper B Score: 1	Holistically, this is a Level 1 essay, presenting a surface-level claim, paired with minimal writing, making assessment unreliable.
Practice Paper C Score: 5	Holistically, this is a Level 5 essay because of its thorough claim and use of source-based information to support thorough analysis, while maintaining a clear focus and thoughtful organization of ideas. Even though the language is informal at times, the sentence structure is precise. There is considerable control of conventions with errors that do not hinder comprehension.
Practice Paper D Score: 3	Holistically, this is a Level 3 essay, despite being somewhat stronger in organization and conventions.
Practice Paper E Score: 6	Holistically, this is a Level 6 essay, displaying insightful analysis, incorporating a wide range of strategically selected evidence in the context of sophisticated language.

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

Criteria	4 Responses exhibit	3 Responses exhibit	2 Responses exhibit	1 Responses exhibit
Content and Analysis: the extent to which the response conveys complex ideas by: - establishing a central idea or theme - analyzing the author's writing strategy usage	- thorough central idea or theme - thorough writing strategy analysis	- appropriate central idea or theme - appropriate or sufficient writing strategy analysis	- general or emerging central idea or theme - limited, surface-level writing strategy analysis	- unclear or confused central idea or theme - confused, inaccurate, or no writing strategy analysis
Command of Evidence: the extent to which the response supports analysis by: - incorporating supporting evidence - establishing a link between writing strategy-related evidence and central idea or theme	- thorough support of ideas - clear link between specific and relevant evidence and central idea or theme	- sufficient support of ideas - reasonable link between adequate evidence and central idea or theme	- attempted support of ideas - emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme	- minimal or no support of ideas - little or no evidence
Coherence, Organization, and Style: the extent to which the response addresses the task as a cohesive, unified whole by: - maintaining focus on task - organizing ideas - optimizing language style	- clear and appropriate focus on task - logical organization of ideas - precise language and sound sentence structure	- acceptable focus on task - acceptable organization of ideas - appropriate language and sentence structure	- lack appropriate focus on task, but suggest organization of ideas - suggest a focus on task, but lack organization of ideas - basic, inappropriate, or imprecise language	- little or no focus on task - little or no organization of ideas - predominantly incoherent, or copied language - minimal original writing, making assessment unreliable
Control of Conventions: the extent to which the response establishes a framework for clear communication by: - displaying control of 9-12 band grammar, usage, capitalization, punctuation, and spelling - maintaining control relative to language characteristics	- considerable control - rare errors that do not hinder comprehension	- partial control - errors that do not hinder comprehension	- emerging control - errors that hinder comprehension	- lack of control - errors that make comprehension difficult - minimal original writing, making assessment unreliable
- A response that is predominantly a verbatim copy from the task or text with negligible student writing must be scored a 0. - A response that is entirely unrelated to the task, indecipherable, incoherent, unrecognizable as English, or blank must be scored a 0.				

In "The Year of Silence," the author uses diction to represent how human behavior changes drastically when aspects of everyday life are removed. In the beginning, we are first introduced to the "incident" of sudden silence throughout the city. The author uses ~~words~~ phrases such as "the boom," "scraping," and "shouting" to describe the noises that had disappeared. All of these reveal the significance that noise had on the city, because they all serve to exaggerate the loudness and liveliness of it. When they suddenly disappear, it is called an "incident," which implies that the event is problematic.

By the middle of the passage, however, the residents have changed to become acclimated to the silence. The same "incident" as before has turned into a source of satisfaction. The author writes that they were "exultant," "pleased," and that "even the slightest tap or ripple began to seem like an assault against the violence." The two words used to describe the residents solidify their content amidst the silence. They become so used to it, that any kind of noise is violent for them.

But by the end, yet another change takes place. Essentially in opposition to the beginning, the prolonged absence of noise in the city causes the residents to change yet again. The author writes that people were "longing" for noise, and they heard "the pulse of an ambulance siren." These phrases show both the desperation that these people developed for noise, and that when it came, it revived the livelihood of the city.

When the residents were faced with nonstop sound, they became exhausted and longed for silence. When silence

eventually took over and became normal, they grew desperate for noise to return. These changes throughout the passage demonstrate the behavioral changes humans undergo when normalcy is withdrawn from everyday life.

Anchor Level 4–A

Holistically, the response meets the criteria for a Level 4.

Note: This response provides a thorough analysis of the use of diction throughout the passage. Additionally, the student utilizes an incidental analysis of text structure, creating a response that exceeds criteria expectations for this task.

Content and Analysis	Response exhibits: • thorough central idea or theme: In “The Year of Silence,” the author uses diction to represent how human behavior changes drastically when aspects of everyday life are removed • thorough writing strategy analysis: The two words used to describe the residents solidify their content amidst the silence. They become so used to it, that any kind of noise is violent for them / These phrases show both the desperation that these people developed for noise, and that when it came, it revived the livelihood of the city
Command of Evidence	Response exhibits: • thorough support of ideas: The author uses phrases such as “the boom”, “scraping”, and “shouting” to describe the noises that had disappeared / When the residents were faced with nonstop sound, they became exhausted and longed for silence. When silence eventually took over and became normal, they grew desperate for noise to return • a clear link between specific and relevant evidence and central idea or theme: The choice of wording “incident”, “exultant”, and “pleased” links to the change of human behavior. When they suddenly disappear, it is called an “incident,” which implies that the event is problematic / The two words [“exultant” and “pleased”] used to describe the residents solidify their content amidst the silence
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: throughout • logical organization of ideas: With an opening paragraph that introduces the central idea, the writing strategy of diction and preliminary examples. Following are two paragraphs analyzing respective examples of diction aligned to their appearance chronologically within the text. A final paragraph re-examines a link between the central idea and the examples presented • precise language and sound sentence structure: By the middle of the passage, however, the residents have changed to become acclimated to the silence. The same “incident” as before has turned into a source of satisfaction / But by the end, yet another change takes place. Essentially in opposition to the beginning, the prolonged absense of noise in the city causes the residents to change yet again
Control of Conventions	Response exhibits: • considerable control: throughout • rare errors that do not hinder comprehension: no errors observed

Silence, or the absence of sound, can often instill a sense of calmness in humans, allowing many to feel at peace. In a bustling, large city, moments of silence are short and seemingly rare. In his work, Kevin Brockmeier uses vivid imagery to promote the idea that humans long for silence and peace without realizing it. By explaining the feeling of silence in a chaotic scene in great detail, it uplifts the central idea by prompting the reader to imagine the experience being described.

Brockmeier begins his passage with a scene that many have experienced, or continue to experience in their day-to-day lives. He describes the characteristics of a bustling city in great detail by mentioning commonly-seen scenes that create loud noises. For instance, he speaks about jackhammers rattling, car alarms blaring, and trains, all coming to a halt. By doing so, the reader develops an image of the setting he's describing: a busy city in which silence overtakes all noise for a short period of time. He then describes the feeling as if one is enlightened and surprised to find a brighter, more cheerful world after experiencing such moments of silence. Through this vivid description, Brockmeier allows the reader to picture what is taking place and mimic the sensory feeling of the halt in noise. This makes the reader feel peace in the midst of a chaotic scene, developing the central idea that silence brings serenity to humans, even if the longing for silence

is unknown. Vivid imagery gives the reader a sensory experience, conveying the message of the story effectively.

Kenn Brackner further expands his claim through the description of the winter season in a city. He explains how the snowflakes pad the ground, instilling a sense of calm in citizens by suppressing noise. His further use of vivid imagery allows the reader to deeply connect with the central idea and understand what he's saying; when noise is absent one's day feels less intense, promoting relaxation and causing a longing for it.

Anchor Level 4–B

Holistically, the response meets the criteria for a Level 4.

Note: Note also how various handwriting traits such as capitalization may momentarily hinder comprehension, but do not interfere with a holistic score of 4.

Content and Analysis	Response exhibits: • thorough central idea: <i>Kevin Brockmeier uses vivid imagery to Promote the idea that humans long for silence and peace without realizing it. / Silence brings serenity to humans, even if the longing for silence is unknown</i> • thorough writing strategy analysis: <i>For instance, he speaks about jackhammers rattling car alarms blaring ... By doing so, the reader develops an image of the setting he's describing / Through this vivid description, Brockmeier allows the reader to picture what is taking place and mimic the sensory feeling of the halt in noise</i>
Command of Evidence	Response exhibits: • thorough support of ideas using paraphrased information from the text: <i>He describes the characteristics of a bustling city in great detail by mentioning commonly-seen scenes that create loud noises / He then describes the feeling as if one is enlightened and surprised to find a brighter, more cheerful world after experiencing such moments of silence / He explains how the snowflakes pad the ground, instilling a sense of calm in the citizens by surpressing noise</i> • a clear link between specific and relevant evidence and central idea: <i>By explaining the feeling of silence in a chaotic scene in great detail, it uplifts the central idea by prompting the reader to imagine the experience being described / This makes the reader feel peace in the midst of a chaotic scene, developing the central idea that silence brings serenity to humans ... Vivid imagery gives the reader a sensory experience, conveying the message of the story effectively</i>
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: <i>throughout</i> • logical organization of ideas: <i>With an introductory paragraph which applies general observations about cities and humans to a central idea and writing strategy of imagery. A second paragraph contains analysis of imagery and its effect on the reader in light of the central idea. A third paragraph provides further analysis of imagery and impact on the central idea</i> • precise language and sound sentence structure: <i>Brockmeier begins his passage with a scene that many have experienced, or continue to experience, in their day-to-day lives</i>
Control of Conventions	Response exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>humans allowing / peace. in / Promote / without / jackhammers rattling car alarms blaring / halt By / Idea / surpressing / hes</i>

Throughout the text "Year of Silence" written by Kevin Brockmeier a central idea is developed and supported by the ways in which Brockmeier uses language to express the main central idea. The central idea that Brockmeier develops is that all people have a need and waiting for silence until there is too much, there needs to be a balance between the noise and the silence in life. In order to convey the central idea throughout the text Brockmeier uses comparison methods of similes and metaphors as well as Brockmeier's word choice or diction. Using these literary devices Brockmeier created a text about people wanting moments of silence and feeling a need for them to having too much silence they have to create a noise club to escape the silence.

Brockmeier's use of similes and metaphors throughout the text help to support the central idea. Stated in the text, "There was another silence... a much shorter silence, like a hiccup, the day after that". (Line 17-19) This quote shows how the silence started short and enough for a person to deal with there not being too much silence. As the text continues the silence periods begin to get longer where even the slight quiet noises became loud. Stated in the text, "The sound of our footsteps creaking... was like a horde of crickets

Scraping their wings together in a empty room.” (Lines 59-60) This shows how as the silence periods got longer and the normal times of noise got shorter everything seemed loud. Making it so too much silence can be a bad thing if there is not a balance between the noise and the silence.

Anchor Level 3–A

Holistically, the response meets the criteria for a Level 3.

Note: Although this response introduces several writing strategies, but only analyzes one, it still meets the parameters of the task; consideration of this anomaly must remain holistic, as evidenced in the notes below.

Content and Analysis	Response exhibits: • thorough central idea: all people have a need and wating for silence until there is too much, there needs to be a balance between the noise and the silence in life • appropriate writing strategy analysis: This quote shows how the silence started short and enough for a person to deal with there not being to much silence / This shows how as the silence periods got longer and the normal times of noise got shorter everything seemed loud
Command of Evidence	Response exhibits: • sufficient support of ideas: “There was another silence ... a much shorter silence, like a hiccup, the day after that” / “The sound of our footsteps creaking ... was like a horde of crickets scraping their wings together in a empty room.” • clear link between specific and relevant evidence and central idea or theme: This shows how ... everything seemed loud. Making it so too much silence can be a bad thing if there is not a balance between the noise and the silence
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: throughout • acceptable organization of ideas: With one paragraph introducing a central idea, several writing strategies and passage overview, followed by a paragraph of analysis centered on simile • appropriate language and sentence structure: As the text continues the silence periods begin to get longer Where even the slight quiet noises became loud / This shows how as the silence periods got longer and the normal times of noise got shorter everything seemed loud
Control of Conventions	Response exhibits: • partial control: throughout • errors that do not hinder comprehension: ways in which / need and wating / too much, there needs / In order ... throughout the text Brockmeier uses / to deal with there not being / noise got shorter everything seemed loud. Making it

The theme of this passage is just because you like something does not mean you should constantly do it. The author uses ~~cause~~ Cause/effect to show this.

The author talks about how fun the silence is, until that was all they had. In the text it says, "Everytime one of the silences came to an end we felt as though we had passed through a long transparent passageway a tunnel of sorts one that made the world into which we emerged appear brighter and cleaner than it had before, less trouble, more humane" (lines 20-22). As shown when a moment of silence happened everyone thought it made the world a better place. That is the cause of this, the effect is, "if more than a few days passed without some minor lull to interrupt the cacophony we would become irritable and over tender" (lines 35-36). They were so addicted to the silence that it effected them if they didn't get silence. Another cause was when the author said, "it wasn't long before a measure was passed decreeing that the City would make every possible effort "to muffle all the sources of noise within its borders" (lines 45-46). The community relied on silence so bad they started to take away noises from anything and everything. The effect of that cause was, "So many of us shared in this desire that a noise club began" (line 64). They took it so far just because they thought they liked it so it resulted in them making a club for noise. Yes you may like something but you most likely like it because you are only doing it once and a while.

Anchor Level 3–B

Holistically, the response meets the criteria for a Level 3.

Note: The brevity of explanations to lengthy quotations in this response results in excessive reliance on reader interpretation rather than explicit analysis.

Content and Analysis	Response exhibits: • appropriate central idea or theme: <i>The theme of this passage is Just because you like Something does not mean you should constantly do it</i> • sufficient writing strategy analysis: <i>As Shown when a moment of ScIENCE happened everyone thought it made the world a better place. That is the cause of this / the effect is ... They were so adicted to the ScIENCE that it effected them if they didnt get ScIENCE</i>
Command of Evidence	Response exhibits: • sufficient support of ideas: <i>Another cause was when the author said, “it wasn’t long before a measure was passed decreeing that the City would make every possible effort ‘to muffle all the sources of noise within it’s borders’” / The effect of that cause was, “So many of us shared in this desire that a noise Club began” (line 64)</i> • reasonable link between adequate evidence and central idea or theme: <i>The community relied on ScIENCE So bad they started to take away noises from anything and everything / They took it So far just because they thought they liked it So it resulted in them making a club for noise, with the connection between examples being implicit rather than explicit</i>
Coherence, Organization, and Style	Response exhibits: • acceptable focus on task: <i>throughout, favoring identification of cause and effect over development of theme</i> • acceptable organization of ideas: <i>With an introduction that states the theme and the writing strategy of cause and effect, followed by a paragraph that explains how fun the ScIENCE is, until that was all they had as the effect, using text examples. The response concludes with a sentence that reflects the theme</i> • appropriate language and sentence structure: <i>As Shown when a moment of ScIENCE happened everyone thought it made the world a better place / The community relied on ScIENCE ... they started to take away noises from anything and everything / effected for “affected”</i>
Control of Conventions	Response exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>constintly / ScIENCE / Shown when / cause of this, the effect / adicted / didnt / within it’s borders / effort “to muffle ... within it’s borders”” / noises / liked it So it / Yes you / something but</i>

Part 3 – Anchor Paper – Level 3 – C

This text is about ~~the~~ times of silence. The particular city experienced several episodes of silence, which later made them realize that they were hungry for it. At these moments, everything and every sound would ~~be~~ just stop, and when it all resumed, people longed for it to happen again. The author uses imagery to portray the central idea that when ~~the~~ people get too caught up in everyday life, they seem to appreciate the silence when it comes.

Brockmeier ~~is~~ ~~describes~~ describes what happens in the city very clearly, using details ~~that~~ which help put an image in the reader's mind. For example, in line 2, the text states, "The rattle of the jackhammers, the boom of the transformers, and the whirr of the ventilation fans all came to a halt." The detail and examples the author brings helps show what the city was experiencing, and it helps the reader get an idea of what the silence was. ~~When~~ When the text states "Not until we walked through the snow did we really discover how accustomed we had grown to the silence", it ~~shows~~ helps prove the central idea that the people truly got used to the silence after experiencing these episodes of silence. The fact that the author adds a description of the snow flakes falling on the city in the early winter is detail that helps the reader visualize ~~what~~ what the city was like. The imagery that the author uses is useful in allowing the reader to "see" ~~what~~ what the people of the city felt, and helps them realize ~~how~~ how the people got ~~accustomed~~ accustomed to the ~~city~~ silence after a while. ~~That~~ they even wanted to create episodes of their own. Especially when the author brings a description about the newspaper headings and the headings being put into every mailbox. That detail adds to the ~~central~~ ~~image~~ image of the action the people took to experience moments of ~~the~~ pure silence.

Anchor Level 3–C

Holistically, the response meets the criteria for a Level 3.

Note: This response establishes an emerging central idea about people getting *caught up in everyday life* that is not clarified, and a surface-level writing strategy analysis that relies on definitions of imagery rather than explanations of its use.

Content and Analysis	Response exhibits: • emerging central idea: <i>when people get too caught up in everyday life, they seem to appreciate the silence when it comes</i> • limited, surface-level writing strategy analysis: <i>The detail and examples the author brings helps show what the city was experiencing, and it helps the reader get an idea of what the silence was / The imagery ... is useful in allowing the reader to “see” what the people ... felt, and helps them realise how the people got accustomed to the silence after a while, presenting overviews of text which present imagery without providing analysis, relying on the reader to infer the proposed meaning</i>
Command of Evidence	Response exhibits: • sufficient support of ideas: <i>Brockmeier describes what happens ... using details which help put an image in the reader’s mind. For example ... “The rattle of the jackhammers, the boom of the transformers, and the whirl of the ventilation fans all came to a halt” / Especially when the author brings a description about the newspaper headings and the headings being put into every mailbox</i> • emerging link between partial evidence and central idea: <i>it helps prove the central idea that the people truly got used to the silence after experiencing these episodes of silence</i>
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: <i>throughout</i> • acceptable organization of ideas: <i>With an introduction that establishes a central idea that the people appreciated the silence and introduces the writing strategy of imagery, followed by a paragraph that introduces examples and analysis of imagery</i> • appropriate language and sentence structure: <i>This particular city experienced several episodes of silence, which later made them realise that they were hungry for it. At these moments, everything and every sound would just stop, and when it all resumed, people longed for it to happen again</i>
Control of Conventions	Response exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>appreciate / halt / detail and examples / examples ... helps / states “Not / own. Especially</i>

The Central idea of the text "The Year of Silence" is Sometimes all you need to do is sit in silence and look around. The author conveys this message through the literary device of setting. She uses setting when she talks about the snow falling and what it means to her.

One way the author shows us that sometimes all we need to do is sit in silence and look around is when she is talking about the early winter that was dawning. "Every afternoon a snow of soft, fat flakes would drift gently down from the sky, covering the trees and the pavilions, the mailboxes and the parking meters, the streets and the sidewalks recalling the way the snow used to soften the noise of the traffic made us experience a flutter of helpless nostalgia. Everything was different now. The sound of our footsteps creating over the fresh accumulation was like a horde of crickets scraping their wings together in an empty room" (lines 65-69). She later reveals that "Not until it was we walked through the snow did we fully discover how accustomed we had grown to the silence" (line 60-62). We see that you have to look around sometimes before we see that it had gone away.

Anchor Level 2–A

Holistically, the response meets the criteria for a Level 2.

Note: The extensive direct quotations included in this response are not student language and should not be factored into the assessment of language style and conventions.

Content and Analysis	Response exhibits: • emerging central idea or theme: <i>The central idea ... is sometimes all you need to do is sit in silence and look around</i> • limited, surface-level writing strategy analysis: <i>She uses setting when she talks about the snow falling and what it means to her and the implied analysis of the early winter that was occurring</i>
Command of Evidence	Response exhibits: • attempted support of ideas: <i>“Every afternoon a snow of soft, fat flakes would drift gently down ... accumulation was like a horde of crickets scraping their wings together in an empty room”</i> • emerging link between partial evidence and central idea or theme: <i>One way the author shows us that sometimes all we need to do is sit in silence and look around is when she is talking about the early winter that was occurring “Every afternoon a snow...</i>
Coherence, Organization, and Style	Response exhibits: • acceptable focus on task: throughout • acceptable organization of ideas: With an opening paragraph that introduces a central idea and a writing strategy, and a body paragraph attempting analysis of a central idea • basic language and sentence structure: With relatively little original phrasing, <i>we see that you have to look around sometime before we see that it had gone away</i> with about half of the response taken directly from the passage
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>conveys / divece / that was occurring “Every / revels that “not unlitl / acustomed / groun / look around Sometime</i>

In the text, "The Year of Silence" by Kevin Brockmeier the theme is that you should always take time to reflect on life and your surrounding to make a good decision. The text states "In the wake of each fresh episode a new feelings flowed through us." Another detail is "It took us a while to recognize the feeling for what it was contentment. These details show how silence gives the narrator a sense of directions and closure.

The figurative language used in the text is symbolization to symbolize silence as a collective thing to clear your thoughts. The text states "The truth was that we enjoyed the silence, and more than that, we hungered for it." Another detail states "As we drove to work trying to hear something very faint beneath the clatter of sirens and engines, these details show the sign of symbolization being silence.

Anchor Level 2–B

Holistically, the response meets the criteria for a Level 2.

Note: This response makes use of a formulaic approach to combining text evidence to support an initial statement, but does not achieve the necessary continuity to explain reasoning.

Content and Analysis	Response exhibits: • general theme: <i>In the text ... the theme is that you should always take time to reflect on life and your surroding to make a good decicition</i> • limited, surface-level writing strategy analysis: <i>These details show the sign of symbolization being silence</i>
Command of Evidence	Response exhibits: • attempted support of ideas: <i>The text states “In the wake of each fresh episode a new feelings flowed through us” / “As we drove to work trying to hear something very faint beneath the clatter of sirens and engines”</i> • emerging link between inconsistent evidence and central idea or theme: <i>These details show how slience gives the narrator a sense of directions and closure</i>
Coherence, Organization, and Style	Response exhibits: • suggest a focus on task, but lack organization of ideas: With one paragraph that attempts to explain a theme about reflection <i>on life</i> and making a proper decision and a second paragraph that attempts to symbolize silence as <i>addective</i> (addictive) • basic and imprecise language: <i>The figurative language ... is symbolizaton to symbolize silence as addective thing to clear your thoughts / show the sign of symbolization being silence</i>
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>surroding / decicition / a new feelings / what it was contentment / sense of directions / addective / states “As we drove ... the clatter of sirens and engines</i>

The central idea nothing can see real with that the author use alot of allusion while the author was giving us the allusion while telling the story I can image when he was telling some parts.

Nothing can see real the author uses allusion in the story for example the author states "a few seconds of silence overlooks the city." This show how the author uses allusion to tell the story give the idea to imagen how the city sound silence and how in reality that can sound onreal. The author also states "Suddenly there were no car alarms cutting through the air no trains scraping over their rails no steam pipes exhaling their fumes no peddlers shouting into the streets. Even the wind seemed to hesitate." This also show again how the author uses allusion and how this sound onreal in the real life. The author also states "that the city whole immense carousel of sound should stop at one and the same moment was unusual" this show how everything can be seen onreal.

Anchor Level 2–C

Holistically, the response meets the criteria for a Level 2.

Note: This response likely uses the writing strategy of *allusion* in place of the word “illusion.” The response must be evaluated as written, based solely on rubric criteria.

Content and Analysis	Response exhibits: • an unclear central idea: <i>The central idea Nothing can see real</i> • a confused and inaccurate writing strategy analysis: <i>while the author was giving us the allusion while telling the story I can image when he was telling some parts demonstrates a misunderstanding of the word “allusion,” which is also evidenced in further analysis: the author uses allusion to tell the story give the idea to imagen how the city soond</i>
Command of Evidence	Response exhibits: • attempted support of ideas: <i>“a few seconds of silence overtook the city” / “Soddenly there were no car alarms cutting through the air no trains scraping over therir rails ... Even the wind seemed to hesitate”</i> • emerging link between partial evidence and the central idea: <i>the city soond silence and how in reality that can sound onreal / how this soond onreal in the real life</i>
Coherence, Organization, and Style	Response exhibits: • lacks appropriate focus on task, but suggests organization of ideas: With an introductory paragraph that states an unclear central idea and confused writing strategy followed by a paragraph with three text examples (that are misidentified as allusions) that attempt to explain how the evidence contributes to <i>how this soond onreal in the real life</i>. The response concludes with a repetition of the central idea • imprecise language: <i>The central idea Nothing can see real with that the authour use alot of allusion / I can image when he was telling some parts / to tell the story give the idea to imagen how the city soond silence / and see for “seem”</i>
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>idea Nothing / alot / allusion while / real the / For example the / the author states “a / This show / imagen / onreal / states “Soddenly / the air no ... therir rails no ... therr fumes no / peddlers shooting / This also show agoin How / this soond onreal / the city whole / unusal</i>

Part 3 – Anchor Paper – Level 1 – A

The theme is metaphore. The reason it is metaphore is because they are comparing silence and life. They also say how the weather is silence and makes life good. Lastly it says cocktails at parties so this shows parties is life.

Anchor Level 1–A

Holistically, the response meets the criteria for a Level 1.

Note: The identification of potential metaphors does not constitute analysis.

Content and Analysis	Response exhibits: • unclear or confused theme: <i>The theme is metaphore</i> • the response exhibits no writing strategy analysis: only identification is evident: <i>The reason it is metaphore is because they are comparing silence and life / They also say how the weather is silence</i>
Command of Evidence	Response exhibits: • minimal support of ideas: throughout • little evidence
Coherence, Organization, and Style	Response exhibits: • little or no focus on task: <i>Lastly it says cocktails at parties so this shows parties is life</i> • little or no organization of ideas: Response consists of one group of sentences combining loosely related ideas • basic language: <i>The reason it is metaphore is because they are comparing silence and life</i>
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>metaphore / Lastly it says / Parties so / shows parties is life</i>

Part 3 – Anchor Paper – Level 1 – B

In "The Year of Silence", the author uses rhetorical questions to display the idea of human regret after taking advantage of what they have.

Anchor Level 1–B

Holistically, the response meets the criteria for a Level 1.

Note: The response is likely a case where the student ran out of time and produced minimal original writing. The response must be evaluated solely on rubric criteria language.

Content and Analysis	Response exhibits: • appropriate central idea: <i>human regret after taking advantage of what they have</i> • no writing strategy analysis: the writing strategy of <i>rhetorical questions</i> is only identified
Command of Evidence	Response exhibits: • no support of ideas • no evidence
Coherence, Organization, and Style	Response exhibits: • minimal original writing, making assessment unreliable • minimal original writing, making assessment unreliable • minimal original writing, making assessment unreliable
Control of Conventions	Response exhibits: • minimal original writing, making assessment unreliable • minimal original writing, making assessment unreliable

→ In "The Year of Silence" the central idea that people will always want what they don't have is explored in-depth through point of view. This theme is introduced when, after getting a taste of silence, it didn't take long for people to want it back. The narrator states, "The truth was that we enjoyed the silence, and more than that, we hungered for it" (Line 27). The second the privilege of silence was taken and it was no longer easily available, everyone collectively wanted it to return. Later, when this goal is achieved and the city is silent, "It turned out that in spite of everything the silence had brought us, there was a hidden longing for sound in the city" (Lines 63-64). In establishing silence, they took away noise, meaning that now they couldn't have noise anymore it became desirable. It's unobtainability is what drew people to it, ~~like~~ like with the silence.

This central idea of humanity always wanting what they don't have is specifically developed using point of view. The narrator acts as the collective, illustrating that "We were exultant when the rands fell silent, and pleased when the elephants stopped crying out on their cables" (Lines 48-49). The personal pronouns used in this point of view are intentional, to show the widespread appeal the silence has over the entire city that has been denied it.

Part 3 – Practice Paper – A

This collective mind is seen again when the focus changes back to the noise, and it's said that "So many of us shared in this desire that a noise club began operating, tucked away in the depths of an abandoned recording studio" (lines 64-65). The point of view is once again used to emphasize the sheer amount of people with this desire, but now in the opposite direction. Sticking with the collective tells the audience that it is in human nature to want what one doesn't have.

Part 3 – Practice Paper – B

The central idea of the excerpt "The Year of Silence" is silence isn't always a good thing. Being silent changes how the environment feels like how the author use the mood of ~~uncheerful~~, uncheerful and no ^{excitement} ~~excitement~~. There was no sounds at all and no sort of happy feeling. It feels less humane with silence than with sounds.

In lines 20–23 of the excerpt "The Year of Silence" It stated that "every time one of the silences came to an end we felt as though we had passed through a long transparent passageway, one that made the world into which we emerged appear brighter and cleaner than it had before, less troubled; more humane." This long quote means that when there are many sounds happening it felt like theres humanity and less feeling of being in troubled. when there are cheering after a long time of silence, people will feel the thrill of joy. As it is stated in lines 72 and 73 "They lay on their pillows unable to fall asleep, their minds spinning with joy". This shows how happy someone can be after hearing cheers and excitement from others.

In the short story "The Year of Silence" we notice a theme that a change in our everyday life is enjoyable for a little while. For example, the author uses irony through the story to show us that originally people in the city enjoyed the presence of silence, but after a while they began to miss it. In lines 20-23 we see that the people are amazed with how the presence of silence affects them. "Every time one of the silences came to an end we felt as though we had passed through a long transparent passageway... we emerged ~~appear~~ brighter and clearer." This quote proves the fact that they like the silence in the city.

Later in the story however we see that the citizens in the city begin to miss the noise that they used to hear every day. For example, "It turned out that in spite of everything the silence had brought us, there was a hidden longing for sound in the city. So many of us shared in this desire that a noise club had begun operating." (Lines 63-65) This quote proves the irony of the claim by showing us how even though they loved the silence, after a while, they needed to have the noise back.

A central idea of the story "The Year of Silent" by "Kevin Brockmeier" is the loud that can be the city. When the author describe the setting always to mention the silent that been and collision things like phones or cars no sound. "suddenly there were no cars alarms cutting through the air, no trains scapping over their rails, no steam pipes exhaling their fumes, no peddlers shouting into the streets. Even the wind seemed hesitate."

In his science fiction work, "The Year of Silence", Kevin Brockmeier writes about the experience of him and the people of his city when a wave of silence entered into their lives. He begins by expressing the unexpected feeling of warmth from these "episodes" of silence. Then, after months of silence, the people of the city began to realize their loss of sound and how ~~the~~ the wake of the new warmth, they had lost their normalcy in sound. Brockmeier uses ~~this~~ ~~the~~ first person, inclusive pronouns ~~and lists~~ in order to convey a sense of unity in the new feelings ~~and~~ ~~of~~ of the people and to fully describe the magnitude of the change that occurred in their city.

Brockmeier uses first person inclusive pronouns to illustrate the unity in the new feelings of comfort and warmth. ~~that~~ In the ~~24~~ ~~and 25~~ ~~lines~~ fifth paragraph after an "episode" of silence, he writes, "A new feeling flowed through us, full of warmth and lazy equanimity." He describes the new feelings that the city felt after silence erupted. Brockmeier uses the pronoun "us" as he

Part 3 – Practice Paper – E

explains the new ~~season~~ feelings of everyone and united us one city. Then, when portraying the shift in view ^{from} ~~of~~ the new silence to sound, he writes "The sound of our footsteps ... was like a horde of cicadas scraping their wings together in an empty room." Brock Meier displays the experience of stepping in the snow as one that everyone experienced. He also uses a simile when comparing the people's ^{sounds} to crickets sounds. Brock ^{meier} ~~meier~~ creates a discription a ~~of~~ shift in perspective of an entire community as one. He does this through the use of pronouns like "us", "we" and "our". A sense of unity and oneness is created through the experiences of "The Year of Silence".

Practice Paper A Score: 4	Holistically, this is a Level 4 response, with a thorough analysis of point of view with <i>the narrator</i> acting <i>as the collective</i> to show the universality of human nature, although conventions tend to lean more towards partial control.
Practice Paper B Score: 2	Holistically, this is a Level 2 response, with a generalized central idea and limited, surface-level analysis of mood. There is an attempted support of ideas, but evidence used is inaccurate in showing the link to the central idea that <i>silence isn't always a good thing</i> . There is a suggested focus, but the response lacks organization of ideas, and language is basic and imprecise, although convention errors do not hinder comprehension.
Practice Paper C Score: 3	Holistically, this is a Level 3 response, with an appropriate theme, appropriate analysis of irony, and sufficient support of ideas. The response provides a reasonable link between evidence and the theme, with an acceptable focus throughout and an acceptable organization of ideas. The language is appropriate and there is considerable control of conventions with only two spelling errors in the response.
Practice Paper D Score: 1	Holistically, this is a Level 1 response. Although the response provides a writing strategy, it opens with an unclear central idea and offers one piece of evidence. Ideas are not developed and language is incoherent at times.
Practice Paper E Score: 3	Holistically, this is a Level 3 response, fulfilling all criteria for a Level 3 paper, with an appropriate central idea on the <i>unity</i> of the people in their desire for silence that is supported by the use of the <i>first person, inclusive pronouns</i> . Two examples of the strategy are discussed with an extraneous comment on the use of a simile. The organization and language is acceptable with partial control of conventions, using some erratic capitalization.

Map to the Learning Standards
Regents Examination in English Language Arts
June 2026

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

The *Chart for Determining the Final Examination Score for the June 2026 Regents Examination in English Language Arts* will be posted on the Department's website at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> no later than June 26, 2026.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts – JUNE 2026

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

(Use for the June 2026 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	63	2
55	99	5	26	62	2
54	98	5	25	61	2
53	96	5	24	60	2
52	95	5	23	59	2
51	94	5	22	57	2
50	92	5	21	56	2
49	91	5	20	55	2
48	89	5	19	54	1
47	88	5	18	52	1
46	86	5	17	51	1
45	85	5	16	49	1
44	84	4	15	48	1
43	82	4	14	46	1
42	81	4	13	44	1
41	79	4	12	42	1
40	78	4	11	40	1
39	77	4	10	37	1
38	75	4	9	35	1
37	74	3	8	32	1
36	73	3	7	29	1
35	72	3	6	26	1
34	71	3	5	22	1
33	69	3	4	18	1
32	68	3	3	14	1
31	67	3	2	10	1
30	66	3	1	5	1
29	65	3	0	0	1
28	64	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 *Directions for Scoring Regents Examinations January, June and August Administrations* found at:

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

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