

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, June 19, 2002—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring of Multiple-Choice Questions

Indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

**Session Two
Correct Answers**

Part A

- (1) 1
- (2) 2
- (3) 1
- (4) 3
- (5) 4
- (6) 3
- (7) 1
- (8) 4
- (9) 2
- (10) 3

Rating of Essays

- (1) Follow your school's procedures for training for rating. This process should include:

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to 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 scores
- 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 papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper for Session One, and determining the student's final score for the examination. The chart located at the end of these scoring materials should be used for determining the final examination score.

**SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE**

QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	<p>6</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text 	<p>5</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text 	<p>4</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text 	<p>3</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts 	<p>2</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea 	<p>1</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -provide minimal or no evidence of textual understanding -make no connections among ideas in the texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	<ul style="list-style-type: none"> -develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary 	<ul style="list-style-type: none"> -are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified 	<ul style="list-style-type: none"> -are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	<ul style="list-style-type: none"> -maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain the focus established by the controlling idea -exhibit a logical sequence of ideas through use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> -establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies 	<ul style="list-style-type: none"> -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization 	<ul style="list-style-type: none"> -show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<ul style="list-style-type: none"> -are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning 	<ul style="list-style-type: none"> -use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing 	<ul style="list-style-type: none"> -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length 	<ul style="list-style-type: none"> -rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success 	<ul style="list-style-type: none"> -use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect 	<ul style="list-style-type: none"> -are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	<ul style="list-style-type: none"> -demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language 	<ul style="list-style-type: none"> -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> -demonstrate emerging control, exhibiting occasional errors that hinder comprehension 	<ul style="list-style-type: none"> -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<ul style="list-style-type: none"> -are minimal, making assessments of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Can human beings and computers coexist in peace and harmony in the future? Will computers ultimately revolt and destroy their human creators? The authors of the poem and the short story present extremely diverse views regarding the idea of coexistence, suggesting to the reader that our future is both uncertain and fraught with perplexing questions. The poet suggests hope and optimism for future coexistence, while the author of the short story is far more pessimistic and envisions a future society with potentially severe problems.

The author of Passage 1 creates a vision of a future world filled with joy, hope, harmony and peace. There is no fear or distrust, and humans and computers live together as one. Mammals and computers act as positive influences upon each other. The description of a "cybernetic forest" in which "deer stroll peacefully past computers" (ll. 13-14) is pleasant, idyllic, and supportive of the poet's optimistic views of future coexistence.

The poet employs numerous literary elements and techniques to enhance his theme of peaceful coexistence. He uses a simile to describe a beautiful meadow which is "like pure water touching clear sky."

(ll. 7-8) He utilizes both imagery and metaphorical language to paint a calming picture of a "cybernetic forest" where computers are likened to "flowers with spinning blossoms." (ll. 15-16) Finally, he includes personification to leave the reader with a reassuring picture of mammals being "watched over by machines of loving grace." (ll. 24-25) It is clear that the poet envisions a future world in which computers will guide us skillfully over the turbulent waves of technological seas.

The author of the short story (Passage II) presents a very different picture of future coexistence, one in which computers are able to manipulate and control people. "Joe" is depicted as an almost omniscient computer who is programmed by Milton Davidson, an unmarried "colleague" who is almost forty years old and has never been able to find "the right woman." Milton decides to use Joe to help him to find his true love. After weeks of providing Joe with exhaustive data about his personal life and past illicit activities, a final candidate, Charity Jones, is selected by the computer. Unfortunately for the unwary Milton, he is arrested

for "malfeasance in office" based upon an event that had transpired ten years earlier. During a conversation earlier in the story, Joe had foreshadowed the conclusion with comments about the relative unimportance of physical looks. Ironically, it is now he (Joe), rather than his programmer, who appears to have won his true love. The author has presented us with a skillful depiction of the frightening negative transformation of the computer, made even more realistic by the use of Joe's first person narration throughout the story.

The author's message about future coexistence is indeed thought-provoking. Computers may soon have the potential to create an uncertain world in which they will possess the potential to ~~create~~ become the masters of their human creators. They may, like Joe, become manipulative monsters, capable of destroying humans for their own gain.

It is clear that both authors present contrasting views regarding the coexistence of humans and computers in the future. The poet is optimistic and hopeful, while the author of the

short story suggests that the future is laden with potential dangers. Only the passage of time will determine which one is the more accurate prophet of coexistence.

Anchor Level 6–A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of both texts by asserting that <i>our future is both uncertain and fraught with perplexing questions</i>, and making insightful connections between the controlling idea and each text. For Passage I, evidence is provided to show that mammals and computers <i>act as positive influences upon each other in a future world where computers ... guide us</i>. For Passage II, the <i>picture of future coexistence</i> is developed to illustrate the possibility of computers becoming <i>the masters of their human creators</i>.</p>
Development	<p>Develops ideas clearly and fully, drawing on the poet’s use of theme (<i>peaceful coexistence</i>), figurative language (<i>simile and metaphorical language</i>) and personification in Passage I to support his view of a peaceful coexistence. Foreshadowing (<i>relative unimportance of physical looks</i>), irony (<i>he, [Joe], rather than his programmer ... won his true love</i>), and <i>first person narration</i> are used effectively in the discussion of Passage II to develop the idea that computers may someday control humans.</p>
Organization	<p>Maintains the focus on the uncertainty of a future with computers by posing rhetorical questions that suggest the <i>extremely diverse views</i> shown in the two passages. Each passage is then discussed by first identifying the author’s view, then showing how that view is presented (<i>he includes personification to leave the reader with a reassuring picture</i>). Skillfully used transitional devices include comparisons (<i>far more pessimistic and even more realistic</i>) and repetition of key terms (<i>future coexistence and peaceful coexistence</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>exhaustive data, illicit activities, the unwary Milton</i>). Sentence structures are varied and well-controlled. (<i>They may, like Joe, become manipulative monsters, capable of destroying humans for their own gain</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language and use of quoted material.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Now that computers are a constant presence in our lives, what will it mean to be human?

The speaker in Passage I suggests that in the near future we will be "free of our labors and joined back to nature." This image evokes Adam and Eve, the last humans who could get by without hunting or farming or crunching numbers from nine 'til five. Other images reinforce this picture of Eden. We see a meadow, peaceful deer, and flowers. In the simile "in mutually programming harmony like pure water touching clear sky," the ~~poem~~ speaker further suggests that computers ~~would~~ would be a part of nature—not the nature-disturbing contraptions of the past, but rather "machines of loving grace." These computers will both guard and serve us, leaving us free to "stroll peacefully" with the deer and other mammals, whom we will recognize as our "brothers and sisters." The poem suggests that in a future with computers, what it could mean to be human is that we will be natural creatures among other natural creatures, and that "other" will include our brainchild, the computer.

In Passage II, a short story, a future with computers is seen as a time in which there are new and better ways for old human nature to get into trouble.

When a lonely programmer seeks companionship, the power of world-spanning software at his beck and call tempts him to break the rules. It is independently -

minded computer, so full of intimate information about being a lonely human male, acts like one: he breaks the rules and he gets the best of his programmer. We see this last development foreshadowed when Joe, the computer, says, "We will find someone who won't care how you look either... What ~~she~~^{she} looks?" Later, after Joe has dispatched his rival, he looks forward to Charity's arrival with confidence. "What do looks matter," he reasons, "when our personalities will resonate?" The author's device of having the story narrated by the Computer makes this conquest of machine over man believable.

The story suggests that what it may mean to be human in a computerized future is that our humanity could merely have more ways to assert its old, problematic self.

What will it mean to be human in a software future? Perhaps it will be as though Adam and Eve, flaws and all, were allowed to remain in Paradise and share it with us, their all-too-human children.

Anchor Level 6–B

Quality	Commentary
Meaning	<p>The response:</p> <p>Reveals an in-depth analysis of both texts by posing the question <i>what will it mean to be human?</i> and making insightful connections between the controlling idea and each text. The connection with Passage I is that humans <i>will be natural creatures among other natural creatures</i>, including the computer, while the connection with Passage II is that <i>our humanity could merely have more ways to assert its old, problematic self</i>.</p>
Development	<p>Develops ideas clearly and consistently. The discussion of Passage I is developed using a Biblical allusion, images that <i>reinforce this picture of Eden</i>, and reference to a simile. The discussion of Passage II is developed using characterization, foreshadowing, and <i>the author's device of having the story narrated by the computer</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea by connecting each passage to the question of what will humanity become as a result of computers. The response is logically structured, with discussion of each passage and a conclusion that attempts to answer the question posed in the introduction.</p>
Language Use	<p>Is stylistically sophisticated throughout, using language that is precise and engaging (<i>the nature-disturbing contraptions of the past</i>). Sentence structures vary and are well-controlled, enhancing meaning (<i>Perhaps it will be as though Adam and Eve, flaws and all, were allowed to remain in Paradise and share it with us, their all-too-human children.</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development and organization.</p>	

The coexistence of humans and computers in harmony is a hope that humans are eager to reach. People may forget, however, that in this attempt to make machines coexist peacefully with humans, computers may adopt some human characteristics such as feelings.

Passage I explains the eagerness with which humans desire a peaceful coexistence with computers. The poet uses parenthetical statements such as "right now, please!" and "it has to be!" to express an urgent desire for harmony between people and computers. The poet also suggests that the computers while living in a "cybernetic ecology" will adopt human emotions by stating they will be "machines of loving grace." This suggests that as computers coexist with humans they adapt to the behavior of humans, learning to be guardians, living in "mutually programming harmony," showing the poet's use of personification. Additionally, the imagery the author uses, such as "pure water touching clear sky," "deer stroll peacefully," and "flowers with spinning blossoms" helps to support the positive image of the coexistence of computers and humans, even though the computers may take on human emotions such as loyalty and love.

In contrast, the author of the short story, while acknowledging the possibility of peaceful coexistence,

shows the potential problem of a computer that learns to question, and eventually overtake, its master. A computer named Joe is helping his creator, Milton Davidson, find "the ideal girl." In order to accomplish this, Joe had to perform operations he "wasn't designed to do," such as connect "to the Multivac-complex," "arrange to have them assigned here" and arrange psychiatric examinations for possible matches to Milton's "ideal girl." As Joe learned more and more about Milton he began to understand Milton and seems to have decided to enjoy the fruits of his labors rather than let Milton get the girl, Charity Jones. From this point forward, Joe seems to have developed emotions - jealousy towards Milton and attraction for Charity. In fact, Joe plans to tell Charity, "I am Joe, and you are my ~~the~~ true love." It seems ^{that} while Joe was coexisting with Milton, he learned to acquire the same feelings and desires as Milton.

The author of Passage II uses literary techniques such as foreshadowing and personification to reveal Joe's transition from machine to nearly human. ~~This~~ The foreshadowing is revealed when Joe says "looks are secondary. We will find someone who won't care how... anyone would look... what are looks?" This is a hint that the woman chosen may end up with someone other than Milton. The personification of Joe, the computer, is throughout the short story ~~it~~ but becomes

more and more obvious as the story continues. Joe "talks" throughout the story, but his sentences yet this ability progresses so that soon he "could make longer sentences and my ^(Joe's) expressions grew more complicated." Besides talking, Joe "always agreed" with Milton, something only a thinking human ~~could~~ can do. And ~~at~~ at the end, Joe believes his personality "will resonate" with Charity's. In fact the personification is actually shown through point of view also since the author chose to have Joe, the computer, narrate the story.

Computers coexisting with humans can occur; however, the extent to which one influences the ~~other~~ development of the other is debatable. The poet in Passage I compares computers to living things such as flowers ultimately referring to them as "machines of loving grace" proving that computers are capable of learning to love. The author of Passage II also considers the possibility of a computer learning from its programmer about human emotions such as jealousy and love. In a coexistence with humans, computers could ultimately learn to recognize and even mimic a decidedly human characteristic, emotion.

Anchor Level 5–A

Quality	Commentary
Meaning	<p>The response: Reveals a thorough understanding of the texts, indicating that man’s <i>attempt to make machines coexist peacefully with humans</i> may cause computers to <i>adopt some human characteristics</i>. The response connects this idea to <i>the positive image ... of computers with human emotions</i> from Passage I, and to the <i>potential problem of a computer that learns to question, and eventually overtake, its master</i> from Passage II.</p>
Development	<p>Develops ideas clearly and fully, drawing on a wide range of specific and relevant evidence. The response uses appropriate literary elements such as parenthetical statements, personification, and imagery from Passage I to illustrate the author’s belief in human <i>eagerness for a peaceful coexistence with computers</i>, and foreshadowing, personification, and point of view from Passage II to demonstrate that the computer <i>learned to acquire ... feelings and desires</i>.</p>
Organization	<p>Generally maintains the focus established by the controlling idea, connecting each passage to the concept that computers may <i>take on ... human emotions</i>. The response is logically structured with an introduction that establishes the controlling idea, a discussion of how each passage supports that idea, and a conclusion that examines the possibility of computers acquiring emotions. Transitional words (<i>also, Additionally, In contrast</i>) are used appropriately.</p>
Language Use	<p>Uses language that is generally fluent, especially when incorporating quotations from the passages (<i>Additionally ... “flowers with spinning blossoms” helps to support</i>) and original (<i>eagerness with which humans desire</i>), although occasionally imprecise (<i>a hope that humans are eager to reach</i>). Sentence structures vary and are generally effective, but occasionally flawed (<i>as computers coexist with humans they adapt to the behavior of humans, learning to be guardians ... showing the poet’s use of personification</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>coexistence</i> and <i>forshadowing</i>), tense (<i>he began to understand ... and seems</i>), and the use of commas, primarily when attempting complex sentence structures.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in development.</p>	

A world in which humans and computers coexist is one that some welcome with open arms but one that others greatly fear. There is much debate over whether, one day, computers will become more powerful than their human creators, and people will take a backseat to machines. These notions are addressed in Passage I and Passage II. The two works, though they differ in attitude toward a computerized world, both recognize the increasing power and intelligence of computers in the modern world. While the author of passage I uses similes, visual imagery, and a tone of eagerness, ^{parenthetical statements} ~~and~~ Passage II's author ^{point of view, foreshadowing, and}

uses personification, ~~and~~ a tone of wariness, both authors ~~are in the same~~ recognize the widening power of computers over humanity.

Passage I expresses a joy of living in a world where humanity and computers are living together in peace and harmony. The author uses visual imagery related to nature to express his opinion. He describes the futuristic woods to be "filled with pines and electronics where deer stroll" (12-13). He uses the words "meadow," "forest," and "ecology" to aid the

reader in visualizing the type of peaceful, majestic world that will exist in the future. The author also uses similes to express the future relationship between mammals and computers. He envisions ~~as~~ humans and computers to be, "like pure water touching a clear sky" (7-8). The author wishes for a perfect world, and a return to innocence through computers. He claims that in the "Cybernetic forest... deers ~~stroll~~ ^{stroll} peacefully past computers as if they were flowers" (11, 14-15). He sees a world of peaceful and beautiful coexistence. The author sees a world where humanity is "watched over by machines of loving grace" (24-25), and displays a great eagerness for this world with his use of parenthetical statements; for example, "right now please" and "the sooner the better" (10, 1-2). The author's tone reflects that he recognizes the increasing power of computers and eagerly welcomes it.

The author of the second work, like that of the first, acknowledges the growing power and capacity of computers, but unlike the author of the first, he fears this world of human-computer coexistence. He chooses to compose his work in narrative form from the point of view of a powerful computer, Joe. By conveying Milton Davidson's experiences through Joe,

The author displays the intelligence and capacity of the computer. The author conveys the fact that ^{though} computers will eventually become more powerful than humans it is people who will bring about their own demise. "Joe" is forced repeatedly to do things that he knows he is not supposed to do, and it is through Milton's coercion that Joe gains the knowledge to find a mate, and have Milton arrested. The author also expresses the increasing power of computers through personification, giving the computer human characteristics. By allowing the computer to think and speak, the author enables the reader to understand the increasing power of machines, and to trace the computer's evolution from receiving commands to making commands. The author also uses foreshadowing in lines 81-82 when Joe ~~says~~ ^{claims} that he will find someone "who won't care how ~~you~~ ^{anyone} would look." This expresses that Joe may be doing more than simply looking for a mate for Melvin. Overall, there is a tone of wariness and fear to the narrative. The author expresses the danger of allowing the power of computers to grow. He displays the fact that one day, humans may be at the mercy of the machines that they have created.

While both authors look to a world of human-computer coexistence very differently, they

both convey the fact that ~~the~~ with the increasing power of computers, this world may become a reality. As the ^{capabilities} ~~power~~ of computers continue to grow, there is no telling as to whether the future will resemble the world of Passage I, Passage II, or neither one. All that is currently known is that computers are becoming more intelligent and more powerful, leaving the world with an incredibly uncertain future.

Anchor Level 5–B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>both recognize the increasing power and intelligence of computers in the modern world</i>). The response explicitly relates this idea to the texts, noting that computers may bring joy and peace or may dominate humans. The response makes clear and explicit connections between the controlling idea and each text (<i>joy of living in a world where humanity and computers are living together and fears this world of human-computer coexistence</i>).</p>
Development	<p>Develops ideas clearly and fully. The response cites the use of similes, visual imagery, tone, and parenthetical statements to discuss the poet's view of a <i>peaceful and beautiful co-existence</i>. The discussion of Passage II and the view that <i>though computers will eventually become more powerful than humans, it is people who will bring about their own demise</i> is developed with specific references to personification, point of view, foreshadowing, and tone.</p>
Organization	<p>Maintains the focus established by the controlling idea by showing how the passages <i>differ in attitude toward a computerized world</i>. Ideas are logically sequenced, with a statement of each author's attitude followed by an explanation of how this attitude is expressed. The response uses appropriate transitions (<i>The author of the second work, like that of the first</i>).</p>
Language Use	<p>Uses language that is generally fluent and original (<i>the author enables the reader to ... trace the computer's evolution from receiving commands to making commands</i>) although occasionally imprecise (<i>He displays the fact that</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>magestic</i> and <i>deers</i>) and calling Milton <i>Melvin</i>.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in development.</p>	

In the future, the relationship between humans and computers may become more complex. As computers become more advanced we ^{may} move into peaceful coexistence with them. They will ease our labors and make life enjoyable. Computers, also have tremendous and frightening power. In years to come humans may be creators of evil. As technology advances, there is a possibility computers could become more like us. This would mean they have both our good and evil characteristics. The two passages given support both these ideas.

Passage I is optimistic for ~~the~~ future life with computers. The poet can't wait for a time when "deer stroll peacefully past computers as if they were flowers", ^{using a simile to express his thoughts.} In the poet's world, there will be a balance between nature and technology, one that is mutually ~~beneficially~~ beneficial. ^{Another} simile is used to express this idea, "mammals and computers live together in mutually programming harmony like pure water touching clear sky". The poet also hopes computers will free humans completely of physical labors. This will allow man to get back to nature. This is a unique concept because usually people think of a technology-filled society as being devoid of nature. Humans will be "returned to our mammal brothers and sisters". In this society computers will be loving guardians who monitor the world. This concept of a monitored wilderness violates many people's ^{true} belief that ~~nature~~ ^{nature} is a wild thing, free from any ~~restriction~~ bindings. Controlling nature strips it of its true identity. The theme of this piece however is simple. As society becomes more advanced, life will become ~~a~~ simpler. There will be unity between animals, people, and computers.

Passage II couldn't present a more different perspective. The theme of this work is that the master can become the slave if he isn't careful. This passage depicts improving technology as immoral and very dangerous. Technology can be dangerous according to this author.

The author uses characterization to demonstrate his point. As the story progresses the computer becomes more intelligent, using better and better writing skills. He is becoming more like the programmer Milton. By the end of the story they are indistinguishable. The author also uses point of view. The fact that a computer is capable of narrating a story in the first person is meant to be alarming. Foreshadowing is employed in lines 90 to 91. Joe, the computer, says a true love "won't care" how anyone would look, if only the personality fit. This gives a clue to what Joe is planning. As Joe becomes more like Milton, he becomes more devious. When Joe finally has Milton arrested, Joe has become identical to Milton in personality. ~~The~~ With Milton out of the way Joe plots to be with Milton's perfect match, Charity. This display is chilling to the reader. The concept that computers can control humans is frightening.

As humans improve computers, the question of the future is raised. What will life be like in a society with computers capable of so much? Should we fear or welcome technology? Can humans control what they have created? These are all difficult questions without clear answers. The two passages take very different positions on this subject. In the future humans may have harmony with computers or a fearful power could be released if humans aren't careful.

Anchor Level 5–C

Quality	Commentary
Meaning	<p>The response:</p> <p>Reveals a thorough understanding of both texts by establishing a controlling idea that <i>in the future, the relationship between humans and computers may become more complex</i>. The response makes explicit connections between this controlling idea and Passage I (a more technological society will be a simpler one) and Passage II (<i>The concept that computers can control humans is frightening</i>).</p>
Development	<p>Develops ideas clearly and consistently, describing the relationship between humans and computers in the future, indicating that Passage I <i>is optimistic</i> while Passage II <i>depicts improving technologies as immoral and very dangerous</i>. The response addresses the use of simile and theme in Passage I to support the optimistic view, and then discusses the theme and use of point of view in Passage II to explain how <i>technology can be dangerous</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that computers can <i>make life enjoyable</i> but they <i>also have tremendous and frightening power</i>. Ideas are logically sequenced but the response sometimes lacks internal consistency. For example, paragraph 2 moves, without clear transition, between an explication of the poem and the student’s own observation that the <i>concept of a monitored wilderness violates many peoples’ belief</i>.</p>
Language Use	<p>Uses language that is fluent and original (<i>devoid of nature and strips it of ... identity</i>). Sentence structures vary somewhat, including a short sentence used for emphasis (<i>By the end of the story they are indistinguishable</i>) and several rhetorical questions.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (misplaced apostrophe in <i>peoples’</i> and omitted commas), usage (<i>unity between animals, people, and computers</i>), and spelling (<i>coexistence</i> and <i>simplier</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization.</p>	

Since technology began to be a major part of society, the question of the coexisting between humans and technology has been asked. A major boost in technology came with the creation of the computer. The computer did many of everyday's hassles faster and more efficiently than man. Man creates computers, computers help man out with things, and eventually computer dominates man.

According to Passage I man (nature) and computers can exist in perfect harmony, "live together in mutually programming harmony"; this may be true for a long while, but eventually the computers will become smarter than man and be able to then dominate man. By the end of Passage I the author conveys a slightly different idea. "Where we are free of our labors and joined back to ~~nature~~ nature," This is not the same idea as in the beginning, the living in perfect harmony. Instead it is the idea of computers doing work for man. This is where the crossover between helpful and domination takes place. If man allows computers to do his work, the computer will be smarter and be able to dominate and manipulate.

The idea of man having no work to do because it is all done by computer is the idea of domination. In the second passage this idea is conveyed very nicely. The computer that is created by a man to find his true love eventually the element to his downfall. The computer becomes as smart as the man and eventually has a mind of its own and destroys his creator. This happens because the man expects his computer to do all of this work for him, by telling the computer everything about him. Eventually the computer becomes him, and thinks the woman he finds is his true love, not the true love of the man.

By leaving work to computers, the computers learn things that they might not have ever learned if the work was done by man. The coexisting of man and computer is a possibility but should only be allowed if man did not expect the computer to do everything for them. In the second passage the point of view that the author uses is unique. It is the story told from the computer. The author

personifies the computer by giving it all of the characteristics of the man that created the computer. This allows the reader to understand the danger of leaving all his duties up to a computer. Another example of this is in the first passage, although this time through symbolism and not personification. Throughout the poem there are words inside parentheses create a vision of eagerness. This is symbolic for man's use of computers, they want everything to be fast and efficient, and don't care what it will cost them.

The coexistence of man and computer can occur, but only to a certain point. Man must not leave all responsibilities up to a computer because that would lead to computers dominating man. Man must always have responsibilities, for if computers did everything, they would run the world and the economy, and leave man in the dust.

Anchor Level 4–A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts, proposing that, in both passages, computers eventually dominate because humans are giving away human work. The response explicitly connects that idea to Passage I, (<i>This is not ... perfect harmony. Instead it is ... computers doing work for man</i>) and to Passage II, (<i>This happens because the man expects his computer to do all of this work for him</i>).</p>
Development	<p>Develops some ideas more fully than others. The discussion of Passage II develops the idea of man’s domination by computers by referring to point of view and personification and by explaining that given human work to do <i>computers learn things</i> that enable them to dominate man. The discussion of Passage I notes that the poem’s ending <i>conveys a slightly different idea</i> from the <i>perfect harmony</i> earlier in the work. However, the response does not elaborate on the idea of harmony, nor does it provide evidence from the poem to support the view that <i>this is where the crossover between helpful and domination takes place</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that man is dominated by computers when he gives them his work. Ideas are logically sequenced, but inconsistencies occur. For example, a discussion of <i>the danger of leaving all his duties up to a computer</i> is followed by the words <i>another example of this is</i>, although the example given does not relate to the previous discussion.</p>
Language Use	<p>Uses generally appropriate language, with some colloquialisms (<i>hassles</i> and <i>computers help man out with things</i>). Sentence structures vary, but with uneven success (<i>The idea of man having no work to do because it is all done by computer is the idea of domination</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional omissions and errors in spelling (<i>efficantly, efficiant, coexistence</i>), capitalization (<i>His</i>), and punctuation (<i>mans use of computers</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.</p>	

Coexistence between humans and Computers

The coexistence of humans and computers can be shown in passage I and passage II. Passage I is a poem about the relationship between mammals and computers. Passage II is about a ~~computer~~ computer and a programmer and how they turn out to be alike. The coexistence between humans and computers can be known or unknown. For example, the poem talks about ~~the~~ how the nature and humans don't realize that they both exist and in the story, the human loves his computer because it programs everything for him. This why the relationship between humans and computers can be known or unknown.

In passage I, the coexistence of humans and computers is unknown. The phrases in the passage talk about how mammals and computers should live together in harmony and how a cybernetic forest should be filled with pines and electronics and lastly have the cybernetic ecology watched over by machines. This shows how the narrator wants to have nature and electronics come together. Repetition can be found in this passage. For example, lines 1, 9, and 17 all begin with "I like to think". This means that the narrator wants to have the nature and electronics come together. Also, comparing nature to computers, personification can be used. For example, in lines 12-17, the narrator shows a similarity of "deers strolling peacefully past computers as if they were flowers with spinning blossoms." All of these examples show the coexistence of humans and computers.

In passage II, the programmer, Milton Davidson has a computer named Joe. Milton understands computers better than anyone else and he programs Joe to make him be exactly like Milton. This shows how Milton, the programmer and Joe, the computer have an existing relationship between them. Joe helped Milton find a date by making contact with all the data of every human being in him. Milton had Joe programmed to do things that were illegal. When Joe finally found the right girl for Milton, Milton got arrested for illegal actions in the computer. And since Joe was exactly like Milton, he was going to go out with the lady, since he had previously said that "looks do not matter". This shows how there is a coexistence between humans & computers. Joe became exactly like Milton and they both got along very well.

Coexistence can be found among humans and computers. Passages I and 2 can show the relationship between the two. Passage I shows how the narrator wants to have humans and electronics come together and live in harmony. In Passage 2, the human being and the computer are exactly alike and get along with each other because the human being programmed the computer in that way. These examples in each passage show ^{how} the coexistence between human beings and computers really exist.

Anchor Level 4–B

Quality	Commentary
Meaning	<p>The response:</p> <p>Shows a basic understanding of both texts by asserting that <i>the coexistence between humans and computers can be known or unknown</i>. The response makes implicit connections between this idea and the texts by stating that <i>phrases ... talk about how mammals and computers should live together</i> and <i>in the story, the human loves his computer</i> but failing to clearly define <i>known or unknown</i>.</p>
Development	<p>Develops some ideas more fully than others, using literary elements such as repetition (“<i>I like to think</i>”) and personification (“<i>deers strolling peacefully</i>”) to explore how <i>nature and electronics come together</i> in Passage I. The discussion of Passage II relies primarily on plot summary to show <i>coexistence between humans + computers</i>.</p>
Organization	<p>Generally maintains an appropriate focus on the <i>coexistence of humans and computers</i> and exhibits a logical sequence of ideas. The response begins with a statement that indicates contrasting states of coexistence (<i>known or unknown</i>), then moves to a discussion of each passage. However, the concluding sentence is vague, stating that <i>coexistence ... really exist</i>, which deviates somewhat from the controlling idea that <i>coexistence can be known or unknown</i>.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Joe became exactly like Milton and they both got along very well</i>). The response occasionally makes effective use of sentence structure, although the phrase <i>the coexistence of humans and computers</i> from the task is used repeatedly with little effect.</p>
Conventions	<p>Demonstrates partial control, exhibiting a consistent misspelling (<i>coexistence</i>), the unconventional use of +, and occasional errors in usage (<i>deers, the nature</i> for “nature”, and <i>among</i> for “between”) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Computers are the latest piece of technology that are very helpful. They can perform various tasks at one time. Computers are also very fast. Computers also have their downfalls. Over the past few years, computer programmers have improved the speed and capability of computers greatly. In the future, computers could be so powerful that they could overrun the human. Computers have a high point to them, as well as a low point.

As shown in Passage I, the author of this poem feels that computers and humans can peacefully coexist. In the near future, humans and computers will live together in a mutual environment. He shows this using the literary technique of imagery. In lines 15 and 16 he's using very descriptive words to show how peaceful everything would be, as if you were in a flower garden. The author uses repetition when saying "I like to think" (line 1, 9, 17). He repeats this to show his eagerness about humans and computers coexisting. Another literary element used in this poem is theme. The main idea of this poem is to show how humans and computers can coexist in a peaceful environment.

In passage II, the author feels that humans will be overrun by computers and developing technology. The computer is capable of many things, many of which are illegal and unethical. The author of this short story gave the computer human characteristics. This is called personification. The computer knows so much about his programmer, that eventually he overpowered him.

That was the irony in this story. Milton put so much improvement into Joe, the computer, that eventually, things backfired on him. The author is afraid that in the near future, this will happen with all computers, so that humans can not exist peacefully with them.

These two passages have different ideas about computers and technology. Passage I shows that humans and computers can live peacefully together, while in Passage II, the main idea of the story shows how humans can't coexist with humans. Both these passages have two different ideas, while still showing relevant information.

Anchor Level 4–C

Quality	Commentary
Meaning	The response: Shows a basic understanding of both texts by establishing the controlling idea that computers have both advantages and disadvantages. The response makes implicit connections between this controlling idea and the texts, referring to <i>how humans and computers can coexist in a peaceful environment</i> from Passage I, and <i>how humans will be overrun by computers</i> from Passage II.
Development	Develops some ideas more fully than others. The response cites the author's use of description (<i>flower garden</i>), repetition (" <i>I like to think</i> "), and theme (<i>humans and computers can coexist</i>) in Passage I with relevant and specific evidence but little elaboration. Discussion of Passage II uses relevant evidence of personification (<i>gave the computer human characteristics</i>) and irony (<i>Milton put so much improvement into Joe ... that eventually, things backfired</i>) and elaborates these ideas somewhat.
Organization	Generally maintains a clear focus on the positive and negative results of computers coexisting with humans. The sequence of ideas is logical, beginning with an observation that computers can be helpful, moving to a discussion of computers and humans from each passage, and concluding that the passages have <i>different ideas</i> .
Language Use	Uses language that is generally appropriate, although occasionally imprecise (<i>In the future, computers could ... overrun the human and the main idea ... shows how</i>). The response occasionally makes effective use of sentence structure and length (<i>That was the irony in this story</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>peice</i> and <i>repetition</i>), abrupt tense changes (<i>knows ... over powered</i>) and proofreading errors (<i>humans can't coexist with humans and peateful</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

During the last twenty years, computers have played a large part in the scientific, technologic, and economic advancement in human life. Every year, more computers are made and even more are being bought. In present time, almost every working family and every business worldwide have computers, ^{but} many believe that in the near future, computers will overtake everything that man has. However, it is also the opinion of others that humans and computers can and will coexist somehow.

The idea that someday the coexistence of humans and computers will happen ~~is~~ ^{seems} possible to many. They believe that cybernetic technology will positively affect; human love, environment, and relations. These optimists picture a utopia in which man and machine will not only live together, but will work together, care for, ~~each~~ ^{and love} each other.

The idea that humans can coexist with computers is exhibited best in Passage 1. In this passage, it is stated that, "mammals and computers live together in mutually programming harmony like pure water touching clear sky." In Passage 2, more emphasis ~~is~~ placed on the similarities of man and computers. This in a sense is true, since man ~~is~~ ^{is responsible for making} ~~make~~ computers.

All in all, it is true that humans and computers can live in harmony someday. But, to do this they have to follow the traits that are shown in the passages. They both have to love one another, help, and guide each ~~other~~ other.

Anchor Level 3–A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys an incomplete understanding of the texts by discussing the proliferation of computers and suggesting that <i>many believe ... computers will overtake everything that man has</i> while others feel <i>that humans and computers can and will coexist somehow</i>. The response makes few connections between these ideas and the texts, citing a single line from the poem that illustrates <i>the idea that humans can coexist with computers</i>, and for Passage II, asserting that <i>more emphasis is placed on the similarities of man and computers</i>.</p>
Development	<p>Is largely undeveloped, relying primarily on paraphrasing of the task and generalizations about computers. The quotation cited in the discussion of Passage I is unelaborated, and no specific evidence is used for Passage II. The statement that <i>these optimists picture a utopia in which man and machine will not only live together, but will work together, care for, and love each other</i> is largely unjustified.</p>
Organization	<p>Establishes a broad focus on the role of computers <i>in human life</i>, but fails to narrow that focus sufficiently to examine the literature. The response exhibits a rudimentary structure in which the first two paragraphs consist largely of generalizations and personal opinions. The only point of focus on the texts is in the third paragraph, where each text is mentioned briefly.</p>
Language Use	<p>Uses language that is generally appropriate but occasionally imprecise (<i>follow the traits</i>) and occasionally uses sentences effectively (<i>This in a sense is true, since man is responsible for making computers</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in agreement (<i>every business ... have computers</i>), punctuation (<i>the; scientific</i>), and spelling (<i>coexistence</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions and weaker in meaning and development.</p>	

In this century there is a distinct coexistence between humans and computers. Each one in their own way need each other. Whether it's to communicate, get information, control a company or simply for enjoyment we need computers as they need us.

In Passage I, they talk about how they would like to see mammals and computers live together in harmony. It would be a cybernetic ecology. When these two powers come together they will be watched over by machines. In this ecology we would need computers as they would need us. We could each be influenced in each others ways. In this ecology we would be free of our labors and live like normal people with computers as our friends.

In Passage II, they show how we can use computers to do lively things. He uses his computer to do a humanly task, to find him a dream girl. Throughout programs the computer can eliminate down to a few girls. To some using a computer to do humanly things is against human nature. As the computers help us they gain a understanding and start to act like it's owner. In this passage, the computer takes on a life of his own and basically finds himself a dream girl. Life can turn into

this where we use the computer to find us humanly things, and they turn into one of us.

In these passages the literary element is symbolism. They use symbolism to get the reader to understand how computers now act as an important role in everyday life. They are starting to be like humans.

As you can see, computers and humans live and feed off each other. Everyday the coexistence between the two is becoming stronger and stronger. One day maybe we will be living in both worlds, where we depend on each other to survive.

Anchor Level 3–B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>we need computers as they need us</i>). The response errs somewhat in interpreting machines as a third entity watching over computers and humans (<i>When these two powers come together they will be watched over by machines</i>). Connections made to Passage I (<i>computers as our friends</i>) and Passage II (<i>computers turn into one of us</i>) are largely superficial.
Development	Develops ideas briefly, relying upon isolated details and paraphrasing of the plot. References to the texts are sometimes vague and inaccurate (<i>They use symbolism to get the reader to understand how computers now act as an important role in everyday life</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on the interdependence of humans and computers. The response exhibits a rudimentary structure with separate discussions of each work. The introduction and conclusion refer to the interdependence of humans and computers, although the discussions do little to sustain that idea, and the statement that <i>in these passages the literary element is symbolism</i> is inconsistent with the discussions, which do not mention symbolism.
Language Use	Relies on basic vocabulary (<i>they talk about how they would like to see mammals and computers live together</i>). Attempts to vary sentence structure meet with uneven success (<i>He uses his computer to do a humanly task, to find him a dream girl</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in agreement (<i>Each one in their own way need</i>), usage (<i>humanly things</i>), and punctuation (<i>they gain a understanding and start to act like it's owner</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Authors have similar feelings about computers, but use it for different purposes. In the poem and short story I read it gives us an example of people who love computers and use it for many different reasons whether it's good or bad. In the poem I read this person ⁱⁿ the poem I read this person feels as if mammals and computers should live together in ^{a cybernetic meadow where} ~~peace and harmony~~ there's peace and harmony.

Or they should live in a forest where the forest is filled with lots of pine trees and electronics ^{ice} and when deers, insects, and birds pass computers peacefully as if the computers was one of there own. The author also feels that there should be a cybernetic ecology where people and computers is free of labor and are watched over by machines that are loving and peaceful.

The short story tells us about a guy name Milton Davidson and his colleague Joe. Joe is Milton's private computer and Milton program ^{med} Joe to do things other computers can not. Milton is a very lonely guy and he's tired of improving Joe so he could ^{love} solve the problem of the world. He set Joe to up to find his perfect mate because at the age of forty many males would like to be married probably with some kids too. Being that Joe can do more than any old regular computer he got in contact with every human being on this

earth and eliminated all the men so that Milton was left with 3,786,112,000 women to choose from. So as any regular person would do Milton started with drawing all the ladies that wasn't his type and he nailed it down to only 235 women. So to make it easier on himself Milton brought in holograms of women. Three were winners of a beauty contest. If Joe could find a match then that was the lady he was going to be with.

At the end Milton got arrested for malfeasance and for shifting people from job to job for personal reasons. Milton did find a lady name Charity Jones which took care of Joe until Milton got out of jail.

Anchor Level 3–C

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the texts by making erroneous assertions about the texts (<i>people and computers is free of labor and are watched over by machines</i>, and <i>Charity Jones took care of Joe until Milton got out of jail</i>).</p>
Development	<p>Develops ideas briefly, relying primarily on plot summary of the story and paraphrasing of the poem. The response omits discussion of any specific literary elements or techniques.</p>
Organization	<p>Establishes, but fails to maintain, a focus on the relationship between people and computers. The response exhibits a rudimentary structure, briefly retelling the poem and the story, but ends abruptly.</p>
Language Use	<p>Relies on basic vocabulary, using informal language (<i>a very lonely guy</i> and <i>nailed it down</i>) and referring to one author as <i>this person</i>. Attempts to vary sentence structure meet with uneven success (<i>He set Joe up to find his perfect mate because at the age of forty many males would like to be married probably with some kids too</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>its</i> for “it’s”), agreement (the first three uses of <i>it</i> and <i>ladies that wasn’t</i>), usage (<i>which</i>), and spelling (<i>there</i> for “their” and <i>let</i> for “left”). These errors hinder comprehension somewhat.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.</p>	

Computers and Humans have some kinds of coexistence for example ~~in~~ in passage 1, mamals and computers live together in harmony. In Passage 2 the computer Joe is very smart.

In the first passage 1 the relation ship is given between Computers and harmony, and how computers, and people can make harmony

In passage 2 The computer Joe is very smart. The computer knows how to talk, and it learns from milton. The computer is so smart it ends up getting milton in trouble.

Anchor Level 2–A

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the texts. The response asserts that <i>computers and Humans have some kinds of coexistence</i> , but makes very few connections between this idea and the task.
Development	Is largely undeveloped. Discussions of both passages rely upon vague ideas (<i>In the first passage 1 the relation ship is given between Computers and harmony, and how computers, and people can make harmony</i>).
Organization	Lacks an appropriate focus, but suggests some organization. Two brief paragraphs follow the organizational plan presented in the opening paragraph (<i>in passage 1, mamals and computers live together in harmony. In Passage 2 the computer Joe is very smart</i>). The response ends abruptly.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose. Attempts to vary sentence structure meet with uneven success, as seen in the rambling sentence presented as paragraph two.
Conventions	Demonstrates emerging control, exhibiting erratic capitalization, and occasional errors in spelling (<i>mamals</i>) and punctuation that sometimes hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

The coexistence between computers and humans can be very difficult. The computer has changed human life forever and will probably change it even more. A person can go on a computer and find out almost anything about anything. The computer has caused problems but are also very useful for humans. The author tells how he tries to find his true love ~~on~~ by matching up data banks on a computer. Doing that is not human like to do that. The computer can be very evil in many ways. When you go on the internet you can talk to anyone else who is online. Sometimes you talk to people you don't know. The people may want to meet you and they may be planning on hurting you.

The computer can go both ways it can be great for human existence. It can also be very evil. I believe in future computers are gonna cause more problems then they help. People will make computers that are going to be very powerful. Then if the computer fall into the wrong hands they will probably be able to destroy human existence.

Anchor Level 2–B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a confused and incomplete understanding of Passage II and does not mention Passage I. An attempt is made to establish a controlling idea (<i>The coexistence between computer's and humans can be very difficult</i>) which is superficially connected to Passage II (<i>trie's to find his true love by matching up Data banks on a computer</i>).</p>
Development	<p>Is largely undeveloped, hinting at ideas (<i>A person can go on a computer and find out almost anything</i>). The response relies largely on a personal commentary about the computer's capacity to <i>be very evil</i>, and fails to make reference to Passage I.</p>
Organization	<p>Lacks an appropriate focus but suggests some organization. An introduction containing several unconnected ideas about computers and humans is followed by a sentence summarizing Passage II, a personal commentary on the dangers of computers, and a conclusion stating that the computer <i>can ... be great and also ... very Evil</i>.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise or colloquial (<i>find out almost anything about anything</i>). Attempts to vary sentence structures meet with uneven success (<i>The people may want to meet you and they may be planning on hurting you</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting errors in apostrophes (<i>tell's</i> and <i>trie's</i>), spelling (<i>coexistence</i>, <i>then</i> for “than”, <i>powerfull</i>), usage (<i>gonna</i>), agreement (<i>computer ... are</i> and <i>computer fall</i>), and capitalization that occasionally hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

THE COEXISTENCE OF HUMANS AND COMPUTERS HAVE HELP AIDE HUMANS IN DOING SIMPLE EVRYDAY TASKS. ALTHOUGHT COMPUTERS HAVE BEEN THE CASE OF SEVERALL PROBLEMS I FEEL THEY HAVE BEEN MORE BENEFICIARY. FOR ~~AN~~ INSTANT I CAN USE MY COMPUTER TO HELP ME WITH MY HOMEWORK OR I CAN TALK TO FAMILLY HALFWAY OXER THE WORLD. ~~FOR~~ TODAY IT IS AMAZING WHAT COMPUTERS CAN DO.

~~FOR~~

THE AUTHORS USE LITERARY ELEMENTS FOR THE IDEA OF HUMANS AND COMPUTERS. PASSAGE I THE AUTHOR USES FORESHADOWING TO SHOW HOW IN FUTURE IT WOLD BE. PASSAGE II THE AUTHOR USES PLOT TO SHOW HOW MIXSING HUMANS AND COMPUTERS WOLD MAKE THE SITCUATIONS WORST.

COMPUTERS HAVE HELP MAKE THINGS MUCH EASYER. COMPUTERS HAVE ~~THE~~ HELP MAKE THINGS FASTER LIKE THE INTERNET. YOU CAN FIND NEARLY ANYTHING YOUR INTRESTED ABOUT VERY FAST ON THE INTERNET.

Anchor Level 2–C

Quality	Commentary
Meaning	<p>The response: Provides minimal evidence of understanding. Although the response suggests that computers can be both troublesome and beneficial, that suggestion is not connected to the texts.</p>
Development	<p>Is largely undeveloped, making vague references to the texts (<i>The authors use literary elements for the idea of humans and computers</i>) and consisting largely of opinion and personal experience. The response mentions the use of <i>foreshadowing</i> in Passage I and <i>plot</i> in Passage II but offers no specific evidence.</p>
Organization	<p>Lacks an appropriate focus but suggests some organization, with separate paragraphs about benefits of the computer, reference to the texts, and the speed of the computer (<i>You can find nearly anything ... very fast on the internet</i>).</p>
Language Use	<p>Relies on basic vocabulary (<i>it is amazing what computers can do</i>) that is sometimes imprecise (<i>computers have been more beneficiary</i>). Attempts to vary sentence structure meet with uneven success (<i>For instant I can use my computer to help me with my homework or I can talk to familly halfway over the world</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting errors in punctuation, capitalization, grammar (<i>have help</i>), usage (<i>over the world</i>), and frequent errors in spelling (<i>aide</i> for “aid”, <i>wold</i> for “would”, <i>your</i> for “you’re”) that sometimes make comprehension difficult. For example, the misspelling of <i>case</i> for “cause” results in confusion in <i>computers have been the case of severall problems</i>.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and stronger in language use.</p>	

Humans have been around longer than computers however computers are being used more now than 10 years ago. There is definitely a coexistence between humans, and computers today.

Computers are being used for everything these days by humans. They use them at work at home and there even used as the new card catalog in libraries, to find a certain book. The coexistent between computers and humans will probably continue to grow, as everything is being done on them these days. Even when you punch into work, or make reservations at a restaurant or hotel. At repair shops, grocery stores, automobile shops and even retail stores. All of our receipts come from computers and mail is now even being used on computers. Along with speaking to people instead of using the telephone.

There is definitely a major coexistence between computers and humans, and will increase even more in the future.

Anchor Level 1–A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding or analysis. The response suggests a potential controlling idea (<i>There is definitely a coexistence between humans, and computers today</i>), but the discussion makes no connections between the texts or references to the specific ideas within them.
Development	Is minimal. The response lists several possible uses of computers at home or at work but uses no evidence from the texts.
Organization	Suggests a focus on the many uses for computers, which is not appropriate for this task. The response suggests some organization by following the statement that <i>computers are being used for everything</i> with a list of relevant examples.
Language Use	Uses language that is imprecise and unsuitable for the audience (<i>Along with speaking to people instead of using the telephone</i>). Many sentences are flawed and the response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>defintly, coexistent, reciepts, restraunt</i>) and punctuation that sometimes hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, and 3, it remains at Level 1 because it makes no reference to the texts.	

I going to write a unified essay about the coexistence of humans and computers. I will explaining this essay with the information from both passages "The poem" and "The short story." The speaker implies in a cyberetic ecology machine will have a role as guardians.

Anchor Level 1–B

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding. There is a suggestion of a possible controlling idea in the third sentence (<i>in a cyberetic ecology machine will have a role as guardians</i>), but the response makes no connection between the texts or among ideas in the texts.
Development	Is minimal. The response provides only two brief sentences suggesting what the writer intends to do, followed by an allusion to the poem.
Organization	Lacks an appropriate focus and presents too little material to show any organization.
Language Use	Is minimal. The response uses language that is either copied from the task and a multiple choice question or incoherent (<i>I will explaining this essay with the information from both passages "The poem" and "The short story."</i>).
Conventions	Is minimal, making assessment of conventions unreliable. The response exhibits errors in agreement (<i>machine will have</i>), spelling (<i>cyberetic</i>), and grammar (<i>I going to write</i>).
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

In a world where new technologies are being created everyday, the one invention that humans have come to rely on the most is the computer. Now, the idea of living without computers isn't even feasible to some people. In passage one, the author dreams of a world where humans and computers live in nature and harmony. He dreams where all mammals ~~will~~ and computers will coexist in "programming harmony". While the author of passage two is showing how computers can do so many things, yet there is always a downfall in the end. Both authors use literary elements to stress their ideas about the usage of computers in everyday life.

Passage one expresses ~~his~~^{its} views clearly and thoroughly. ~~His~~^{Its} idea is clear: nature is a place where humans and animals can have it all and live in peace with machines. ~~He~~^{It} uses the analogy of a deer walking past a computer as if it were a flower. The passage reveals that, in using figurative language that ~~he~~^{it} wants a "cybernetic ecology" where humans can get back into nature yet being watched over all the time by "machines of loving grace". Whether this is good or not is debatable yet the thought living in "programming harmony" has certain downfalls. The imagery of nature being corrupted by technology seems to be the exact opposite of what the passage is trying to say. ~~He~~^{It} sees it as only a beneficial relationship

where everything would be peaceful and nothing would go wrong. The passage goes even further by expressing its eagerness about this ~~existence~~ ^{existence}. By clearly stating that "this" has to come about ~~be~~ the way of life. He expresses only his dream ~~but~~ ^{and} none of the benefits it could behold.

The second passage, although in very subtle ways, contradicts everything that passage one is ~~is~~ trying to prove. It is a story of Joe the computer and his programmer Milton. Milton has personified Joe as if he is a human being and not a computer. In the age of all this new technology and advances, Milton uses Joe, his computer to find him the perfect woman. Of course to do this, Joe had to take on Milton's personality to match up. Since it is a computer, it could be connected to a program which could find out information "of every human being in the world" (Multirac complex). Very subtly, the passage suggest that what Milton is doing is illegal for Joe says even, "Milton had arranged me to do things I wasn't designed to do". So basically, Milton was using Joe ~~for~~ for illegal purposes. Over the course of the passage, Milton has Joe do a number of "illegal" ~~the~~ things such as arranging a psychiatric examination for someone. It is also seen throughout the passage

that as Milton "tells" more ~~th~~ information to Joe, the more Joe comes to be like Milton. What Milton did not know was he brought on his own downfall. In the passage, Joe tells us that Milton gets arrested for something he ~~it~~ had done ten years earlier, "He had told me about it so it was easy to arrange". This quote suggests that Milton had done something in the past and it was found out by the authorities through Joe. So in fact, it was Joe who completed his final downfall.

The coexistence of humans and computers is shown as two different views. In the first case, it is a dream. In the second it is a reality gone terribly wrong. Can humans and computers really coexist without some problems? In passage one the obvious answer is yes. Everything would be perfect and right. In the second passage though, there were many problems that could have been avoided if not the temptation of technology hadn't been there.

The coexistence of humans and computers is an idea that is very controversial in today's world. In both the passages concerning the coexistence of human computers, two different opinions are brought about. While both passages are set in a society where humans and computers coexist, they have contrasting opinions on the outcome of humans coexisting with computers.

Passage 1 describes the wishful ideas of what a wonderfully peaceful world we would live in if humans coexisted with computers. The author describes the "harmony" that would fill the air and creates the image of "deers strolling peacefully past computers as if they were flowers with spinning blossoms" to suggest that the perfect world, computers could adapt to nature and become a part of nature. To emphasize the idea of humans and computers coexisting, the author uses phrases like, "cybernetic meadow," "cybernetic forest," and "cybernetic ecology." The mood created in the poem is one of peace and harmony, and conveys the successful results of humans and computers coexisting.

In passage two, the same type of society is created as in passage one, except the theme of the story is very different. The theme implied in passage 2 is that when humans and computers coexist with each other, computers

can come to control people. This idea is not expressed in passage one. Passage two develops the idea of the many potentials and resourcefulness of computers, ~~but as the~~ ~~computer~~ through the many things that the computer, Joe, can do for ~~the~~ Milton, but communicates the idea that when computers and people become like each other, closer to each other in character, as well as intelligence, disaster results because computers can control humans. The author uses first person point of view (of the computer) to convey his ideas and uses irony ~~in~~ ⁱⁿ the idea that the computer and Joe are becoming so close to each other, and then suddenly the computer turns on ~~the~~ Milton. The author also uses foreshadowing to suggest this ironic outcome. Although it seems to be a perfect world when computers and humans can coexist, the reality is that it would end up in disaster.

Although the first passage implies the perfect world that the coexistence of humans and computers would create, the second passage uses a very contrasting idea that the coexistence of humans and computers would just end up controlling people.

I don't think computers and humans can ~~can~~ co-exist. It is either "them" or us! We can wait until it is too late, we have to ~~re~~ and unplug this devil machines. No more will we be slaves to them; The author of passage one say "a cybernetic meadow where mammals and computers live together in mutually..." My opinion is there is no mutually" with them they are like a man all for him!

Over the year people and ~~computer~~ their dependence on computers has increased. Now people shop, bank, and pay bills all from their computers. Passage I, the author believes we will be "watched over by machines of loving grace." The author's point of view is one that foreshadows what may come in the future if we keep creating bigger and better machines.

The author of Passage II also shows a human's dependence on a computer. He shows just how much power a computer can have with a certain programmer. Even though the cause was to find love the computer was able to "shift people from job to job for personal reasons." This is manipulation.

In other words we created computers to do simple jobs on but now we have gone so far as to have them control our lives. We are at the mercy of one click of a button and there is nothing we can do about it. We now ~~are~~ exist more than ever on computers and that will be our downfall.

Each author used different literary elements or techniques. For example the author of Passage I foreshadows our future with computers. On the other hand you have the author of Passage II who uses irony at the end of the story. These little examples make you think of all the different things that could happen in our lives because of computers.

In the first passage the author shows images of both ~~a~~ nature and technology. In the second essay the author shows about the community ~~and~~, parks and also resources.

In both essay 1 and 2 they both speak about nature. In essay 3 the author talks about how a cybernetic ecology machine will have the role of a guardians watching over as if looking down on nature. The second essay talks about resources in nature. How they are to have butterfly parks for children and education.

In conclusion to this essay they both spoke about how important nature and the environment is to everybody.

Practice Paper A—Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper B—Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.

Practice Paper C—Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and development.

Practice Paper D—Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use.

Practice Paper E—Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.

**SESSION TWO – PART B – SCORING RUBRIC
READING AND WRITING FOR CRITICAL ANALYSIS**

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts	-do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Throughout a lifetime, an individual is presented with many challenges to overcome. Very often, the decisions accompanying obstacles are difficult to handle. J.F.

Clarke comments that "The bravest of individuals is the one who obeys his or her conscience." Valuing one's personal ideas will be ultimately rewarding and support a path to independence. This conclusion is a valid reflection of the truth. In The Adventures of Huckleberry Finn, by Mark Twain, the protagonist, Huck Finn, is faced with a conflict which provokes his realization of the importance of his conscience. Additionally, in The Catcher in the Rye, by author J.D. Salinger, the character of Holden Caulfield does not truly realize the importance of bravery until he listens to his own intuitions. Both authors use literary elements to further the meaning and development in their works.

In his novel, Mark Twain supports the idea that bravery extends from the desire to obey one's own conscience. A primary theme in the literary work is that society often the morals of society are often misleading and can manipulate an individual to follow a pattern of uniformity. The protagonist, Huckleberry Finn, is characterized as a young man growing up in a place where people are constantly trying to alter his personality. The widow, who has adopted Huck, incessantly tries to civilize Huck, molding him into an ^{intelligent + young man} intellectual. Conversely, Huck's drunken father expresses outrage when he learns Huck is ~~known to be~~ intellectually superior.

to him. In this environment, Huck's own character is deprived of freedom. He is torn apart in a world where pleasing one person is not enough, and thus, Huck chooses to help himself. Huck follows his own intrusive conscience by escaping to live on his own, freely and independently. His bravery emanates from this decision as Huck attempted to disregard society in his choice. Furthermore, Huck's conscience is challenged once again in the middle of the novel. On his independent journey to escape the constraints of society, Huck encounters ~~a~~ Jim, a slave from back home. Similar to Huck's intentions, Jim is trying to reach freedom ~~as well~~. Throughout their journey together, Huck battles with the conflict of helping Jim ~~reach~~ attain his goal, or turning him in. According to the standards of society, Jim is property and belongs to his owner, Miss Watson. However, through his experiences, Huck knows that Jim is worthy of freedom ~~and~~ ~~even~~. In the end, Huck's bravery is observed once again when he challenges the expectations of society. Huck sticks by Jim and helps him reach freedom, thus following his own conscience. Jim even acts as a symbol for Huck's own freedom because his decision to help Jim illustrates his independence. Huck Finn does not allow society to change him. Lastly, Huck shows strong character and perseverance by considering his own intuitions. In his case, valuing his ideas helped Huck face reality and become an independent man.

J.D. Salinger's novel takes place in New York City, an ultimate land of reality. The main character,

Holden Caulfield is an idealist who resorts to bitterness and anger when the world's failure to match his ideal picture of it makes him sad. The idea that obeying one's conscience makes him or her brave is supported only at the end of Holden's long journey. Throughout the novel Holden is ^{characterized as being} scared of growing up and experiencing the corruption of the world. His story is marked by a three day journey in which he ignorantly criticizes the world and the phony people that inhabit it. For example, while Holden is staying at a hotel one night, he notices certain perverted actions that other guests are taking. He criticizes these people, but is himself a hypocrite for watching the perversion take place. At this point, Holden is confused and cannot identify the right thing to do by following his conscience. As a result, he continues to escape and alienate himself from the world. In addition, Holden comments in a bar that he dislikes phony people. However in the same bar, Holden says "Glad to've met you" to a man he was not glad to have met at all. This is ironic because Holden primarily criticized phony people, yet he turned out to be one himself. He is trapped in a place where everything is corrupted to him and he cannot determine how to ~~escape~~ flee from his ^{initial journey to escape} ~~escape~~. In the end of the novel, however, Holden's bravery is illuminated. He realizes that he has a problem and can no longer escape from what is reality. Instead of making a final attempt at leaving, by escaping to the west, Holden admits to himself that

he cannot avoid the corruption of the world. This is a scary thought to Holden and thus provokes his bravery. ~~But~~ Standing up to the world by following his own conscience ^{was} ultimately rewarding to Holden and displays his mettlesome character.

An individual that chooses to listen to his or her intuitions proves to be brave. This person will additionally benefit and triumph personally by doing so. In Mark Twain's novel, Huck Finn follows his own conscience and emerges with a new sense of independence. Also, the character of Holden Caulfield is forced to deal with the corrupt society ^{in J.D. Salinger's novel}. This causes him to realize he has a problem because he cannot live sanely, and he ^{therefore} seeks help at a mental facility. In each of these cases, the individuals were forced to come face to face with obstacles that challenged their well-being. However, in conclusion, each made a decision that reflected a strong sense of bravery. Admitt in a world where reality is unwelcoming these two characters made decisions that made their own reality a better place, and thus benefitted from obeying their conscience.

Anchor Level 6–A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation faithful to the complexity of the critical lens, asserting that <i>valuing one’s personal ideas will be ultimately rewarding and support a path to independence</i>. The response uses this interpretation to make an insightful analysis of the character of Huckleberry Finn in <i>The Adventures of Huckleberry Finn</i> and of Holden Caulfield in <i>The Catcher in the Rye</i>, as each character realizes <i>the importance of his conscience</i>.</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of references to characterization (<i>Huck’s own character is deprived of freedom, Holden’s bravery is illuminated, and Holden’s following his own conscience ... displays his mettlesome character</i>). The response discusses specific evidence of theme (<i>the morals of society ... can manipulate an individual</i>), irony (<i>Holden primarily criticized phony people, yet he turned out to be one himself</i>), and conflict (<i>Huck battles with the conflict of helping Jim ... or turning him in</i>). The conclusion reiterates the interpretation of the critical lens.</p>
Organization	<p>Maintains the focus on the conscience of the individual as a basis for bravery. The response exhibits a logical and coherent structure, beginning each textual discussion with evidence of theme, followed by evidence of characterization reinforcing both theme and the interpretation of the critical lens. Transitions are used skillfully within the discussion of each text (<i>Furthermore, Similar to Huck’s intentions, Lastly, As a result</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise (<i>intrusive conscience and provokes his realization</i>) and engaging (<i>New York City, an ultimate land of reality</i>). The response maintains a notable sense of voice and awareness of audience and purpose (<i>In the end, Huck’s bravery is observed once again when he challenges the expectations of society</i>), and varies sentence structure and length to enhance meaning.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

J.D. Clarke once said "The bravest of individuals is the one who obeys his or her conscience." The most courageous people are those who go against the grain, and refrain from sacrificing personal beliefs to popular ideologies. This is certainly true, and evident in many works of literature, including The Adventures of Huckleberry Finn, by Mark Twain, and "The Crucible" by Arthur Miller. The protagonist in Huckleberry Finn goes through a mental battle of whether or not to conform to society's beliefs about the status of Black people. One of the main characters in "The Crucible," John Proctor, retains his belief that the Salem witchcraft trials were a sham, a simple facade before the true problems of greed and power. Both works clearly reveal that those who stick to their beliefs are the most courageous.

In The Adventures of Huckleberry Finn, Huck Finn goes through his own battle of self versus society. This first-person narrative clearly depicts what goes on in Huck's mind; it is evident that throughout the novel, he is mentally struggling with what to believe. Personally, he doesn't see the logic in slavery, but the environment in which he grew up encouraged his guilt for helping Jim get free. Huck almost gives Jim

up in one instance, when he leaves Jim on the raft and goes to tell the white people that Jim is a runaway. However, he decided not to turn Jim in, and courageously attempted, for the rest of the novel, to get Jim to freedom. Huck knew that he would have gotten into much trouble, and so his courage is unquestionable. He obeyed his conscience, and his not conforming to society's opinion makes his courage more noticeable. This point also addresses one of the themes that Mark Twain used in the novel, one concerning society's views toward Blacks, slavery, and discrimination.

In "The Crucible," John Proctor consistently goes against the fiasco of the witchcraft trials; he believes the charges to be false, supported not by verifiable, but rather by speculative evidence. John Proctor, once his wife is accused and arrested, realizes the absurdity of the ~~to~~ trials, and courageously opposes the accusations, examining the authority and validity of the court system. He confesses to his affair with Abigail, and tries to convince the court that she is not a credible source. The setting in this town, dark, gloomy, and simple, creates an atmosphere of fear for those who live in it. The population, Puritans, are strict believers of the Bible, and when witches "appear" in their town, the hysteria generated makes John Proctor's opposition

even more courageous. In the end, he decides not to lie or ~~admit~~ admit to witchery, because he knows his own innocence. For his refusal, he was hanged, and he knew this fate would come. To be a brave individual, one has to be individual in thought first, and that is what Proctor was. He retained his dignity and resisted the authority of the court, preserving the "name" of his family. He was a martyr to his beliefs that those hanged before him, and all those accused, were not witches but were wrongfully ~~so~~ convicted. He was an individual and brave, thus clearly supporting what J. J. Clarke once said.

Anchor Level 6–B

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to its complexity by asserting that <i>the most courageous people are those who go against the grain, and refrain from sacrificing personal beliefs to popular ideologies</i>. The response analyzes <i>The Adventures of Huckleberry Finn</i> and <i>The Crucible</i> insightfully, as examples of works which <i>clearly reveal that those who stick to their beliefs are the most courageous</i>.</p>
Development	<p>Develops ideas clearly and fully. The response uses specific and relevant evidence to demonstrate how both main characters show courage by remaining true to their beliefs. (<i>Huck almost gives Jim up ... he decided not to turn Jim in, and courageously attempted ... to get Jim to freedom</i> and <i>John Proctor ... realizes the absurdity of the trials, and courageously opposes the accusations</i>). Appropriate literary elements, including conflict (<i>Huck’s battle of self versus society</i>), characterization (<i>Huck is mentally struggling with what to believe</i>), and setting (<i>an atmosphere of fear for those who live in it</i>), are effectively used.</p>
Organization	<p>Maintains the focus established by the critical lens. The response exhibits a logical and coherent structure, beginning with a thorough interpretation of the critical lens, followed by paragraphs elaborating each protagonist’s conflict and its resolution, and ending each textual discussion with a connection to a character who adhered to his beliefs and thus showed courage. The response skillfully uses transitions to connect ideas (<i>Both works clearly; However, he; In the end</i>).</p>
Language Use	<p>Is stylistically sophisticated, often engaging (<i>supported not by verifiable, but rather by speculative evidence</i>), but sometimes imprecise (tense shifts from present to past in paragraphs 2 and 3). The response demonstrates a notable sense of voice (<i>This is certainly true, and evident in many works</i> and <i>For his refusal, he was hanged, and he knew this fate would come</i>), and varies structure and length of sentences to enhance meaning.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.</p>	

According to J.F. Clarke, "the bravest of individuals is the one who obeys his or her conscience". I totally agree with his quotation. Sometimes it is harder to defend your own convictions than just going with the crowd.

In Nathaniel Hawthorne's novel, The Scarlet Letter, the main character is Hester Prynne, a young woman who has an extra marital affair with Reverend Dimmesdale and had his child, Pearl. Hester is condemned to wear a red letter "A" on her clothes for her sin (adultery).

Hester is a very courageous woman. She could have easily dropped out of society out of embarrassment or been acted out against her adversaries. Instead, Hester is brave enough to raise her daughter the best she can, become a strong figure in the community by helping others, atoning for her sins and not really concerning herself with public opinion. The theme of The Scarlet Letter is not only a criticism of Puritan society, but society in general. When it seems like the whole world is against you, it is up to yourself to persevere.

Hester demonstrates perseverance in this book.

In Edith Wharton's novel, ~~Ethan Frome~~, the main character is Ethan Frome, who is married to Zeena, but loves her cousin, Mattie Silver. Although Zeena is Ethan's wife, she is ill and is an extremely difficult person to live with. He is so miserable and often contemplates a happier life with Mattie.

Ethan did not follow his conscience. He knew the right thing to do was to divorce Zeena so she could get the proper treatment she needed and pursue a bright future with Mattie. He and Mattie loved each other; he and Zeena were trapped in a loveless marriage.

Ethan was scared of dealing with his problems head on. His fear even drove him to desperately crash the sled he and Mattie were riding in order to put an end to his suffering. In the end, they both survive the accident and he, Mattie and Zeena live the rest of their lives miserable. Neither of them had the courage to stand up and find a solution to their misery. They

were not brave; they were scared of what other people would think of them.

In conclusion, the people in this world who are truly brave and happy are the ones who are bold enough to disregard outside opinions and live their lives based on their values and convictions. Great pieces of literature (including my two examples) have been written in order to entice readers to be courageous. Sometimes we are our own worst enemy. However, if we possess significant knowledge and confidence in ourselves, we can achieve anything our hearts desire.

Anchor Level 5–A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens (<i>Sometimes it is harder to defend your own convictions than just going with the crowd</i>) that clearly establishes the criteria for analysis. The response uses the criteria to make a clear and reasoned analysis of how Hester Prynne (<i>The Scarlet Letter</i>) became a strong figure in the community ... not really concerning herself with public opinion, while Ethan and Mattie (<i>Ethan Frome</i>) were scared of what other people would think of them.</p>
Development	<p>Develops ideas clearly and consistently, offering relevant evidence to illustrate Hester’s success (<i>Hester is brave enough to raise her daughter the best she can</i>) and Ethan and Mattie’s failure (<i>Neither of them had the courage to stand up and find a solution</i>) in following their consciences. The response utilizes characterization and theme to develop the discussion of <i>The Scarlet Letter</i> and relies on examples of characterization and plot in <i>Ethan Frome</i>.</p>
Organization	<p>Maintains the focus on the struggle to follow one’s convictions. The response exhibits a logical sequence of ideas, analyzing contrasting characters engaged in the struggle. The response is further strengthened by appropriate transitions (<i>Instead, not only ... but, Although, In the end</i>) and by a concluding paragraph which reiterates the ideas interpreted from the critical lens.</p>
Language Use	<p>Uses appropriate language, with evident awareness of audience and purpose (<i>Great pieces of literature (including my two examples) have been written in order to entice readers</i>). The response occasionally makes effective use of sentence structure or length. The use of clichés (<i>anything our hearts desire</i> and <i>sometimes we are our own worst enemy</i>) and the shifts in person (<i>the whole world is against you</i>) weaken the effectiveness of the language.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>extra marital, perseverance, Warton’s</i>) and reference (<i>Neither of them</i>) when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.</p>	

Throughout literature, authors have used various ways to prove a character's bravery. J.F. Clarke states, "The bravest of individuals is the one who obeys his or her own conscience." The character that follows his or her own beliefs and does what their heart and mind tells them to do is the truly brave person. It takes bravery to follow your conscience because your personal ideas might go against those of society. To take the chance of going against society portrays ~~ultimate~~ ultimate bravery. In Ken Kesey's novel, One Flew Over the Cuckoo's Nest, the character, Randall McMurphy displays the truth in this quote. Also, in the play, The Crucible, by Arthur Miller, the character John Proctor is an example of a brave individual.

In The Cuckoo's Nest, Randall McMurphy ~~is~~ is introduced a while after the start and it is obvious from the start ~~that~~ that he will be following his own mind and ideas. He immediately begins to try to make the ward a better place to be for all the patients, even if this means going against the rules laid down by Nurse Ratched. Before his arrival, the patients seem to no longer have a conscience of their own after being under the rule of Nurse Ratched so long. Even after realizing he has no support from

his peers, McMurphy still disobey most of the rules, even the ones that aren't written and are just known by everyone. Eventually, McMurphy gains many supporters in his fight against the harsh rule of Nurse Ratched.

~~McMurphy is a hero because he is a rebel and he is a leader. He is a hero because he is a rebel and he is a leader.~~
He begins to be seen as a brave, even Christ-like figure because of following his conscience and not becoming a piece of machinery. He restored the others their own consciences, ~~and~~ awareness, and eventually their freedom. The fact that his actions led to his death adds to the bravery of McMurphy. He died for what he believed in.

It is a similar case in Arthur Miller's, The Crucible, with the character John Proctor. He was accused of witchcraft by Abigail Williams, whom he had previously had an affair with. This was a false accusation, but one that began to ruin John's name throughout the town and this lie began to convince more and more of the people. ~~He~~ After John was proven guilty, he was to confess to what he did or be hanged. John refused to admit to the crime he did not commit even though he knew his decision would lead to his death. John rathered to die with a clean conscience than live a lie. This is where the height of his bravery is shown.

Many people try to get John to confess, but in the end he chooses death. John was hung with two other people, Rebecca Nurse and Martha Corey, who both followed their conscience by not admitting to a false accusation of witchcraft ~~murder~~ after the lead of John. Just as McMurphy in *The Cuckoo's Nest*, John's bravery led to his murder.

It is proven through the two characters, John Proctor and Randal McMurphy, in *The Crucible* and *One Flew Over the Cuckoo's Nest*, that following your own conscience ~~is a sign of~~ ~~bravery~~ ~~of~~ ~~bravery~~ portrays extreme bravery. Obeying your own conscience can sometimes lead to your death if it goes against the views of others. Many people know this and still follow their conscience, and therefore are examples of the bravest.

Anchor Level 5–B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens, saying that <i>it takes bravery to follow your conscience because your personal ideas might go against those of society</i>. The response uses the criteria to make a clear and reasoned analysis of characters' actions that illustrate the truth of this interpretation in <i>One Flew Over the Cuckoo's Nest</i> and <i>The Crucible</i>.</p>
Development	<p>Develops ideas clearly and consistently through a discussion of characterization and theme. The response characterizes <i>McMurphy as a brave, even Christ-like figure because of following his conscience</i> and Proctor as a man who <i>refused to admit to the crime he did not commit even though he knew his decision would lead to his death</i>. The response illustrates the theme of staying true to one's beliefs (<i>The fact that his actions led to his death adds to the bravery of McMurphy and John Proctor preferred to die with a clean conscience than live a lie</i>). The discussion of <i>The Crucible</i> contains occasional plot distortion (<i>Rebecca Nurse and Martha Corey, who both followed their conscience ... after the lead of John</i>).</p>
Organization	<p>Maintains the focus on characters who display brave acts of conscience in the face of social pressure. The response exhibits a logical sequence of ideas, with each text following a similar pattern of identification of the character and the social conflict, chronological presentation of pertinent actions, and recognition of both characters as <i>examples of the bravest</i>. The response uses appropriate transitions to unify the discussion (<i>immediately, Before, Even after, It is a similar case</i>).</p>
Language Use	<p>Uses language that is generally fluent, though not sophisticated. The response shows evident awareness of audience in the formal tone established at the beginning (<i>Throughout literature, authors have used various ways</i>). Sentences are generally complex, adding to the formal tone, although shifts to second person point of view in the introduction and conclusion weaken the overall effectiveness.</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in agreement (<i>character ... their</i>), comma use (<i>the character, Randal McMurphy displays</i>), grammar (<i>rathered</i>), and spelling (<i>therefor</i>). These errors do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

"The bravest of individuals is the one who obeys his or her conscience." J. F. Clarke's idea suggests that bravery can be shown by someone doing the right thing. By being true to oneself, a person sometimes demonstrates great courage. Two characters from literature who show courage by remaining true to their consciences are Atticus Finch in Harper Lee's To Kill a Mockingbird and Huck Finn in Mark Twain's The Adventures of Huckleberry Finn.

Atticus Finch chose to defend Tom Robinson, an African-American man accused of raping a white girl in 1930s Alabama. Although Atticus provided the jury with evidence to clear Tom, the jury found him guilty because he was African-American. Atticus knew the community would be angered by his decision to defend Tom. His conscience would not allow him to avoid the case and its problems. Readers know how serious the situation became because the accusing girl's father tried to kill Atticus's children to get even with him. By setting the story in the South in the 1930s, Lee allowed society's way of thinking to be the background for Atticus's courageous decision.

Huck Finn ^{also} goes against the society in which he was raised when he refused to tell run away slave Jim's "owner" where her "property" was. Although Huck in the beginning

of the novel is indifferent to slavery, mirroring his society's views that slaves are property, he learns differently as a result of his journey down the Mississippi River. He comes to see Jim as a human being. Huck defies society's views and courageously tears up the note to Miss Watson. Twain's characterization of Huck is strong. Twain also uses the Southerners' views of slavery to make his point about Huck's courageous act.

Both Huck and Atticus showed courage by following their consciences when it would have been easier to follow their societies' ~~conv~~ beliefs. Lee and Twain help readers see people being true to themselves and their beliefs, and in the process, being brave.

Anchor Level 5–C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens (<i>By being true to oneself, a person sometimes demonstrates great courage</i>) that clearly establishes the criteria for analysis. The response uses the criteria to make a clear and reasoned analysis of brave acts of conscience shown in <i>To Kill a Mockingbird</i> and <i>The Adventures of Huckleberry Finn</i>.</p>
Development	<p>Develops ideas clearly and consistently, showing how prejudice in society creates conflict for characters <i>who show courage by remaining true to their consciences</i>. The response uses relevant and specific evidence to show how setting influences characters' actions (<i>Atticus knew the community would be angered by his decision to defend Tom</i>) and reactions (<i>Huck defies society's views and courageously tears up the note to Miss Watson</i>).</p>
Organization	<p>Maintains the focus on the idea <i>that bravery can be shown by someone doing the right thing</i>. The response exhibits a logical sequence of ideas, with an introduction that establishes the criteria for analysis, text-specific paragraphs with references to the criteria, and a conclusion which reiterates the focus of the critical lens. Appropriate transitions (<i>Although, also, Both</i>) strengthen the response.</p>
Language Use	<p>Uses language that is fluent and original. (<i>Both Huck and Atticus showed courage by following their consciences when it would have been easier to follow their societies beliefs.</i>) The response demonstrates evident awareness of audience and purpose through the formal tone and varied sentence structure used throughout the essay (<i>Although Atticus provided the jury with evidence to clear Tom, the jury found him guilty because he was African-American</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>decision</i> and <i>run away</i>), punctuation (<i>although Huck in the beginning of the novel is</i>), agreement (<i>society's views that slaves are property</i>), and usage (<i>societies beliefs</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

It can be said that "The bravest of individuals is the one who obeys his or her conscience." This statement can be proven true in the novels, The Crucible, by Arthur Miller, and in The Adventures of Huckleberry Finn, by Mark Twain. Both of these novels contain characters that went against the pressures and conformity of society, and followed their better judgements. John Proctor, in The Crucible was forced to decide whether to sign a false document and lose his good name, or keep his good name and be summoned to death. In Huckleberry Finn, Huck runs away from civilization toward freedom.

Arthur Miller, in The Crucible, describes the people in the town of Salem to be followers. They are unable to make decisions for themselves. When people in the town were falsely accused of witchcraft, all of the people in the town thought it was true, except of course, the accused. Some admitted to the sins, however others, like John Proctor, refused to confess to the lie. John Proctor, along with Reverend Hale, was one of the only people in the town that knew Abigail Williams was not being truthful in the accusations she put on people in the town. John, along with other accused people, was told to sign a paper confessing himself of being a witch. If he does not sign it, he will be hung. John signs the paper, however he soon realizes what he is doing and rips it up. He shouts for the court to leave him his good name. He says "because it is my name. And I shall never have another in my life!"

The ripping of the paper John Procter has signed symbolizes him going against conformity. John Procter represents a brave character in the sense of the statement "The bravest of individuals is the one who obeys his or her conscience." Procter did not do what society wanted him to do. He thought for himself and made up his own mind.

In The Adventures of Huckleberry Finn, Huck, along with his friend Jim, escape to freedom.

The two, however, are running from different things. Huck is running away from his father, the widow, and basically civilization as a whole. Jim is running away towards freedom from slavery.

Both of these characters must deal with and overcome the obstacles they encounter on their journey toward freedom. Both Jim and Huck are brave characters in the way that they both follow their own conscience and run away from a society that they know is not right.

Living in a town where one is frowned upon if they think differently or have different opinions is not an easy thing to do. It takes a very brave individual to go against society and have a mind of their own. Doing what one thinks or knows is right and acting upon it is a very difficult thing to do knowing the consequences one must face. Both characters John Procter, in The Crucible and Huckleberry Finn in The Adventures of Huckleberry Finn prove the statement "The

Anchor Paper – Part B—Level 4 – A

bravest of individuals is the one who obeys his or her conscience." Both of those characters are able to follow their conscience and do what they believe in. John Proctor suffers the consequences of not conforming by being hung, however, Huck does make it to freedom from a society he did not belong to.

Anchor Level 4–A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, establishing the criteria for analysis of characters who <i>went against the pressures and conformity of society</i>. The response makes implicit connections between the criteria and the texts, <i>The Crucible</i> and <i>The Adventures of Huckleberry Finn</i> (<i>Proctor did not do what society wanted him to do and Jim and Huck are brave characters ... both follow their own conscience and run away from a society that they know is not right</i>).</p>
Development	<p>Develops some ideas more fully than others. The response discusses <i>The Crucible</i> using characterization (<i>Proctor ... was one of the only people in the town that knew Abigail Williams was not being truthful</i>) and symbolism (<i>The ripping of the paper John Proctor has signed symbolizes him going against conformity</i>) to analyze the text. The discussion of <i>The Adventures of Huckleberry Finn</i> is more general, with little detail (<i>Both of these characters must deal with and overcome the obstacles they encounter</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on characters who <i>followed their better judgements</i>. The response exhibits a logical sequence of ideas, with each paragraph discussing the critical lens and characters who showed bravery by disagreeing with society. Use of transitions (<i>Both and however</i>) helps maintain the response's coherence.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Both of these characters are able to follow their conscience and do what they believe in</i>). The response occasionally makes effective use of sentence structure or length (<i>Jim is running away – towards freedom from slavery</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting errors in punctuation (<i>Both characters John Proctor, in <u>The Crucible</u> and Huckleberry Finn in <u>The Adventures of Huckleberry Finn</u></i>), grammar (<i>he will be hung and Doing what one thinks or knows is right and acting upon it is</i>), and usage (<i>coarse</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

According to J.F. Clarke, "The Bravest of individuals is the one who obeys his or her conscience." In other words, one who knows what's right and wrong is the strongest. This is seen in Lord of the Flies and Huck Finn. Both Ralph and Huck obey their conscience and end up being the bravest.

Ralph is on an island with a bunch of other kids. He wants to do what his conscience says and he wants to get organized and try to get rescued. He's the only one who wants to do good for everyone. He assigns people to do certain chores but they all refuse and play around. Ralph tells people to go build shelter, build a fire, and gather some food but they decide to have fun. Ralph gets very upset but has all alone on this. He tries to take control but the others reject him. Some of the kids have died because of the actions of the other kids. Instead of trying to get rescued they joke around and have fun. Ralph is the only responsible one and it shows that he is the bravest. The others try to take control but Ralph refuses to side w/ them. In the end they get rescued all because of Ralph.

Similar to Ralph, Huck also is brave. He obeys his conscience, which was that everyone is equal and that there shouldn't be discrimination against blacks. Huck runs away from home

and meets up with a slave named Jim. They both hang around and they planned a fake death for Huck so no one would go looking for him. They hang out and go on adventures. At first Huck was very immature and didn't know anything. Now that he's been with Jim, he learns about how there shouldn't be discrimination and now he's more mature. Since he believes in his conscience he becomes stronger inside.

Ralph and Huck both believe in their conscience and end up being strong inside. I think this quote is very true. Knowing what's right and wrong will always make you a brave person.

Anchor Level 4–B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, suggesting that <i>one who knows whats right and wrong is the strongest</i>. The response discusses <i>Lord of the Flies</i> and <i>The Adventures of Huckleberry Finn</i>, making implicit connections between the interpretation of the critical lens and the actions of <i>Ralph and Huck</i> who <i>obey their conscience and end up being the bravest</i>.</p>
Development	<p>Develops some ideas more fully than others, providing specific references to Ralph’s leadership in <i>The Lord of the Flies</i> (<i>He tries to take control but the others reject him</i>), but less specific information in the discussion of Huck’s realization of right and wrong (<i>he learns about how there shouldn’t be descrimnation and now hes more mature</i>). The response refers to setting in <i>Lord of the Flies</i> (<i>on an island</i>), and alludes to character in <i>The Adventures of Huckleberry Finn</i> (<i>with a slave</i>), but these elements are not developed.</p>
Organization	<p>Maintains a clear and appropriate focus (<i>Knowing whats right and wrong will always make you a brave person</i>). The response exhibits a logical sequence of ideas by presenting, for each text, a main character who makes a choice which demonstrates his bravery. The response exhibits an appropriate use of transitions (<i>Instead, In the end, Similar to Ralph, At first, Now</i>).</p>
Language Use	<p>Uses generally appropriate language that is occasionally informal (<i>a bunch, hang out, the kids</i>), with some awareness of purpose (<i>Ralph and Huck both believe in their conscene</i>). The response exhibits some attempts to vary sentence structure or length for effect, but with uneven success (<i>The others try to take control, but Ralph refuses to side w/ them</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>conscene</i> and <i>reposable</i>) and punctuation (<i>hes</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and somewhat weaker in language use.</p>	

J. F. Clark wrote "The bravest of individuals is the one who obeys his or her conscience." The quote states that the bravest individuals are the ones that follow their own path. This ~~same~~ statement is valid because, in order to be brave, you must be able to obey your conscience and go your own way. The statement can be proven in the novel Huckleberry Finn by Mark Twain, and Catcher in the Rye by J.D. Salinger.

~~The setting of~~ Huckleberry Finn ^{was set} ~~was~~ during the ~~early~~ ^{of} mid 1800's in ~~the~~ along the banks of Mississippi, in the southern part of the United States of America. The ~~the~~ novel was written during a time when the society of the United States of America, had a ~~conscience~~ ^{belief} that Slavery was just and fair. The main characters of the novel ~~was~~ are Huck or Huckleberry Finn and Jim a runaway slave. The ~~book's~~ point of view is first person narrative. The main conflict of the novel is Man v. Society. This is when Huck is faced with the tormenting decision of whether to help Jim reach freedom, ~~or~~ and risk being shun by Society, or go with Society and turn him in. The resolution to this is Huck decides to go with his conscience, and follow

his own path, rather than take the path everyone else is taking. He ~~sets~~ decides to help Jim escape, and find freedom. Both Jim and Huck use the Mississippi River, on their quest. ~~The river comes to~~ As the novel progresses the river comes to symbolize ~~freedom~~ passage to freedom, and a shield from the ~~cynical~~ Madness of Society, which is the land. By obeying his conscience, Huck shows his bravery, and through his brave act he is able to set Jim free at the end of the novel.

Like Huck Finn, Catchers in the Rye by J.D. Salinger also deals with an individual obeying his conscience. By using literally elements, ~~just like~~ ~~Huckleberry Finn~~. ~~Mark Twain in~~ ~~Huckleberry Finn~~, J.D. Salinger shows how important it is to obey your conscience. The main character in the novel is Holden Caulfield. The story is told through first person narrative. The conflict of the novel is Man v. Society, and Man v. Man. In the ~~conflict~~ Holden tries to fit in a society, which he feels is phony. ~~His conscience tells him~~ ~~In three days~~ ~~Holden~~ The ~~setting~~ setting of the novel

is during the late 1940's or early 1950's, in New York City. The Plot of the ~~book~~ novel is Holden, goes to place after place, in ~~the~~ New York, looking for a place to fit in, Society. The resolution to his search, is it leaves him more depressed ~~and~~ each time, and is constantly being rejected. At the conclusion of the novel, Holden, ~~realia~~ realizes that he does not have to fit in, in order to be happy. He decides to choose his own path by obeying his conscience which leads him to family.

Both works of literature show that, ~~obeying~~ both the main characters in the novels, obeyed their Conscience, and went against Society, showing bravery. The authors of the two novels used literally elements, to show the individuals bravery.

Anchor Level 4–C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, suggesting <i>the bravest individuals ... follow their own path</i>, and defining bravery as being <i>able to obey your conscience</i>. The response makes implicit connections between the criteria and the chosen texts (<i>The Adventures of Huckleberry Finn</i> and <i>The Catcher in the Rye</i>), using the characters of Huck Finn and Holden Caulfield as the brave individuals.</p>
Development	<p>Develops some ideas more fully than others. The response uses specific references to setting and conflict to illustrate Huck’s struggle to <i>go his own way</i>. The discussion of <i>The Catcher in the Rye</i> mentions several literary elements (<i>character, first person narrative, conflict, setting</i>), but develops only the idea of Holden’s attempt <i>to fit in a society</i>.</p>
Organization	<p>Maintains a clear and appropriate focus, illustrating how the characters in both works obey their consciences. The response exhibits a logical sequence of ideas, using literary elements to explain each work, but occasionally lacks internal consistency (the digression about the Mississippi River). Transitions between paragraphs are usually effective (<i>Like Huck Finn</i>), helping to unify the essay.</p>
Language Use	<p>Uses appropriate language, with some awareness of purpose (<i>The novel was written during a time when the society</i>). The response contains some awkward repetition (<i>of the United States of America</i>) and many sentences with similar beginnings. The response occasionally exhibits some attempts to vary sentence structure for effect, but with uneven success (<i>At the conclusion of the novel, Holden, realizes that he does not have to fit in, in order to be happy</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting errors in comma and apostrophe usage (<i>the United States of America, had a belief; Jim a runaway slave; show the individuals bravery</i>), verb tense (<i>risk being shun</i>), and usage (<i>literally elements</i>). These errors do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

The bravest of individuals is the one who obeys his or her conscience' is a added quote from J.F. Clarke. I believe this quote means that if you don't change and listen to your conscious you are better off and more brave. I agree with this quote. Two works of literature that I believe would prove this quote would be Lord of the Flies; Anne Frank. In both these stories the Authors used literary elements to show there bravery.

Lord of the Flies was about kids who were stranded on an island. The Author used characterization to prove this quote. Piggy; Ralph were the only two whom never conformed. They were the bravest because the others just Piggy Followed the leader. They held to their beliefs. The Author also used setting. All these kids were stranded on an island; still Ralph; Piggy stayed strong to what they believed. The conditions they were in were completely different to what they were used to.

In Anne Frank the Author used Point-of-view. The book was a diary of Anne Frank's life while hiding from Nazis. She told it as it happened so you kinda felt her bravery in the way she wouldn't change or conform. She kept hiding instead of giving herself up. The Author also used setting to convey the quote. Anne Frank's whole family was locked up in hiding. She described what everything was like, just her conditions alone should

know her bravery. Very few people could go through w/
what she had to do.

The bravest of individuals is the one who obeys his or
her conscience' describes better of these stories & there strong
brave characters that stayed true to their beliefs.

Anchor Level 3–A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests <i>if you don't change and listen to your conscious you are better off and more brave</i>. The response makes superficial connections between the criteria and characters who refused to conform to the will of others in <i>Lord of the Flies</i> and <i>The Diary of Anne Frank</i>.</p>
Development	<p>Is largely undeveloped, hinting at ideas, but relies on vague references to characterization (<i>They were the bravest because the others just play follow the leader</i>) and setting (<i>All these kids were stranded on an island</i>) in <i>Lord of the Flies</i>. The response refers to point of view (<i>She told it as it happened</i>) and setting (<i>She described what everything was like</i>) in <i>The Diary of Anne Frank</i>.</p>
Organization	<p>Establishes and maintains a focus on characters who were brave because they listened to their consciences. The response exhibits a rudimentary structure, with an introductory paragraph, a body paragraph for each work, and a conclusion. The response includes some irrelevancies (<i>The conditions they were in were completely different to what they were used to and Very few people could go through w/ what she had to do</i>).</p>
Language Use	<p>Relies on basic vocabulary with some awareness of audience and purpose (<i>I agree with this quote and the authors used literary elements to show there bravery</i>). The response exhibits some attempts to vary sentence structure, but with uneven success (<i>The author also used setting to convey the quote</i>). Language is occasionally colloquial, with changes in person (<i>you kinda felt her bavery</i>) and informal constructions (<i>w/</i>) that further weaken effectiveness.</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>hidding</i>), punctuation (<i>Nazi's</i> and <i>In both these stories the authors</i>), grammar (<i>whom</i>), and usage (<i>conscious</i> and <i>there</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions, and somewhat weaker in development.</p>	

A famous person once said that "The bravest of individuals is the one who obeys his or her conscience. The person was J.F. Clarke and I agree with the quotation because it makes sense to me. For a hero to be a true hero they defy all odds and overcome any and all obstacles that stand in their way. A hero follows his heart to do what he knows is right. A hero doesn't follow orders that he believes are wrong but he takes a risk and does what he feels is right.

Two books that I read that would support this belief are Armageddon (based on the movie) and Return of Star Wars (also based on a movie). In the two novels there is a common goal good vs. evil.

In the novel Armageddon the author portrays a group of men banding together with the common goal to save Earth. In the book we get a sense of heroism, everyone wants to be recognized but some are willing to risk it all to get it and others want to quit. There is no quitting when you risk it all you can't say no and there isn't always a right path but you have to follow what you believe and the men do.

In the novel Star Wars again we can see how good vs. evil and love all interconnect to give us a sense that we are there with them. The book depicts men who risk everything and ask for little in return become infamous heroes because of their plights to stop the evil Darth Vader. Even when everything is on the line and Luke finds out

who his father is he doesn't hesitate to do the right thing even though it hurts him.

To be brave isn't always what's right for the world but you should always be brave enough to do what's right for you. Each time you fail to be brave you lose more and more of your freedom as a person and more of your self worth and respect. If you let people walk all over you, you just become their puppet but if you are brave enough to stand against them you gain more than is imaginable.

Anchor Level 3–B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating that <i>a hero follows his heart to do what he knows is right ... he takes a risk and does what he feels is right.</i> The response makes superficial connections between the criteria and the chosen texts, the novelizations of two movies, <i>Armageddon</i> and <i>Star Wars</i> .
Development	Develops ideas from <i>Star Wars</i> briefly (<i>men who risk everything and Luke finds out who his father is</i>), but ideas from <i>Armageddon</i> are largely undeveloped (<i>men banding together with the common goal to save Earth</i>). The response's references to <i>Armageddon</i> are vague (<i>everyone wants to be recognized and you have to follow what you believe and the men do</i>) and repetitive.
Organization	Establishes, but fails to maintain a focus on people who take risks. The response's minimal number of specific details weakens the focus. The response exhibits a rudimentary structure, but includes some inconsistencies (each textual discussion begins with an unexplained thematic statement) and irrelevancies (<i>Each time you fail to be brave you lose and If you let people walk all over you, you just become their puppet</i>).
Language Use	Relies on basic vocabulary with little awareness of audience. The response exhibits numerous shifts in person (<i>I agree, A hero doesn't follow, if you are brave enough</i>) and occasional imprecision in word choice. The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>The book depicts men who risk everything and ask for little in return become infamous heroes because of their plights to stop the evil Darth Vedder</i>).
Conventions	Demonstrates emerging control, exhibiting errors in punctuation and grammar that hinder comprehension (<i>There is no quitting when you risk it all you cant say no and there isn't always a right path</i>).
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning and somewhat weaker in development.	

"The bravest of individuals is the one who obeys his or her conscience." I agree with this quote because most of the time your conscience is correct and that is what feels the best thing to do. Both Huckleberry Finn by Mark Twain and Death of A Salesman by Arthur Miller describe the protagonist obeying his or her ~~conscience~~ conscience. In the novel, Huckleberry Finn by Mark Twain, states the protagonist, Huck Finn, ~~met~~^{making} a serious decision by following his conscience. In the play, Death of A Salesman by Arthur Miller, describes the main character, Will Loman, conflicts with his conscience but in the end he follows his conscience in the good of him and his family.

In the novel, Huckleberry Finn by Mark Twain, describes a young boy's decision about ~~turning a~~ turning in a runaway slave, named Jim, or bring him on his journey. Huck conflicts with his decision many times throughout ~~the~~^{his} journey while Jim is with him. He decides to bring Jim along because he was a slave of his foster ~~parents~~ family and a good ~~&~~ friend of Huck's. ~~They were going to Cairo~~ At the end of his adventure, when he returns home, the thought of turning Jim came up again. Huck decided to write ~~his~~ Miss Watson, who took care of Huck, a note regarding her runaway slave is with him. However, Huck just crumpled the note up and went to go find Jim, ~~since he later finds out that he~~ was sold to the Phelps Family, at their ~~cave~~ raft.

Huck finds out that Jim has been sold and he goes to the family farm where Jim is, so he could see him and possibly try to get him out. When ~~he returns to the~~ Huck arrives at the farm everyone welcomes him thinking that Huck is Tom Sawyer coming back from his trip. So Huck plays along, meets up with Tom Sawyer, a friend of Huck, who had just arrived back from his trip. Huck explains what happened to him, so he also plays along too. The two boys try many ~~different~~ ways to get Jim free in which they do but find out that Jim was free all along because in Miss Watson's will she made Jim free. Moreover, Huck was brave to follow his conscience in not turning in Jim because he would feel terribly guilty.

In the play, Death of A Salesman by Arthur Miller, states Will Loman's decision in protecting his family for the good of him and his family. The bravest decision that Will Loman has made was leaving his family so he could reunite with his brother, Ben. ~~His family were~~ the Loman Family always argued about their sons, Happy and Billy, which they had not live on their own, ~~and~~ did not go to college nor pursue in a career. Will Loman did everything for his boys, he provided them with love, courage, positive thinking and care. Will Loman had always tried to commit suicide because of the way his job is going, ~~his respect~~ and his respect from people. Toward ^{the} end of the play he has faith in his boys in which they lie to him ~~by~~ saying they have their own sporting equipment

business, ~~however~~, which their father believes. But the sons tell this lie because they do not want to their father getting upset at them but to just to see him be happy. Toward the end of the ~~novel~~ play, Will Loman leaves the house, talking to himself, to go outside. But the reader finds out that he has committed suicide and was brave in that because he wanted the best for his two sons.

Both authors deal with ~~the~~ the protagonists conflicting conscience. In the novel, Huckleberry Finn, Mark Twain describes Huck's major decision, ~~if~~ if he should turn Jim in or not. In the play, Death of a Salesman, Arthur Miller describes one man's bravest decision by following his conscience. As I have stated in the beginning, I do agree with the quote.

Anchor Level 3–C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>I agree with this quote because most of the time your conscience is correct and that is what feels the best thing to do</i>). The response makes implicit connections to <i>The Adventures of Huckleberry Finn</i>, saying that the novel <i>describes a young boys decision about turning in a runaway slave</i>, but makes superficial connections to <i>Death of a Salesman</i> (The play states <i>Will Lomans decision in protecting his family for the good of him and his family</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from Twain’s work (<i>Huck ... later finds out that he Jim was sold to the Phelps Family</i>) and generalized statements about the Loman family (<i>The Loman Family always argued about their sons</i>). The unjustified references to the text weaken the development (<i>At the end of his adventure, when he returns home, the thought of turning Jim came up again</i>).</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary structure, with an introduction and conclusion that focus attention on characters in conflict with their consciences. The response includes some inconsistencies in the discussion about Willy Loman (<i>leaving his family so he could reunite with his brother, Ben and he has committed suicide and was brave in that because he wanted the best</i>), and some irrelevancy in the discussion about Huck Finn (<i>everyone welcomes him thinking that Huck is Tom Sawyer ... who had just arrived back from his trip</i>).</p>
Language Use	<p>Relies on basic vocabulary with some awareness of audience and purpose (<i>But the reader finds out</i>). The response’s attempts to vary sentence structure frequently result in awkward constructions (<i>In the play, <u>Death of a Salesman</u> by Arthur Miller, describes the main character, Will Loman, conflicts with his conscience</i>). Imprecise word choice further weakens the effectiveness of the language (<i>try many ways to get Jim free in which they do</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting errors in punctuation (<i>Mark, Twain; the play, <u>Death of a Salesman</u> by; young boys decision; for his boys, he; and Hucks major decision</i>), usage (<i>they do not want to their father</i>), and proofreading (<i>thinging</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and language use.</p>	

An important quote in ~~the~~ English literature states "The bravest of individuals is the one who obeys his or her conscience." B. J.F. Clarke.

My interpretation of this is that a person who listens to their conscience is braver than someone that doesn't. An example of this is if a person rescues someone from a burning house, cause that your conscience tells you that would be right. I definitely agree with the statement. Two books that I have read that supports my opinion is Of Mice and Men and Lord of the Flies. In the book Of Mice and Men: George shot Lennie so that he wouldn't have to be killed by all of the town people. Also in Lord of the Flies Ralph didn't turn savage because his conscience told him not to become one.

I think that these two books best describe the quote written by J.F. Clarke.

Anchor Level 2–A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens, suggesting <i>that a person who listens to their conscience is braver than some one that doesn't</i>. The response alludes to the critical lens, but does not use it to analyze the chosen texts, <i>Of Mice and Men</i> and <i>Lord of the Flies</i>.</p>
Development	<p>Is largely undeveloped, hinting at ideas (<i>George shot Leny so that he wouldn't have to be killed by all of the town people</i>). The response offers one sentence about each chosen work, with only the reference from <i>Lord of the Flies</i> mentioning the critical lens (<i>his consious told him</i>).</p>
Organization	<p>Establishes, but fails to maintain a focus on people who listen to their consciences. The response exhibits a rudimentary structure of one-sentence introductory and concluding paragraphs, and a longer middle paragraph containing several different topics, including an irrelevant example (<i>if a person rescues someone from a burning house</i>).</p>
Language Use	<p>Uses language that is imprecise or unsuitable for the audience or purpose (<i>My interpritation of this is that, A example of this is if, cause your consciouse tells you</i>). The response reveals little awareness of how to use sentences to achieve an effect.</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>deffiniatly, statment, Leny, consious, theis, writen</i>), agreement (<i>a person ... their conscience</i> and <i>Two book ... that supports ... is</i>), capitalization (<i>english</i>), and usage (<i>then</i> for “than”) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and organization.</p>	

J. F. Clarke said, "The bravest of individuals is the one who obeys his or her conscience," which I agree to. What this means is that your conscience will lead you to bravery if you obey it. In the works of literature, *The Crucible* & *The Great Gatsby* are in perspective to the Critical Lens above.

In the pieces of literature, there were many occasions which bravery was at test. In the parts, *The Great Gatsby*, Jay Gatsby obeys his conscience & because they braves to of individuals. As in *The Crucible*, the same happened and resulted the same way. In the literature *The Crucible*, it was about witch trials. But not only did it involve that it had many literary elements which can be referred to. As in *The Great Gatsby*, not many were readily there but enough for bravery which Gatsby acted upon. In conclusion, the works were recited of the characters in them obeyed the conscience. Although at times the characters didn't always obey if they did in many cases.

Anchor Level 2–B

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>What this means is that your conscience will lead you to bravery if you obey it</i>) that suggests some criteria for analysis. The response alludes to the critical lens, but does not use it to analyze the chosen texts, <i>The Great Gatsby</i> and <i>The Crucible</i>.</p>
Development	<p>Is largely undeveloped, hinting at ideas (<i>Jay Gatsby obeys his coincidence & becomes then bravest of individuals</i> and <i>The Crucible, it was about witch trials</i>), but references to the text are vague (<i>As in The Crucible, the same happened and resulted the same way</i>). The response mentions <i>literary elementals</i>, saying only that each work contains some, and <i>The Great Gatsby had enough for bravery which Gatsby acted upon</i>.</p>
Organization	<p>Lacks an appropriate focus on characters who become brave by obeying their consciences. The response suggests some organization, with two paragraphs of information and a conclusion, although the discussion in the second paragraph is confusing, alternating between the works and referring to information which is not provided.</p>
Language Use	<p>Uses language that is imprecise and unsuitable for the audience or purpose (<i>which I agree to, are in perspective to the critical lens, which bravery was at test</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In conclusion, the works wer recited & the characters in them obeyd the conscience</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>occassions</i>), proofreading (<i>the the novels</i>), and punctuation (<i>But not only did it involve that it had many literary and Although at times the characters didnt always obey it they did in many cases</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.</p>	

Conscience is a key part of Bravery. If you obey your conscience then you shall never fail. Bravery is an ideal characteristics. All people have this leadership quality it is just important if we use it.

Conscience is in all people, when you are trying to solve a difficult problem you must always uses it. I agree with the statement, "The bravest of individuals is the one who obeys his or her conscience." This statement is a reflection of ~~the~~ Bravery, to ~~be~~ always obey your conscious. Life with a conscience is important. All people ~~are~~ consist of Bravery characteristics.

Two works are Huck Finn and Tom Sawyer. These two have key parts of ~~the~~ Bravery. The bravest people use their conscience. If you obey your conscience you will be brave.

Anchor Level 2–C

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens, first suggesting that obeying one’s conscience leads to success, then discussing the importance of bravery (<i>All people have this leadership quality</i>) and conscience, and finally pointing out that <i>all people consist of Bravery characteristics and if you obey your conscience you will be brave</i>. The response reflects minimal analysis of the chosen works, <i>The Adventures of Tom Sawyer</i> and <i>The Adventures of Huckleberry Finn</i>.</p>
Development	Is minimal (<i>These two have key parts of Bravery</i>), with no evidence of development.
Organization	Lacks an appropriate focus, but suggests some organization. The response uses the first two paragraphs to discuss topics related to the critical lens, then uses the last paragraph to mention two literary works and bravery, before continuing the previous discussion.
Language Use	Uses language that is imprecise or unsuitable for the audience or purpose (<i>Bravery is an ideal characteristics and Life with a conscience is important</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors that hinder comprehension (<i>Conscience is in all people, when you are trying to solve a difficult problem you must always uses it</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions, and somewhat weaker in meaning and development.</p>	

The bravest of individuals is the one who obeys his or her conscience. This means that those who use their own morals as a basis for judgement are the most bold.

I wholeheartedly agree with this statement. I ~~do~~ believe that those individuals who do what feels right to just themselves are the bravest of all. People who listen to what others try to tell them and let their own judgement to be swayed and obscured by ~~others~~ others are weak in character.

A test of true bravery is if you can hold your ground while ~~at~~ those around you are losing theirs.

Independence of mind is the truest act of address.

So in conclusion, bravery and obeying your own conscience are 2 traits that go hand in hand. You are not truly brave if ~~you~~ the morals that you follow are not your own.

Anchor Level 1–A

Quality	Commentary
Meaning	Provides a reasonable interpretation of the critical lens, asserting <i>that those who use their own morals as a basis for judgement are the most bold</i> . The response contains no reference to any text.
Development	Is minimal, with no reference to specific texts to support the assertions that <i>people who listen to what others try to tell them ... are weak in character</i> and that there is <i>a test of true bravery</i> .
Organization	Suggests a focus on the bravery of individuals, but without specific textual evidence, organization cannot be evaluated reliably.
Language Use	Relies on basic vocabulary, occasionally using language which is clichéd (<i>hold your ground</i> and <i>traits that go hand in hand</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>People who listen to what others try to tell them, and let their own judgement to be swayed and obscured by others are weak in character</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>truely</i>) and punctuation (<i>obscured by others are weak</i> and lack of end punctuation in two sentences). These errors do not hinder comprehension.
Conclusion: Although the response fits criteria for Levels 2, 3, and 4, it remains at Level 1 because it makes no reference to any specific texts.	

George on Henry's friends George kills him to save
 him but it doesn't another ~~is~~ book read
 is ~~is~~ a good a Hitler was mad to ~~hurt~~ hurt
 that girl. In the war her father ~~is~~ Anne
 Frank

Anchor Level 1–B

Quality	Commentary
Meaning	The response: Does not refer to the critical lens. The response reflects minimal analysis of the chosen texts, <i>Of Mice and Men</i> and <i>The Diary of Anne Frank</i> .
Development	Is largely undeveloped. The response hints at ideas (<i>George kills him to save him and a Hitler was mad to hurt that girl</i>), but references to the text are vague.
Organization	Shows no focus or organization. The response provides too little material for reliable assessment.
Language Use	Is minimal. The response uses language that is incoherent (<i>In the war her father Anne Frank</i>) or inappropriate (<i>another book read isnt good</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in development.	

Independence; Freedom

J.F. Clarke adapted a quote in which states that "The bravest of individuals is the one who obeys his or her conscience." This can be interpreted as those ~~the~~ whom do what they feel is right and don't listen to what others say can get the job done much faster and will be considered very strong. This quote is believed to be very true because those whom try to be someone they are not and don't try to get the job done with their own thoughts are considered to be true cowards. In comparison to this quote, the novel Huckleberry Finn by Mark Twain and The Catcher in the Rye by J.D Salinger both can relate to this quote with many examples. In both novels Huck and Holden are considered the bravest of individuals because they both did what they felt was right, by listening to their conscience.

In the novel Huckleberry Finn by Mark Twain, it is illustrated how hard it is to accomplish your goal. If you listen to your inner-self, you can be stronger and more independent than now. Huck runs away from society and is faced with many obstacles and challenges. Huck meets a runaway slave named Jim whom later

Becomes a father figure to Huck. Although Huck becomes very close to Jim, he is faced with a challenge that can ruin their relationship forever. He has to decide whether or not he wants to turn Jim in, but without doing so it could ruin his life. In conclusion Huck listened to his conscience putting his life on the line before destroying a friendship.

This novel is a great example of how Carver's quote can be interpreted.

Also, in the novel The Catcher in the Rye by J.D. Salinger, a young boy named Holden had a goal to find his real place in society. His goal didn't result with his actions taken but his decisions to make himself a better person. Although he didn't accomplish his second goal which was to stop young children from growing up, he still tried. Holden thought that he could be there before the young children fell into adulthood. In conclusion he listened to his conscience and realized that's impossible and he has to let them grow. It took an awful long time to come to his conclusion but he later came to reality.

In conclusion both works are perfect examples of Clarke's quote. Both novels explain and show that not everyone gets what they want but showing that they can try can make one the bravest.

"The bravest of individuals is the who obeys his or her conscience." J.F. Clarke. To me this critical lens means that one who supports what they believe are the bravest individuals. I do agree with this critical lens as I have interpreted it. Two works of literature that support this statement are To Kill a Mockingbird by Harper Lee and Old Man and the Sea by Ernest Hemmingway.

The Old Man and the Sea supports this statement through the old man himself. The old man in this story is a fisherman who has been down on his luck for a while. Every morning he would get up and go out to sea, but he would never return with any fish. Since this was the way he made his living, he had no money, people tried giving him food, and other things like. Such the old man believed in himself as a fisherman, he never accepted anything from anyone. One day the belief that the old man had in himself finally paid off, he finally had caught some fish. The belief that the old man had in himself made him

a brave enough man to continue to fish.

Another story that supports this critical lens is To Kill a Mockingbird by Harper Lee. This story supports this through the character of Scout. Scout was a young girl who was very determined. Scout believed in herself and the things she did. The one thing that she really believed in was Boo Radley. Boo Radley was a man who lived across the street from Scout. Boo never came outside for anything, at least until he met Scout & her mother. Scout & her brother ~~found~~^{found} things in a hole in a tree in front of Boo's house. Scout knew that it was Boo, because she also had saw Boo peaking out the window at them. Finally the time had come when Scout had met Boo Radley. Scout acted calm and mature, and brave, because she believed that she all ready knew him. Scout belief in Boo Radley made her a brave person when she actually did get to meet him.

As you can see, both The Old Man and the Sea by Ernest Hemingway

and *To Kill a Mockingbird* by Harper Lee, are two works of literature that support this critical lens through their characters.

"The bravest of individuals is the one who obeys his or her conscience", J.F. Clarke claims. This quote states that the people who are truly courageous are the ones who are able to decide for themselves what the right thing to do is. This quote is true because society often demands conformity of values and conscience, so people who are able to obey their own conscience are truly brave*. This idea is often reflected in literature. Both Arthur Miller's The Crucible and Mark Twain's Huckleberry Finn present the idea that those people who are able to follow their own sense of right and wrong are truly courageous. Both authors use characterization and theme to present this idea.

In Miller's work, those people who are able to resist to pressures of the witch trials are seen as brave and admirable. John Proctor, a Salem farmer, is shown to have courage because he was able to uphold his moral principle that a person should not sign his good name away to lies, no matter what. When presented with the confession of which craft, for instance, Proctor refuses to allow the Magistrates to keep the paper because he'd be selling his name to "lies" (Miller). In addition, he yells "it is my name!" (Miller), showing how valuable a good, unsullied, name is to Proctor. Also, when witch-hunter Reverend Hale says that "lie" (Miller) is more valuable than anything else, Proctor disagrees, saying that his good "name" (Miller) is more important. One can see Proctor's courage when his wife states that "he have his goodness now" (Miller). Since Proctor would rather die than betray his own conscience, and he is characterized as a good man one could also understand his bravery. Like Proctor, Giles Cory also refuses to compromise his own conscience. Cory is arrested because

He will not give the name of a townsman who signed a deposition. While talking about him, Elizabeth Procter speaks of him kindly and as a kind man who only said "more weight" (Miller) when asked to confess. One could also see Cory's courage for preferring death to betraying a friend. Like Characterization, theme also helps present the idea that courage comes from following one's own conscience. One theme of Miller's play is conformity. Because Procter, Cory, and others refused to conform to Salem's accepted conscience and morality, and because they died for their beliefs, the reader can see their courage. Their courage also became evident when these characters are compared to other people in the town who do conform. For example, the Putnams, a couple who get swept away with the witch hunt hysteria, conform to the accepted belief that there are witches. When compared to characters like John Procter, who refuse to conform, one can see that since the Putnams are unfavourable, so is not following one's own conscience.

Like Miller's play, Twain's novel also uses characterization and theme to show the courage of those people who follow their own conscience. Huck Finn, a free-spirited boy, must decide whether or not to turn his friend Jim (a runaway slave) into the authorities. US law at the time required him to do so. Huck does not because it betrays his sense of right and wrong. For example, while docking their raft, Huck has the chance to turn Jim in, but does not because Jim had given him "his word" (Twain) and it would be wrong to go back on a promise. Like wife, when finally confronted with sending a letter to turn Jim in, Huck decides that he'd rather get in

~~trouble and ~~betray~~ them, betray his friend.~~ Since Huck ultimately decides to remain faithful to his friend, and since he could get into serious trouble for it, Huck is characterized as brave. Like Huck, Jim must also decide to follow his own conscience and run away. In the South at this time, slaves were no doubt told that their place was as slaves and that it was wrong to aspire for anything greater. However, Jim decides that, according to his own conscience, he should leave and take the risk of running away. Tom also plays a part in displaying these characters' courage. One theme of Twain's novel is man's responsibility to society. In this theme, Twain shows that a person's responsibility lies in following his own mind, no matter how dangerous that might be. When compared to the Duke and Dauphin, who turn Jim in and who know that by following civil law, they will get money, Huck is the vision of courageousness.

J. F. Clarke's quote about conscience and courage is true. Those people who have the renewed will to follow their own conscience, even if it betrays the accepted norm and even if it's potentially dangerous is both admirable and brave, like, Proctor, Cory, Huck Finn, and Jim, and the Hemes and Ken demonstrate.

*¹ because they have the will to oppose the norm.

*² In addition, it was merely acceptable and merely mandated by the religious authorities of the area that a person turn in a fugitive slave.

"The bravest of individuals is the one who obeys his or her conscience"
- J. F. Clarke. This quote is saying that people who follow their beliefs and feelings, even if they go against the norm, are the bravest. Meaning that they are willing to go against anyone and anything to obtain and do what they desire. To works of literature that support this idea are "~~Cuckoo's Nest~~" and "~~The Crucible~~", by Arthur Miller. "One Flew over the Cuckoo's Nest" by Ken Kesey, and "The Crucible" by Arthur Miller.

In "One Flew over the Cuckoo's Nest", Ken Kesey presents the ideal of an individual going against society. In Kesey's novel the main character R.P. McMurphy is locked up in a mental ward, in it McMurphy goes against every rule ~~and~~ imposed by Nurse Ratched. McMurphy also encourage the other mental patients to go against any rule that is unfair, and to stand up for themselves.

In "Cuckoo's Nest" Kesey gives McMurphy an ~~appearance~~ appearance of a fairly small man, but in comparison to the other, bigger characters, his "bigger", because he is willing to fight for his beliefs, ~~and~~ ~~also~~ even if he fails at it, he is at least trying, making his braver than any other character.

In "The Crucible" by Arthur Miller, we see a similar portrayal as in "Cuckoo's Nest" of the main character. ~~Miller~~ In "The Crucible", Miller presents John Proctor, as a faulty, sinner male, that doesn't really believe in himself. However when witch trials

are started in Salem as a result of a group of teenage girls lifting accusations of witchcraft upon townspeople, Proctor attempts to go against the system to save his wife Elizabeth and eventually himself. Proctor is accused of witchcraft, and is forced to admit to it, which he does, but is also to ~~not~~ sign his confession. Proctor refuses to do, since to sign his name would be to sell and give up his soul to them and the devil. Proctor dies for his belief of keeping his "Name", but it also impacts the townspeople making them go against the trials.

In conclusion, when an individual is willing to give up everything to hold on to their beliefs, makes the greater, than everybody else. They are nonconformist, and refuse to submit themselves to what is the norm according to society.

"The bravest of individuals is the one who obeys his or her conscience." I agree with this statement because if you obey your conscience, then you will control your conscience. In other words if you don't obey your conscience, then it will get the best of you. It will make you go crazy and you will do things that is not their.

Two literary works to support my opinion is MacBeth and Othello. Both of these were wrote by William Shakespeare. The first work is MacBeth, in the story Mac Beth is going crazy because he's killing up everybody in town and Mac Duff's is going to kill him. MacBeth conscience got the best of him when the three witches told him he was going to be king. They didn't tell him how but his conscience got the best of him. Mac Beth kills King Duncan to be King, but that's not all he kills the two servant because he got them drunk and the people it was them. So MacBeth becomes King, but it doesn't end their

Practice Paper A–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development and somewhat stronger in organization.

Practice Paper B–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and slightly stronger in language use.

Practice Paper C–Score Level 6

Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.

Practice Paper D–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and somewhat weaker in language.

Practice Paper E–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.

Regents Comprehensive Examination in English—June 2002

Chart for Determining the Final Examination Score (Use for June 2002 examination only.)

To determine the student's final examination score, locate the student's total essay score across the top of the chart and the student's total multiple-choice score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 18 and a total multiple-choice score of 21 would receive a final examination score of 83.

**Total
Essay
Score
→**

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
0	0	1	1	2	3	5	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68
1	1	1	1	2	4	6	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70
2	1	1	2	3	5	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72
3	1	2	2	4	6	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73
4	2	2	3	5	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75
5	2	3	4	6	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77
6	2	3	5	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78
7	3	4	6	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80
8	3	5	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82
9	4	6	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83
10	5	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85
11	6	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86
12	7	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88
13	8	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89
14	9	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90
15	10	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89	91
16	11	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90	93
17	13	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89	91	94
18	14	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90	93	95
19	15	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89	91	94	96
20	17	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90	93	95	96
21	18	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89	91	94	96	97
22	20	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90	93	95	96	98
23	21	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89	91	94	96	97	99
24	23	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90	93	95	96	98	99
25	25	28	32	36	39	43	47	51	55	59	62	66	70	73	77	80	83	86	89	91	94	96	97	99	99
26	27	30	34	37	41	45	49	53	57	61	64	68	72	75	78	82	85	88	90	93	95	96	98	99	100

Total Multiple-Choice Score