

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Tuesday, January 21, 2025 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

The Great Silence

In this work of fiction, the narrator is a parrot who reveals its view of human attempts to communicate with intelligent species in outer space.

The humans use Arecibo¹ to look for extraterrestrial intelligence. Their desire to make a connection is so strong that they've created an ear capable of hearing across the universe.

But I and my fellow parrots are right here. Why aren't they interested in listening to our voices?

5 We're a nonhuman species capable of communicating with them. Aren't we exactly what humans are looking for?

The universe is so vast that intelligent life must surely have arisen many times. The universe is also so old that even one technological species would have had time to expand and fill the galaxy. Yet there is no sign of life anywhere except on Earth. Humans call this the
10 Fermi Paradox.

One proposed solution to the Fermi Paradox is that intelligent species actively try to conceal their presence, to avoid being targeted by hostile invaders.

Speaking as a member of a species that has been driven nearly to extinction by humans, I can attest that this is a wise strategy.

15 It makes sense to remain quiet and avoid attracting attention.

The Fermi Paradox is sometimes known as the Great Silence. The universe ought to be a cacophony² of voices, but instead it is disconcertingly quiet.

Some humans theorize that intelligent species go extinct before they can expand into outer space. If they're correct, then the hush of the night sky is the silence of a graveyard.

20 Hundreds of years ago, my kind was so plentiful that the Rio Abajo Forest [Puerto Rico] resounded with our voices. Now we're almost gone. Soon this rain forest may be as silent as the rest of the universe.

There was an African gray parrot named Alex. He was famous for his cognitive abilities. Famous among humans, that is.

25 A human researcher named Irene Pepperberg spent thirty years studying Alex. She found that not only did Alex know the words for shapes and colors, he actually understood the concepts of shape and color.

30 Many scientists were skeptical that a bird could grasp abstract concepts. Humans like to think they're unique. But eventually Pepperberg convinced them that Alex wasn't just repeating words, that he understood what he was saying.

¹Arecibo — a former space observatory located in Arecibo, Puerto Rico

²cacophony — a jarring mixture of noises

Out of all my cousins, Alex was the one who came closest to being taken seriously as a communication partner by humans.

Alex died suddenly, when he was still relatively young. The evening before he died, Alex said to Pepperberg, “You be good. I love you.”

35 If humans are looking for a connection with a nonhuman intelligence, what more can they ask for than that?

Every parrot has a unique call that it uses to identify itself; biologists refer to this as the parrot’s “contact call.”

40 In 1974, astronomers used Arecibo to broadcast a message into outer space intended to demonstrate human intelligence. That was humanity’s contact call.

In the wild, parrots address each other by name. One bird imitates another’s contact call to get the other bird’s attention.

If humans ever detect the Arecibo message being sent back to Earth, they will know someone is trying to get their attention.

45 Parrots are vocal learners: we can learn to make new sounds after we’ve heard them. It’s an ability that few animals possess. A dog may understand dozens of commands, but it will never do anything but bark.

Humans are vocal learners, too. We have that in common. So humans and parrots share a special relationship with sound. We don’t simply cry out. We pronounce. We enunciate.

50 Perhaps that’s why humans built Arecibo the way they did. A receiver doesn’t have to be a transmitter, but Arecibo is both. It’s an ear for listening, and a mouth for speaking.

Humans have lived alongside parrots for thousands of years, and only recently have they considered the possibility that we might be intelligent.

55 I suppose I can’t blame them. We parrots used to think humans weren’t very bright. It’s hard to make sense of behavior that’s so different from your own.

But parrots are more similar to humans than any extraterrestrial species will be, and humans can observe us up close; they can look us in the eye. How do they expect to recognize an alien intelligence if all they can do is eavesdrop from a hundred light-years away?

It’s no coincidence that “aspiration” means both hope and the act of breathing.

60 When we speak, we use breath in our lungs to give our thoughts a physical form. The sounds we make are simultaneously our intentions and our life force.

I speak, therefore I am. Vocal learners, like parrots and humans, are perhaps the only ones who fully comprehend the truth of this.

65 There’s a pleasure that comes with shaping sounds with your mouth. It’s so primal and visceral³ that, throughout their history, humans have considered the activity a pathway to the divine.

Pythagorean mystics⁴ believed that vowels represented the music of the spheres, and chanted to draw power from them.

70 Pentecostal Christians believe that when they speak in tongues, they’re speaking the language used by angels in heaven.

Brahman Hindus believe that by reciting mantras, they are strengthening the building blocks of reality.

³visceral — instinctive

⁴Pythagorean mystics — ancient Greek believers

Only a species of vocal learners would ascribe⁵ such importance to sound in their mythologies. We parrots can appreciate that.

75 According to Hindu mythology, the universe was created with a sound: “om.” It is a syllable that contains within it everything that ever was and everything that will be.

When the Arecibo telescope is pointed at the space between stars, it hears a faint hum.

Astronomers call that the cosmic microwave background. It’s the residual⁶ radiation of the Big Bang, the explosion that created the universe fourteen billion years ago.

80 But you can also think of it as a barely audible reverberation⁷ of that original “om.” That syllable was so resonant that the night sky will keep vibrating for as long as the universe exists.

When Arecibo is not listening to anything else, it hears the voice of creation.

85 We Puerto Rican parrots have our own myths. They’re simpler than human mythology, but I think humans would take pleasure from them.

Alas, our myths are being lost as my species dies out. I doubt the humans will have deciphered our language before we’re gone.

So the extinction of my species doesn’t just mean the loss of a group of birds. It’s also the disappearance of our language, our rituals, our traditions. It’s the silencing of our voice.

90 Human activity has brought my kind to the brink of extinction, but I don’t blame them for it. They didn’t do it maliciously. They just weren’t paying attention.

And humans create such beautiful myths; what imaginations they have. Perhaps that’s why their aspirations are so immense. Look at Arecibo. Any species who can build such a thing must have greatness within them.

95 My species probably won’t be here for much longer; it’s likely that we’ll die before our time and join the Great Silence. But before we go, we are sending a message to humanity. We just hope the telescope at Arecibo will enable them to hear it.

The message is this:

You be good. I love you.

—Ted Chiang
adapted from “The Great Silence”
Exhalation, 2019
Alfred A. Knopf

⁵ ascribe — credit

⁶ residual — remaining

⁷ reverberation — echo

- 1 The Fermi Paradox (line 10) explains why
- (1) the age of the universe cannot be determined
 - (2) the Arecibo experiment has not succeeded
 - (3) other galaxies are expanding into space
 - (4) some planets could support intelligent life
- 2 The figurative language in line 19 suggests that intelligent extraterrestrials
- (1) prefer to interact with other species in space
 - (2) have no reason to converse with other species
 - (3) miss the opportunity to connect with humans
 - (4) relate to humans without need of language
- 3 Alex’s death (lines 33 and 34) is expressed using which literary device?
- (1) an anecdote
 - (2) a metaphor
 - (3) an allegory
 - (4) a simile
- 4 Lines 39 through 44 suggest that extraterrestrials may
- (1) maintain contact only with nonhuman species
 - (2) prove to be more intelligent than humans
 - (3) prefer nonverbal modes of communication
 - (4) mimic communications coming from Earth
- 5 In line 64, the word “primal” most nearly means
- (1) unique
 - (2) natural
 - (3) deceptive
 - (4) unknowable
- 6 Lines 67 through 76 serve to show the historical
- (1) similarities among ancient and modern creation beliefs
 - (2) connection between vocalization and spiritual expression
 - (3) shared ways people celebrate important events
 - (4) role of vocal performances in preserving cultural traditions
- 7 As used in line 81, “resonant” most nearly means
- (1) rich
 - (2) muffled
 - (3) startling
 - (4) harsh
- 8 According to the narrator, “the voice of creation” (line 83) is the result of
- (1) “the music of the spheres” (line 67)
 - (2) “the language used by angels” (lines 69 and 70)
 - (3) “reciting mantras” (line 71)
 - (4) “the Big Bang” (line 79)
- 9 Which statement best represents a central idea of the text?
- (1) “The universe is also so old that even one technological species would have had time to expand and fill the galaxy” (lines 7 through 9)
 - (2) “Hundreds of years ago, my kind was so plentiful that the Rio Abajo Forest [Puerto Rico] resounded with our voices” (lines 20 and 21)
 - (3) “But parrots are more similar to humans than any extraterrestrial species will be” (line 56)
 - (4) “Look at Arecibo. Any species who can build such a thing must have greatness within them” (lines 93 and 94)

Reading Comprehension Passage B

Sea Drift

They would sit, two or three of them as a rule, on the cast-iron seat they called a form, that stood at the end of the road to the sea where it petered out in a dirt track through salt marsh, disappeared in sand.

- 5 Old men now: dark clothes and rough workboots worn from habit, faces scarred by wind and sun from days on the boats. Stranded somehow in this place as if, like seaweed, they had washed up on shore at high tide. Survivors from a world once theirs.
- 10 Somewhere in nearby stone cottages, with modern extensions at the back and sides to accommodate indoor plumbing, were daughters or daughters-in-law, keeping house, cooking meals, expecting the men home, at appointed times. This was the daily routine now.
- 15 Out of doors they were free, to rejoice in weather and tides, smell sea air that was the smell of life: salt, seaweed, sour mud, dead fish, churned-up sand; to feel the whip of wind on their skin. Gulls circling and swooping in the wide skies, diving, as they once did above the shrimp boats as heavy nets were cast into the sea.
- 20 The slow pace of nature's change gave them some kind of peace.

—Eileen Berry
“Sea Drift”

from *Bye Bye Blackbird: Worlds Past and Worlds Away*, 2010
Plain View Press

- 10 The term “petered out” in line 3 most nearly means
- (1) carried on
 - (2) branched off
 - (3) dwindled away
 - (4) dipped slightly
- 11 The figurative language in lines 7 and 8 conveys the men’s
- (1) lack of purpose
 - (2) feeling of obligation
 - (3) sense of control
 - (4) loss of companionship
- 12 The men are most likely called “survivors” (line 9) because they have
- (1) dominated new competition
 - (2) endured past adversity
 - (3) settled in new locations
 - (4) found safer employment
- 13 The repetition of the word “once” in lines 9 and 18 supports a central idea about
- (1) forgiveness
 - (2) regret
 - (3) aging
 - (4) confusion
- 14 Which phrase supports a central idea?
- (1) “the cast-iron seat / they called a form” (lines 1 and 2)
 - (2) “faces / scarred by wind and sun” (lines 5 and 6)
 - (3) “Somewhere in nearby stone cottages” (line 10)
 - (4) “Gulls circling and swooping” (line 18)
-

Reading Comprehension Passage C

Beautiful Brains

...The first full series of scans of the developing adolescent brain—a National Institutes of Health (NIH) project that studied over a hundred young people as they grew up during the 1990s—showed that our brains undergo a massive reorganization between our 12th and 25th years. The brain doesn't actually grow very much during this period. It has already
5 reached 90 percent of its full size by the time a person is six, and a thickening skull accounts for most head growth afterward. But as we move through adolescence, the brain undergoes extensive remodeling, resembling a network and wiring upgrade.

For starters, the brain's axons—the long nerve fibers that neurons use to send signals to other neurons—become gradually more insulated with a fatty substance called myelin
10 (the brain's white matter), eventually boosting the axons' transmission speed up to a hundred times. Meanwhile, dendrites, the branchlike extensions that neurons use to receive signals from nearby axons, grow twiggy, and the most heavily used synapses—the little chemical junctures across which axons and dendrites pass notes—grow richer and stronger. At the same time, synapses that see little use begin to wither. This synaptic
15 pruning, as it is called, causes the brain's cortex—the outer layer of gray matter where we do much of our conscious and complicated thinking—to become thinner but more efficient. Taken together, these changes make the entire brain a much faster and more sophisticated organ.

This process of maturation, once thought to be largely finished by elementary school,
20 continues throughout adolescence. Imaging work done since the 1990s shows that these physical changes move in a slow wave from the brain's rear to its front, from areas close to the brain stem that look after older and more behaviorally basic functions, such as vision, movement, and fundamental processing, to the evolutionarily newer and more complicated thinking areas up front. The corpus callosum, which connects the brain's left and right
25 hemispheres and carries traffic essential to many advanced brain functions, steadily thickens. Stronger links also develop between the hippocampus, a sort of memory directory, and frontal areas that set goals and weigh different agendas; as a result, we get better at integrating memory and experience into our decisions. At the same time, the frontal areas develop greater speed and richer connections, allowing us to generate and weigh far more
30 variables and agendas than before.

When this development proceeds normally, we get better at balancing impulse, desire, goals, self-interest, rules, ethics, and even altruism,¹ generating behavior that is more complex and, sometimes at least, more sensible. But at times, and especially at first, the brain does this work clumsily. It's hard to get all those new cogs to mesh.

35 Beatriz Luna, a University of Pittsburgh professor of psychiatry who uses neuroimaging to study the teen brain, used a simple test that illustrates this learning curve. Luna scanned the brains of children, teens, and twentysomethings while they performed an antisaccade task, a sort of eyes-only video game where you have to stop yourself from looking at a suddenly appearing light. You view a screen on which the red crosshairs at the center
40 occasionally disappear just as a light flickers elsewhere on the screen. Your instructions are to not look at the light and instead to look in the opposite direction. A sensor detects any eye movement. It's a tough assignment, since flickering lights naturally draw our attention. To succeed, you must override both a normal impulse to attend to new information and curiosity about something forbidden. Brain geeks call this response inhibition.

¹altruism — concern for others

45 Ten-year-olds stink at it, failing about 45 percent of the time. Teens do much better.
In fact, by age 15 they can score as well as adults if they're motivated, resisting temptation
about 70 to 80 percent of the time. What Luna found most interesting, however, was not
those scores. It was the brain scans she took while people took the test. Compared with
50 adults, teens tended to make less use of brain regions that monitor performance,
spot errors, plan, and stay focused—areas the adults seemed to bring online automatically.
This let the adults use a variety of brain resources and better resist temptation, while the
teens used those areas less often and more readily gave in to the impulse to look at the
flickering light—just as they're more likely to look away from the road to read a text message.

If offered an extra reward, however, teens showed they could push those executive
55 regions to work harder, improving their scores. And by age 20, their brains respond to this
task much as the adults do. Luna suspects the improvement comes as richer networks and
faster connections make the executive region more effective.

These studies help explain why teens behave with such vexing inconsistency: beguiling²
at breakfast, disgusting at dinner; masterful on Monday, sleepwalking on Saturday. Along
60 with lacking experience generally, they're still learning to use their brain's new networks.
Stress, fatigue, or challenges can cause a misfire. Abigail Baird, a Vassar psychologist who
studies teens, calls this neural gawkiness—an equivalent to the physical awkwardness teens
sometimes display while mastering their growing bodies.

The slow and uneven developmental arc revealed by these imaging studies offers
65 an alluringly pithy³ explanation for why teens may do stupid things like drive at 113 miles
an hour, aggrieve their ancestry, and get people (or get gotten) with child: They act that
way because their brains aren't done! You can see it right there in the scans! ...

Meanwhile, in times of doubt, take inspiration in one last distinction of the teen brain—
a final key to both its clumsiness and its remarkable adaptability. This is the prolonged
70 plasticity of those late-developing frontal areas as they slowly mature. As noted earlier, these
areas are the last to lay down the fatty myelin insulation—the brain's white matter—that
speeds transmission. And at first glance this seems like bad news: If we need these areas for
the complex task of entering the world, why aren't they running at full speed when the
challenges are most daunting?

75 The answer is that speed comes at the price of flexibility. While a myelin coating greatly
accelerates an axon's bandwidth, it also inhibits the growth of new branches from the axon.
According to Douglas Fields, an NIH neuroscientist who has spent years studying myelin,
“This makes the period when a brain area lays down myelin a sort of crucial period of
learning—the wiring is getting upgraded, but once that's done it's harder to change.”

80 The window in which experience can best rewire those connections is highly specific to
each brain area. Thus the brain's language centers acquire their insulation most heavily in
the first 13 years, when a child is learning language. The completed insulation consolidates
those gains—but makes further gains, such as second languages, far harder to come by.

So it is with the forebrain's myelination during the late teens and early 20s. This delayed
85 completion—a withholding of readiness—heightens flexibility just as we confront and enter
the world that we will face as adults.

²beguiling — charming

³pithy — concise

90 This long, slow, back-to-front developmental wave, completed only in the mid-20s, appears to be a uniquely human adaptation. It may be one of our most consequential. It can seem a bit crazy that we humans don't wise up a bit earlier in life. But if we smartened up sooner, we'd end up dumber.

—David Dobbs
excerpted from “Beautiful Brains”
National Geographic, October 2011

- 15 The metaphor in lines 6 and 7 (“But as we ... wiring upgrade”) serves to
- (1) provide a scientific hypothesis
 - (2) compare prior and current knowledge
 - (3) establish an ironic tone
 - (4) link simple and complex ideas
- 16 The goal of “synaptic pruning” (lines 14 and 15) is to alter the brain cortex’s
- (1) pigment
 - (2) protection
 - (3) productivity
 - (4) position
- 17 The primary purpose of lines 19 and 20 is to
- (1) note a misconception
 - (2) predict a problem
 - (3) express an opinion
 - (4) introduce an argument
- 18 The description of the brain’s development in lines 19 through 30 implies that as the brain matures,
- (1) memory is adversely affected
 - (2) processing speed is compromised
 - (3) decision-making is greatly enhanced
 - (4) physical coordination is impacted
- 19 Lines 31 through 34 (“When this development ... does this work clumsily”) imply that the process of normal maturation is
- (1) unchangeable and instant
 - (2) immeasurable and mysterious
 - (3) uniform and predictable
 - (4) intricate and inconsistent
- 20 Lines 51 through 53 contribute to the effectiveness of the text by
- (1) showing a contradiction
 - (2) presenting a familiar example
 - (3) introducing an inaccurate belief
 - (4) discussing an irrelevancy
- 21 As used in lines 54 and 55, the term “executive regions” most likely refers to areas of the brain that
- (1) store information
 - (2) control responses
 - (3) trigger instincts
 - (4) retrieve memories
- 22 As used in the text, the word “plasticity” (line 70) refers to the brain’s
- (1) reluctance to accept directions
 - (2) ability to make distinctions
 - (3) tendency to misdirect information
 - (4) capacity to undergo modification
- 23 Lines 88 through 90 provide information that is
- (1) contrary to expectations
 - (2) debated by psychologists
 - (3) unclear to neurologists
 - (4) unproven by experiments
- 24 Which statement best identifies the main effect of the myelination process?
- (1) “a thickening skull accounts for most head growth” (lines 5 and 6)
 - (2) “synapses that see little use begin to wither” (line 14)
 - (3) “A sensor detects any eye movement” (lines 41 and 42)
 - (4) “speed comes at the price of flexibility” (line 75)

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 19 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should people adopt a vegan diet?

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

Guidelines:

Be sure to:

- Establish your claim regarding whether or not people should adopt a vegan diet
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – Pros and Cons of a Vegan Diet

Text 2 – Are There Health Benefits to Going Vegan?

Text 3 – Vegan Diets Are Adding to Malnutrition in Wealthy Countries

Text 4 – Veganism and the Environment

Text 1

Pros and Cons of a Vegan Diet

A vegan diet is a vegetarian eating style, but it's completely devoid of animal products, including eggs, honey, and dairy products. Some vegans choose the diet for health reasons, but others prefer it for ethical reasons, such as avoiding animal cruelty and consuming more sustainable foods.¹

5 While there are documented health benefits of a vegan diet, some find the lifestyle challenging to maintain. Consider each of the pros and cons of a vegan diet before you decide if it is the right program for you.

Pros...

Health Benefits

10 Since a vegan diet is plant-based, it's easier to load up on healthy whole grains, legumes, fruits, and vegetables that many people on regular diets lack. Studies comparing different types of diets have found that vegan eating ranks highest for nutritional quality. A vegan diet is generally high in fiber, vitamin C, magnesium, iron, and folate and lower in calories and saturated fats.

15 The nutritional quality of a vegan diet leads to more significant health benefits. Eating a diet rich in plant-based foods has been associated with a decreased risk of many chronic diseases. A large cohort study evaluated vegetarian and vegan diets. Researchers found that both groups experienced a reduced risk of cardiovascular diseases, cardiometabolic risk factors,² some cancers, and total mortality. Those who were vegan enjoyed those benefits along with a reduced risk of obesity, hypertension,³ type-2 diabetes, and cardiovascular mortality. ...

Better for the Environment

20 Some people choose a vegan diet because they feel it is better for the planet. There is increased concern in the environmental community about the impact of livestock and livestock farming practices on the earth.

25 By comparison, the farming of vegan-friendly plants requires fewer resources (land and water) than the production of typical western foods such as meat, poultry, and dairy. And cows produce more greenhouse gasses (methane) than plants do, which leads some to believe that eating vegan helps to reduce the risk of global warming. ...

No Animal Impact

Because no animals are harmed or killed to produce vegan-friendly foods, many choose this diet because of concerns about animal cruelty.

30 One study showed that the most popular reason for choosing a vegan diet is to support the more humane treatment of animals. These vegans may also avoid clothing or other products that are made from animals, poultry, fish, or bees. ...

¹sustainable foods — healthy foods that use responsible means of production that protect the environment for future crops

²cardiometabolic risk factors — health factors such as obesity, diabetes, or high blood pressure that could increase a person's chances of having a cardiovascular event such as a heart attack or stroke

³hypertension — high blood pressure

Cons...

Limited Food Choices...

To get a greater sense of the scope of the restriction, remember that not only are animal products eliminated, but any food or product that contains an animal by-product is eliminated. Many traditional home recipes, groceries, and restaurant foods contain at least one animal by-product. ...

Possible Nutritional Deficiencies

A vegan diet can be healthy, but there are a few potential nutritional deficiencies that need to be addressed. Researchers have found that vegan diets are generally lacking in calcium, required for bone formation, muscle contraction, and other essential functions. Vegans can increase their intake by eating calcium-rich foods such as green leafy vegetables, pulses,⁴ sesame seeds, some dried fruits, and calcium-fortified foods such as plant milks, yogurt, or cereal with calcium added. ...

Protein can be another issue, but it's one that is easily solved. Proteins are made up of building blocks called amino acids that your body needs to maintain organs and muscles and important functions. Essential amino acids are those that your body does not make so you need to get them from the foods you eat.

While animal proteins contain all of the essential amino acids, plant proteins are usually missing one or more of those amino acids. So, it's crucial to eat a variety of protein sources to ensure you get all those amino acids you need. ...

Requires Diligence

Those who follow a vegan diet will need to become accustomed to carefully reading nutrition labels and ingredient lists, especially if they choose to consume processed foods. Foods that you might assume to be free from animal by-products may contain gelatin, whey, casein,⁵ honey, or other foods that are non-compliant on a vegan diet.

You'll also need to carefully read nutrition labels to stay healthy on a vegan diet. It is important to choose foods that contain important vitamins and minerals to avoid nutritional deficiencies. ...

—Shereen Lehman, MS
excerpted from “Pros and Cons of a Vegan Diet”

www.verywellfit.com

reviewed by Marisa Moore, RDN, MBA on November 30, 2020

⁴pulses — peas and beans

⁵casein — protein in milk

Text 2

Are There Health Benefits to Going Vegan?

...One common motivation for shunning steak and stilton¹ and going vegan is the promised health benefits. The vegan diet is generally considered to be higher in fibre and lower in cholesterol, protein, calcium and salt than an omnivorous diet — but there are still misconceptions and concerns around cutting meat, fish, eggs and dairy completely from our diets.

One common concern is whether a vegan diet provides enough vitamin B12. B12 helps prevent nerve damage, and is found in meat, fish, eggs and dairy, but not in fruit or vegetables. It's recommended that adults consume 1.5 micrograms of the vitamin per day.

“A B12 deficiency can lead to neurological symptoms such as numbness, and it's irreversible if the deficiency is present for too long,” says Janet Cade, of the Nutritional Epidemiology² Group, School of Food Science and Nutrition.

A recent study involving 48,000 people over 18 years compared the health of meat-eaters, pescatarians — who eat fish and dairy but not meat — and vegetarians, including some vegans. They found that people who eat vegan and vegetarian diets have a lower risk of heart disease, but a higher risk of stroke, possibly partly due to a lack of B12. ...

Haemorrhagic stroke is caused by a bleeding in the brain. While low cholesterol is protective for heart disease and ischemic stroke,³ there's some evidence showing that low cholesterol levels (associated with the vegan and vegetarian diet) may be linked to a small risk of haemorrhagic stroke. ...

But it's easy to get the “minuscule” amount of B12 we need from nutritional yeast or fortified food, such as plant-based milks, says Marco Springmann, senior researcher of environmental sustainability and public health at the University of Oxford.

In countries where food isn't fortified with B12, he recommends vitamin supplements. However, the Academy of Nutrition and Dietetics states that nutritional yeast isn't an adequate source of B12, and vegans must take supplements or eat fortified food. ...

For those who worry that the vegan diet doesn't offer enough variety, one study in 2018 found no evidence that a more varied diet promotes a healthier diet or weight. In fact, they found that those who ate a more diverse diet tended to eat more processed foods and sugary drinks. ...

But this doesn't have to be the case. In a recent study looking at the effects of a diet high in plants, but not strictly vegan, researchers used indexes that ranked people according to how much of their diet consisted of plant-based foods, compared to animal foods. Even those who ate the most plant-based foods also ate some dairy, fish and meat.

Those who had the most plant-based diets, and lower intakes of animal products, scored better on health markers. There was up to a 32% lower risk among those with the highest intake of plant-based foods for cardiovascular disease, after adjusting for age, sex, race, education and health behaviours such as smoking, alcohol intake and exercise.

“We found a striking relationship between adherence⁴ to dietary patterns and risk of important clinical outcomes,” says study author Casey Rebholz, an assistant professor at the Johns Hopkins Bloomberg School of Public Health in Baltimore.

¹stilton — English cheese

²epidemiology — branch of medicine that deals with the possible control of diseases

³ischemic stroke — a stroke that is induced by a blockage of a blood vessel to the brain

⁴adherence — commitment

She found that people who ate more fruit and vegetables generally ate less red and processed meat, dairy and fish. However, the research doesn't confirm if the relationship between eating more plant-based foods and a lower risk of heart disease drops off at a certain point. In other words, it didn't prove whether a strictly vegan diet is any more beneficial than a diet made up mostly of fruit and vegetables, but with some animal products. ...

45 Researchers are concerned that a lot of research comparing the vegan diet and health outcomes (also known as observational research) is unreliable, since vegans tend to be healthier.

50 "Typically, vegans smoke less, drink less alcohol and exercise more," says Faidon Magkos, associate professor at the University of Copenhagen's department of nutrition, exercise and sports, who last year published a review into research examining the health effects of the vegan diet.

55 These lifestyle factors, which can also contribute to a lower risk of heart disease and mortality, can suggest that the vegan diet alone is healthier than it may actually be. These studies serve as a starting point, says Faidon, and because most data on veganism is observation, there are still uncertainties around the vegan diet, particularly when it comes to long-term effects. ...

The vegan diet is much like any other. It can help to lower your risk of disease, or increase it — depending on the foods you eat.

60 "If you compare a plant-based diet with an unhealthy diet that includes meat, the plant-based diet is certainly better," Faidon says.

"But if you follow a relatively prudent omnivorous diet, such as the Mediterranean diet, which is high in fruit, vegetables, legumes and low in meat, there's evidence to suggest this type of omnivorous diet is at least as healthy as a vegan diet," he says. ...

—Jessica Brown
excerpted from "Are There Health Benefits to Going Vegan?"
www.bbc.com, January 23, 2020

Text 3

Vegan Diets Are Adding to Malnutrition in Wealthy Countries

Hidden hunger affects over two billion people, globally. The cause is a chronic lack of essential micronutrients in the diet, such as vitamins and minerals. The effects of these nutritional deficiencies may not be seen immediately, but the consequences can be severe. They include lower resistance to disease, mental impairment and even death.

5 While many of the cases of hidden hunger are found in developing countries, this phenomenon is also a growing public health concern in developed countries. For example, iodine deficiency is the most common cause of preventable mental impairment and the UK ranks seventh among the ten most iodine-deficient nations. And data from the US shows that more than one in four children lacks calcium, magnesium or vitamin A, and more than one
10 in two children are deficient in vitamin D and E.

There are several causes of hidden hunger in developed countries. The consumption of cheap, energy dense, nutritionally poor and heavily processed foods, particularly by poorer members of society, is a major factor. Even when fresh produce is consumed, there appear to be fewer micronutrients available than was once the case. This is due to issues such as soil
15 health, caused by poor agricultural management and climate change.

Growing trend of veganism

The rapidly growing trend of veganism is likely to become another major contributor to hidden hunger in the developed world. According to the Vegan Society, the number of people switching to a vegan diet in the UK has risen more than fourfold in the last decade. A study commissioned by the Vegetarian Resource Group revealed that nearly 5% of the US
20 population are vegetarian and about half of these are vegan.

Eating a plant-based diet may lower the risk of chronic disease and is good for the environment, but poorly planned vegan diets that do not replace the critical nutrients found in meat, can lead to serious micronutrient deficiencies.

Bone health is a concern for long-term vegans. Vegans are consistently reported to have
25 lower intakes of calcium and vitamin D, with resultant lower blood levels of vitamin D and lower bone mineral density reported worldwide. Fracture rates are also a third higher among vegans compared with the general population.

Omega 3 and iodine levels are also lower compared with meat eaters, as are vitamin B12 levels. Vitamin B12 is most often obtained from animal foods, and higher rates of deficiency have been found in vegans compared with other vegetarians and meat eaters.
30 The symptoms can be serious and include extreme tiredness and weakness, poor digestion and developmental delays in young children. Untreated, vitamin B12 deficiency can cause irreversible nerve damage.

While getting less than the optimal amount of B12 is quite common in pregnant women
35 and in less-developed countries, the reported frequencies of deficiencies among vegetarians and vegans in developed countries vary greatly in severity between age groups. Even low levels of vitamin B12, but not enough to be classed as deficient, may be bad for your health and increase your risk of heart disease.

Potential solutions

Vegans can prevent micronutrient deficiency by consuming fortified foods (food with
40 added vitamins and minerals) and taking supplements. But supplement use is often resisted by those on a plant-based diet and they have been reported to interfere with the absorption of other important nutrients.

45 Also, plant-derived vegan supplements tend to have low biological activity in humans. For example, studies show that vegan-friendly vitamin D2 supplements are less effective in raising blood vitamin D levels than the more widely used vitamin D3 supplements. Other supplements, such as vitamin B12, may be largely inactive in the body. ...

—Chris Elliott, Chen Situ, and Claire McEvoy
excerpted from “Vegan Diets Are Adding
to Malnutrition in Wealthy Countries”
<https://theconversation.com>, December 13, 2018

Text 4

Veganism and the Environment

...As the world's appetite for meat increases, countries across the globe are bulldozing huge swaths of land to make more room for animals as well as crops to feed them. From tropical rain forests in Brazil to ancient pine forests in China, entire ecosystems are being destroyed to fuel humans' addiction to meat. According to scientists at the Smithsonian Institution, seven football fields' worth of land is bulldozed every minute to create more room for farmed animals and the crops that feed them. Of all the agricultural land in the U.S., 80 percent is used to raise animals for food and grow grain to feed them—that's almost half the total land mass of the lower 48 states. In the "finishing" phase alone, in which pigs grow from 100 pounds to 240 pounds, each hog consumes more than 500 pounds of grain, corn, and soybeans; this means that across the U.S., pigs eat tens of millions of tons of feed every year.

Chickens, pigs, cattle, and other animals raised for food are the primary consumers of water in the U.S.: a single pig consumes 21 gallons of drinking water per day, while a cow on a dairy farm drinks as much as 50 gallons daily. It takes more than 2,400 gallons of water to produce 1 pound of cow flesh, whereas it takes about 180 gallons of water to make 1 pound of whole wheat flour.

Polluting the Air

Carbon dioxide, methane, and nitrous oxide together cause the vast majority of global warming. Producing a little more than 2 pounds of beef causes more greenhouse-gas emissions than driving a car for three hours and uses up more energy than leaving your house lights on for the same period of time. According to the United Nations, a global shift toward a vegan diet is one of the steps necessary to combat the worst effects of climate change. ...

The Environmental Protection Agency (EPA) reports that roughly 80 percent of ammonia emissions in the U.S. come from animal waste. A California study found that a single dairy cow "emits 19.3 pounds of volatile¹ organic compounds per year, making dairies the largest source of the smog-making gas, surpassing trucks and passenger cars."

Polluting the Water

Each day, factory farms produce billions of pounds of manure, which ends up in lakes, rivers, and drinking water.

The one trillion pounds of waste produced by factory-farmed animals each year are usually used to fertilize crops, and they subsequently end up running off into waterways—along with the drugs and bacteria that they contain. Many tons of waste end up in giant pits in the ground or on crops, polluting the air and groundwater. According to the EPA, agriculture runoff is the number one source of pollution in our waterways. ...

Cruelty to Animals

In addition to polluting the environment, factory farming strives to produce the most meat, milk, and eggs as quickly and cheaply as possible and in the smallest amount of space possible, resulting in abusive conditions for animals. Cows, calves, pigs, chickens, turkeys, ducks, geese, rabbits, and other animals are kept in small cages or stalls, where they are often unable to turn around. They are deprived of exercise so that all their energy goes toward producing flesh, eggs, or milk for human consumption. They are fed drugs that fatten them more quickly, and they are genetically manipulated to grow faster or produce much more milk or eggs than they would naturally. ...

¹volatile — unstable

What You Can Do

Switching to a vegan diet reduces your “ecological footprint,” allowing you to tread lightly on the planet and be compassionate to its inhabitants. With so many great vegan options, eating green has never been more delicious. Whether you go vegetarian for the environment, for your health, or for animals, you have the power to change the world, simply by changing what’s on your plate.

—excerpted from “Veganism and the Environment”
www.peta.org, 2021

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 21 and 22 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

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

Text

Journey

You begin your journey on so high an elevation that your destination is already in sight—a city which you have visited many times and which, moreover, is indicated on a traveller’s map which you have carefully folded up to take along with you. You are a lover of maps, and you have already committed this map to memory, but you bring it with you just the same.

5 The highway down from the mountains is broad and handsome, constructed after many years of ingenious blasting and levelling and paving. Engineers from all over the country aided in the construction of this famous highway. Its cost is so excessive that many rumors have circulated about it—you take no interest in such things, sensing that you will never learn the true cost anyway, and that this will make no difference to your journey.

10 After several hours on this excellent highway, where the sun shines ceaselessly and where there is a moderate amount of traffic, cars like your own at a safe distance from you, as if to assure you that there are other people in the world, you become sleepy from the monotony¹ and wonder if perhaps there is another, less perfect road parallel to this. You discover on the map a smaller road, not exactly parallel to the highway, and not as direct, but one which leads
15 to the same city.

You turn onto this road, which winds among foothills and forests and goes through several small villages. You sense by the attitude of the villagers that traffic on this road is infrequent but nothing to draw special attention. At some curves the road shrinks, but you are fortunate enough to meet no oncoming traffic.

20 The road leads deep into a forest, always descending in small cramped turns. Your turning from left to right and from right to left, in a slow hypnotic passage, makes it impossible for you to look out at the forest. You discover that for some time you have not been able to see the city you are headed for, though you know it is still somewhere ahead of you.

By mid-afternoon you are tired of this road, though it has served you well, and you come
25 upon a smaller, unpaved road, which evidently leads to your city, though in a convoluted² way. After only a moment’s pause you turn on this road, and immediately your automobile registers the change—the chassis³ bounces, something begins to vibrate, something begins to rattle. This noise is disturbing but after a while you forget about it, in your interest in the beautiful countryside. Here, the trees are enormous. There are no villages or houses. For a
30 while the dirt road runs alongside a small river, dangerously close to the river’s steep bank, and you begin to feel apprehension.⁴ It is necessary for you to drive very slowly. At times your speedometer registers less than five miles an hour. You will not get to the city before dark.

The road narrows until it is hardly more than a lane. Grass has begun to grow in its
35 center. As the river twists and turns, so does the road twist and turn, curving around hills that consist of brute, enormous boulders, bare of all trees and plants, covered only in patches by a dull, brown lichen that is unfamiliar to you. Along one stretch rocks of varying sizes have fallen down onto the road, so that you are forced to drive around them with great caution.

Navigating these blind turns, you tap your horn to give warning in case someone should be approaching. But it is all unnecessary, since you come upon no other travellers.

40 Late in the afternoon, your foot numb from its constant pressure on the accelerator, your body jolted by the constant bumps and vibrations of the car, you decide to make the rest of

¹monotony — boredom

²convoluted — complicated

³chassis — frame

⁴apprehension — uneasiness

your journey on foot, since you must be close to your destination by now.

45 A faint path leads through a tumble of rocks and bushes and trees, and you follow it enthusiastically. You descend a hill, slipping a little, so that a small rockslide is released; but you are able to keep your balance. At the back of your head is the precise location of your parked car, and behind that the curving dirt road, and behind that the other road, and then the magnificent highway itself: you understand that it would be no difficult feat to make your way back to any of these roads, should you decide that going by foot is unwise. But the path, though overgrown, is through a lovely forest, and then through a meadow in which yellow
50 flowers are blooming, and you feel no inclination to turn back.

By evening you are still in the wilderness, and you wonder if perhaps you have made a mistake. You are exhausted, your body aches, your eyes are seared by the need to stare so intently at everything around you. Now that the sun has nearly set it is getting cold; evenings here in the mountains are always chilly.

55 You find yourself standing at the edge of a forest, staring ahead, into the dark. Is that a field ahead of you, or a forest of small trees? Your path has long since given way to wild grass. Clouds obscure the moon, which should give you some light by which to make your way, and you wonder if you dare continue without this light.

60 Suddenly you remember the map you left back in the car, but you remember it as a blank sheet of paper.

You resist telling yourself that you are lost. In fact, though you are exhausted and it is almost night, you are not lost. You have begun to shiver but it is only with cold, not with fear. You are really satisfied with yourself. You are not lost. Though you can remember your map only as a blank sheet of paper, which can tell you nothing, you are not really lost.

65 If you had the day to begin again, on that highway which was so wide and clear, you would not have varied your journey in any way: you are not lost.

—Joyce Carol Oates [Fernandes, Pseud.]
“Journey”
The Transatlantic Review, Spring 1973

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – January 2025

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	January '25	1	2	MC	1	1
RE ELA	January '25	2	3	MC	1	1
RE ELA	January '25	3	1	MC	1	1
RE ELA	January '25	4	4	MC	1	1
RE ELA	January '25	5	2	MC	1	1
RE ELA	January '25	6	2	MC	1	1
RE ELA	January '25	7	1	MC	1	1
RE ELA	January '25	8	4	MC	1	1
RE ELA	January '25	9	3	MC	1	1
RE ELA	January '25	10	3	MC	1	1
RE ELA	January '25	11	1	MC	1	1
RE ELA	January '25	12	2	MC	1	1
RE ELA	January '25	13	3	MC	1	1
RE ELA	January '25	14	2	MC	1	1
RE ELA	January '25	15	4	MC	1	1
RE ELA	January '25	16	3	MC	1	1
RE ELA	January '25	17	1	MC	1	1
RE ELA	January '25	18	3	MC	1	1
RE ELA	January '25	19	4	MC	1	1
RE ELA	January '25	20	2	MC	1	1
RE ELA	January '25	21	2	MC	1	1
RE ELA	January '25	22	4	MC	1	1
RE ELA	January '25	23	1	MC	1	1
RE ELA	January '25	24	4	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – January 2025

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	January '25	2	-	ES	6	4
RE ELA	January '25	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **January 2025 Regents Examination in English Language Arts** will be posted on the Department's web site at: <https://www.nysedregents.org/hsela/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Tuesday, January 21, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

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

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 contain score and commentary.)

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

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



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

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

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

An ongoing issue throughout the U.S. is the debate on whether or not humans should switch their diet to a vegan diet or continue to eat meat. Vegans argue that switching to a plant-based vegan diet can have long-lasting health benefits. Although going vegan could prove somewhat beneficial, there are still major components of a healthy, well-nourished diet that vegans are deprived of without the consumption of meat. Therefore, it is important to follow a well-balanced diet that includes both plants and meat in order to assure that your body is receiving the full range of nutrients necessary for a truly healthy body.

One of the main reasons that a vegan diet is considered beneficial is because of its recognized health benefits. For instance, Text 1 states that "a vegan diet is generally high in fiber, vitamin C, magnesium, iron, and folate and lower in calories and saturated fats" (Text 1, lines 10-12). This shows there are some necessary vitamins and minerals present in vegan foods that are beneficial to the overall health and wellness of an individual. While this is true "researchers have found that vegan diets are usually lacking in calcium, required for bone formation, muscle contraction, and other essential functions" (Text 1, lines 37-38). This indicates that the vegan diet only meets the body's needs half-way and, as a result, jeopardizes an individual's physical development. Furthermore, "plant proteins are usually missing one or more of those amino acids" that make up the protein the body requires "to maintain organs and muscles and important functions" (Text 1, lines 42-47). While vegans

may address these deficiencies by seeking out calcium rich foods and taking supplements, the non-vegan diet fulfills needs more completely and naturally and is, thus, more conducive to an individual's well-being.

Another major health deficit in a plant-based diet is the lack of vitamin B₁₂. Text 2 states, "One common concern is whether a vegan diet provides enough vitamin B₁₂. B₁₂ helps prevent nerve damage, and is found in meat, eggs, and dairy, but not in fruit or vegetables ... 'A B₁₂ deficiency can lead to neurological symptoms such as numbness and it's irreversible if ... present too long'" (Text 2, lines 6-10). This shows how vitamin B₁₂ is essential to neurological function which poses a problem for the vegan diet which is lacking or limited in this vital nutrient. Also, although a study has shown "that people who eat vegan and vegetarian diets have a lower risk of heart disease", it also shows that they have "a higher risk of stroke, possibly partly due to a lack of B₁₂" (Text 2, 14-15). Again, this deficiency could be addressed through the taking of supplements but, as Text 3 points out, "supplement use is often resisted by those on a plant-based diet and they have been reported to interfere with the absorption of other important nutrients" (Text 3, lines 40-42). As evidenced, while vegans may claim that supplements can provide them with the nutrients their diet is otherwise lacking in, this is simply not true. In fact, this alternative may adversely affect the effectiveness of other nutrients crucial to their well-being. This is further supported by "studies ~~show~~ show that vegan-friendly vitamin D₂ supplements

are less effective in raising blood vitamin D levels than the more widely used vitamin D₃ supplements. Other supplements, such as vitamin B₁₂, may be largely inactive in the body" (Text 3, lines 44-47).

In conclusion, health factors play a vital role in the decision on whether to adopt a vegan diet or not. Vegan diets are not advisable and often contribute to the body's lack of nutrients crucial to the body's skeletal and neurological systems. As a result, it is important to maintain a stable, well-nourished and balanced diet that contains meat as opposed to one that presents the limitations and deficiencies of a vegan diet.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Therefore, it is important to follow a well-balanced diet that includes both plants and meat in order to assure that your body is receiving the full range of nutrients necessary for a truly healthy body*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This indicates that the vegan diet only meets the body’s needs half-way and, as a result, jeopardizes an individual’s physical development and This shows how vitamin B₁₂ is essential to neurological function which poses a problem for the vegan diet which is lacking or limited in this vital nutrient*) and to distinguish the claim from alternate or opposing claims (*As evidenced, while vegans may claim that supplements can provide them with the nutrients their diet is otherwise lacking in, this is simply not true. In fact, this alternative may adversely affect the effectiveness of other nutrients crucial to their well-being*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*While this is true “researchers have found that vegan diets are usually lacking in calcium, required for bone formation, muscle contraction, and other essential functions” and Text 3 points out, “supplement use is often resisted by those on a plant-based diet and they have been reported to interfere with the absorption of other important nutrients”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 10–12*) and (*Text 3, lines 44–47*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a negative claim about the benefits of following a vegan diet, followed by two body paragraphs that refute the counterclaim that emphasizes the health benefits of veganism by providing evidence and explanations that focus on the nutrient deficiencies of veganism (*although a study has shown “that people who eat vegan ... diets have a lower risk of heart disease”, it also shows that they have “a higher risk of stroke ... due to a lack of B₁₂”*), and a conclusion that reinforces the claim (*Vegan diets are not advisable and often contribute to the body’s lack of nutrients crucial to the body’s skeletal and nuerological systems*).
- The essay establishes and maintains a formal style, using sophisticated language and structure (*While vegans may address these deficiencies by seeking out calcium rich foods and taking supplements, the non-vegan diet fulfills needs more completely and naturally and is, thus, more conducive to an individual’s well-being*).

CONTROL OF CONVENTIONS:

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

As more food options become available and widespread, previously unpopular diets have been shot into the spotlight. ~~Of these,~~ ~~the primary diet~~ This has marked the rise of diets such as veganism. With veganism's prominence, debates surrounding its effectiveness and health benefits have risen. As more research ~~is conducted~~ is conducted and more is learned about the impact of veganism, it becomes increasingly clear that the vegan diet is not only healthy, but it is also environmentally friendly. While some may argue that the lack of basic nutrients makes veganism unhealthy, the existence of alternatives such as supplements and fortified foods, its positive environmental impact, and demonstrated health benefits ~~shows~~ proves that people should adopt ~~the plant-based~~ a vegan diet.

Even though vegan diets may lack some nutrients, it is very easy to replace these nutrients through supplements or fortified foods. Due to this, the health risks associated with this lack are practically null ~~due~~ since there are ways to get the nutrients with a vegan diet. For example, some researchers have found that "vegan diets are generally lacking in calcium, required for bone formation, muscle contraction, and other essential functions" (Text 1, lines 37-38). However, there are plenty of vegan ways to increase one's intake of these nutrients. While these diets may be lacking nutrients, however, there are plenty of vegan ways to replace these nutrients, such as "eating calcium-rich foods such as green leafy vegetables, pulses, sesame seeds, and calcium-fortified foods" (Text 1, lines 39-40). As illustrated by the quote, there are numerous ways to gain these nutrients through a vegan diet. While it may require a little more work to diversify the diet and ensure the intake of these nutrients,

the overall benefits on your health and the environment outweigh the potential cons associated with needing to gain these nutrients elsewhere. Therefore, people should adopt a vegan diet because the associated health concerns are easily avoidable through the proper practices.

On top of this, there are numerous demonstrated health benefits to a vegan diet, such as a decreased risk of ~~chronic diseases~~ heart disease, cardiovascular disease, and other chronic diseases. Research has shown that eating primarily plant-based diets has numerous health benefits, and those adhering to such diets generally ~~test~~ ^{test} better compared to their carnivorous counterparts ~~when being~~ ^{when} tested for diseases. This is best illustrated in Text 2, stating that "Those who had the most plant-based diets, and lower intakes of animal products, scored better on health markers." (Text 2, lines 34-35). As explained in the quote, those on plant-based diets, such as vegans, have significantly better health than others that eat less plants. This is furthered by the research finding that "~~22%~~ There was up to a 32% lower risk among those with the highest intake of plant-based foods for cardiovascular disease" (Text 2, lines 35-36). As seen with these proven health benefits, it is suggested that vegan diets are significantly healthier due to their ability to decrease one's risk for disease and chronic illness. While there is still much research to be conducted, the current health benefits such as a lower risk for chronic diseases prove that people should subscribe to a vegan diet.

While veganism can improve individual health and wellness, it ^{also} has a very positive external benefit ~~as well~~ as it reduces your ecological footprint, ^{and} decreases pollution.

Meat production destroys environments because more room is required for animals as well as food production. Contrastingly, veganism virtually eliminates the need for these damages because it doesn't involve meat consumption. The damages meat production causes can be best demonstrated by its greenhouse gas emissions: "Producing a little more than 2 pounds of beef causes more greenhouse gas emissions than driving a car for three hours" (Text 4, lines 18-19). Due to this drastic amount of emission for a minimal amount of meat production, vegan diets have been increasingly advocated for in order to reduce emissions and mitigate the negative impact brought by the meat industry. ~~People~~ For example, the United Nations is advocating for a global shift to veganism in order to "combat the worst effects of climate change." (Text 4, lines 21). As shown through this global advocacy, vegan diets are a very effective way to help reduce emissions and pollution and reverse the negative impact brought about by the meat-production industry. Therefore, due to the negative environmental impact caused by meat production and consumption, vegan diets are necessary, and recommended, in order to reduce global pollution and slow the rapid worsening of climate change, proving that people should switch to a vegan diet.

As shown through the positive environmental and health benefits, veganism serves as a solution to numerous issues, and should therefore be adopted and advocated for by those capable. A switch to veganism, while requiring more diligence and consciousness, would overall improve your personal health as well as the environment around you.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*While some may argue that the lack of basic nutrients makes veganism unhealthy, the existence of alternatives such as supplements and fortified foods, its positive environmental impact, and demonstrated health benefits proves that people should adopt a vegan diet*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*While it may require a little more work to diversify the diet and ensure the intake of these nutrients, the overall benefits on your health and the environment outweigh the potential cons associated with needing to gain these nutrients elsewhere and Due to this drastic amount of emission for minimal amount of meat production, vegan diets have been increasingly advocated for in order to reduce emissions and mitigate the negative impact brought by the meat industry*) and to distinguish the claim from alternate or opposing claims (*Even though vegan diets may lack some nutrients, it is very easy to replace these nutrients through supplements or fortified foods*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*there are plenty of vegan ways to replace these nutrients, such as “eating calcium-rich foods such as green leafy vegetables, pulses, sesame seeds...and calcium-fortified foods” and “Producing a little more than 2 pounds of beef causes more greenhouse-gas emissions than driving a car for three hours”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 37–38*) and (*Text 4, lines 18–19*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a positive claim, stating that research is proving *veganism ... is not only healthy, but it is also environmentally friendly*, a second paragraph that presents and refutes the counterclaim of how *vegan diets may be lacking nutrients* by discussing ways to get the nutrients with a vegan diet, followed by two body paragraphs of support that focus respectively on a vegan diet’s *numerous health benefits* and *positive external benefit* to the environment, and concludes with a paragraph that reiterates the claim.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*Therefore, people should adopt a vegan diet because the associated health concerns are easily avoidable through the proper practices* and *Contrastingly, veganism virtually eliminates the need for these damages because it doesn’t involve meat consumption*) that occasionally results in imprecision (*been shot into, then for “than”, and pollutions for “pollutants”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*alternatives such ... proves; that “There; footprint, and; lines 21; recommended; soluition*) only when using sophisticated language.

It is very common to hear about veganism, which is a diet that consists of any food that does not contain meat or animal byproducts. Vegan foods are constantly becoming more accessible to the public and the trend is spreading fast. Some people may think that a vegan diet is harmful to humans because it lacks some of the nutrients we would benefit from with a typical, meat-based diet. There are, however, solutions to this, such as finding and consuming the fruits and vegetables that contain the nutrients that are not found in other vegan foods or by taking dietary supplements. Because there are solutions to this one flaw, for the sake of our physical health, the environment and based on moral grounds, people should adopt a vegan diet.

There are many health benefits to adopting a vegan diet. For example, Text 1, lines 8-9 states, "Since a vegan diet is plant-based, it's easier to load up on healthy whole grains, legumes, fruits and vegetables that many people on regular diets lack." This shows that when typical meat-based diets are followed, people tend to not receive the full amount of nutrients they would be getting through a varied fruits and vegetables diet. Even when trying to create a ^{balanced} meal that includes a vegetable, starch, protein ~~and~~ dairy product, the variety of nutrients that could be coming from a variety of vegetables is neglected. Having a diet that revolves around plants allows the body to maintain healthier habits leading to better overall health. This includes ^{na} reduced risk of

cardiovascular disease" and "some cancers" (Text 1, lines 16 and 17). Another benefit is lower cholesterol. Text 2, lines 16-19 state that, "while low cholesterol is protective for heart disease and ischemic stroke,³ there's some evidence showing that low cholesterol levels ... may be linked to a small risk of haemorrhagic stroke." The operative words here are "may be" and "small risk." It is clearly proven that high cholesterol, obtained often from eating meats, can lead to heart disease and strokes. There is also the issue of obesity. Why choose the diet with a proven record of causing health issues when an unproven, much smaller risk diet is available? By going vegan, the rates of unhealthy people could be reduced greatly.

Another benefit is that veganism would result in a better environment. According to Text 4, lines 18-20, "Producing a little more than 2 pounds of beef causes more greenhouse-gas emissions than driving a car three hours and uses up more energy than leaving your house lights on for the same period of time." Since it is an important issue of having greenhouse-gas pollution poisoning our air, this could be a step towards a healthier Earth. By eating a plant-based diet, it could reduce the amount of emissions caused by farm animals and by mass packaging factories. Furthermore, people typically buy more than 2 pounds of beef to feed their families, and by doing this, the Earth continues to be more and more polluted.

People may say that veganism limits options for

traditional recipes or for eating ~~meat~~ at restaurants. Text 1, lines 34 and 35 points out that, "many traditional home recipes, groceries, and restaurant foods contain at least one animal by-product." However, with the increasing popularity of a vegan diet, there are more alternatives that can substitute animal products while still being tasty and good for the environment, body, and let's not forget the soul. Foods like tofu, mushrooms, and nuts can be used as alternatives to that cow or chicken that is bred specifically for consumption. As these alternatives have caught on, restaurants have responded and now provide vegan options. Sometimes, all you have to do is ask.

To conclude, a vegan diet is a better diet both for the Earth and for the body. By initiating steps towards a better life by switching the food you eat, the Earth could be a better environment. Veganism may not be for all people, but people could at least try to occasionally swap their meat meal for better alternatives. The choice towards a better future is yours to make. The animals will thank you.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Because there are solutions to this one flaw, for the sake of our physical health, the environment and based on moral grounds, people should adopt a vegan diet*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Even when trying to create a balanced meal that includes a vegetable, starch, protein and dairy product, the variety of nutrients that could be coming from a variety of vegetables is neglected and By eating a plant-based diet, it could reduce the amount of emissions caused by farm animals and by mass packaging factories*) and to distinguish the claim from alternate or opposing claims (*Some people may think that a vegan diet is harmful to humans because it lacks some of the nutrients ... There are, however, solutions to this, such as ... taking dietary supplements*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“Since a vegan diet is plant-based, it’s easier to load up on healthy whole grains, legumes, fruits and vegetables that many people on regular diets lack” and “Producing a little more than 2 pounds of beef causes more greenhouse-gas emissions than driving a car three hours and uses up more energy than leaving your house lights on for the same period of time”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 16 and 17*) and (*According to Text 4, lines 18–20*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that defines veganism, refutes a negative claim by identifying *there are ... solutions* and then stating a positive claim, followed by three body paragraphs in support of veganism’s *many health benefits*, how *veganism would result in a better environment* as well as refuting a counterclaim linked to limited options for vegan menus and tying it into how the rise of veganism has led to *alternatives to that cow or chicken that is bred specifically for consumption*, then concludes with a reiteration of the claim.
- The essay establishes and mostly maintains a formal style, using fluent and precise language and sound structure (*Having a diet that revolves around plants allows the body to maintain healthier habits leading to better overall health and Foods like tofu, mushrooms, and nuts can be used as alternatives ... As these alternatives have caught on, restaurants have responded and now provide vegan options*). The essay breaks formality by utilizing *you* in the conclusion to address a moral point.

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*biproducts; habits leading; Text 2 ... state that; be be; of having; recipees*) only when using sophisticated language.

In the past decades, veganism has been a growing trend throughout the world. Many cite it's health benefits and environmentally friendly factors, claiming that it ~~is~~ is better in everyway. However, this is not the case. Being omnivorous, and expanding your pallet is much more healthy for one's state and mind, rather than going fully vegan. Not being vegan can decrease deficiencies, give you more choices, and lead to a healthier lifestyle.

Humans have been eating animal products since the dawn of time, thus meaning that our bodies now depend on them. Many of the vitamins necessary for the human body are found in animal products, and without them human health starts to suffer. "Vitamin B₁₂ is most often obtained from animal foods, and higher rates of deficiency have been found in vegans compared with other vegetarians and meat eaters... the symptoms can be serious, and include extreme tiredness and weakness... vitamin B₁₂ deficiency can cause irreversible nerve damage" (Text 3, 29 - 33). Vitamin B₁₂ is an extremely important part of how ~~our~~ our bodies function, and depriving them of it is certainly not recommended. the text also states that the lack of B₁₂ can cause developmental issues in children, leading to much more serious issues down the line. "a B₁₂ deficiency can lead to nuerological symptoms such as numbness, and it's irreversible if the deficiency is present for too long" (text 2, 9-10).

Again, the importance of B₁₂ is highly emphasized, meaning that without it, our bodies will definitely suffer, and eating at least some sort of animal product is preferred. B₁₂ isn't the only place where veganism is lacking, though. "Bone health is a concern for long term vegans. Vegans are consistently reported to have lower intakes of calcium and vitamin D... Fracture rates are also a third higher among vegans compared with the general population" (text 3, 24-27). Being vegan can actually have negative effects on one's health in this aspect, so it's important to be wary before switching to that rigorous of a diet.

When referencing a vegan diet, it's safe to say that its circumstances are very extreme. Completely cutting animal products out of one's diet means no meat, but also no milk, eggs or butter. If someone went even further, they wouldn't be able to wear their wool scarves or leather boots. Veganism is extremely limiting, which in turn, makes it much harder and more draining to keep up with compared to a standard, balanced diet.

"... remember that not only are animal products eliminated, but any food or product that contains an animal by-product is eliminated" (text 1, 32-34). These specifications limit a person's choices so heavily, that they would certainly struggle to fill their grocery carts every ~~week~~ week, or to achieve a diverse diet. "Vegans can ~~prevent~~ prevent micronutrient deficiency by ~~consuming~~ consuming fortified foods... ~~and~~ and taking

Supplements." (text 3, 39-40). Taking pills with every meal or eating synthetic "power" foods is incredibly limiting, and not enjoyable for the person dieting. This makes veganism less appealing to the consumer, given the diligence they would have to contribute in order to make veganism efficient.

Some may say that the health effects of veganism far outweigh the effects of merely dieting, but that is untrue. "Eating a diet rich in plant-based foods has been associated with a decreased risk of many chronic diseases" (text 1, 13-14). However, the text states that a ~~the~~ plant-based diet, rather than a fully vegan one, is just ~~as~~ as effective on a person's health. "Those who had the most plant-based diets and lower intakes of animal products, scored better on health markers" (text 2, 34-35). A controlled diet, rather than a vegan one, has proven to be just as effective as a vegan diet, if not more effective. ~~Even~~ Even though the health benefits of veganism are so widely claimed, a balanced diet does the job just as well.

Although a vegan diet may lead to health and environmental benefits, if the world switched to more balanced diets, and kept track of its health and the environment more closely, it is certainly possible for the health of the population to improve without resorting to veganism.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Being omnivorous, and expanding your pallet is much more healthy for one’s state and mind, rather than going fully vegan. Not being vegan can decrease deficiencies, give you more choices, and lead to a healthier lifestyle*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Many of the vitamins necessary for the human body are found in animal products, and without them human health starts to suffer and These specifications limit a person’s choices so heavily, that they would certainly struggle to fill their grocery carts every week, or to acheive a diverse diet*) and to distinguish the claim from alternate or opposing claims (*Some may say that the health effects of veganism far out weigh the effects of merely dieting, but that is untrue*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“a B₁₂ deficiency can lead to nuerological symptoms such as numbness, and it’s irreversible if the deficiency is present for too long”* and *“...remember that not only are animal products eliminated, but any food or product that contains an animal by-product is eliminated”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 3, 24–27) and (text 1, 32–34)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and establishes a claim opposed to adopting a vegan diet, followed by two supporting paragraphs that focus on the health limitations of a vegan diet (*the importance of B₁₂ is highly emphasized, meaning that without it, our bodies will definitely suffer and Veganism is extremely limiting, which in turn, makes it much harder and more draining to keep up with compared to a standard, balanced diet*) and a paragraph that addresses the counterclaim by arguing that a standard, balanced diet *has proven to be just as effective as a vegan diet*, followed by a concluding paragraph of summation.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Being vegan can actually have negative effects on one’s health in this aspect, so it’s important to be wary before switching to that rigorous of a diet and This makes veganism less appealing to the consumer, given the diligence they would have to contribute in order to make veganism efficient*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*it’s; everyway; omnivorous, and; pallet; necessary; reccomended. the; nuerological; limiting, and; out weigh*) that do not hinder comprehension.

Adopting a vegan diet is a good choice to make and people should switch to veganism. Being a vegan means to have a vegetarian eating lifestyle and not consuming any animal products such as eggs, honey, or dairy products. Many people switch to veganism because of the many benefits it provides. Becoming a vegan can change your life for the better.

Veganism can help keep you healthy. The text, "Pros and Cons of a Vegan Diet" discusses what you gain from becoming a vegan and what you lose. In lines 15-17, it states "Researchers found that both groups experienced a reduced risk of cardiovascular diseases, cardiometabolic risk factors, some cancers, and total mortality." This shows that veganism helps prevent diseases and helps you maintain good health. This means a vegan diet is better than a normal diet with meat and animal products. This is important because you have a higher risk of ~~more~~ diseases if you keep a meat diet. Switching to a vegan diet can allow you to live longer and stay healthy.

Veganism can help improve our environment. The text "Veganism and the Environment" discusses how veganism can positively effect the environment we live in. In lines ~~1-3~~, ~~1-3~~ 4-6, it says "According to scientists at the Smithsonian Institution, seven football fields' worth of land is bulldozed every minute to create more room for farmed animals and the crops that feed them."

This shows that lots of land is wasted on making animal products for people to consume. This means that the habitats of wild animals are being destroyed.

for the ~~benefit~~ benefit of non-vegans. This is important because this wouldn't need to happen if more people switched to veganism. You can help preserve your environment by switching to a vegan diet.

Some people may say that a vegan diet lacks B12, a vitamin that prevents nerve damage, ~~and even~~ which is only found in meat, eggs, and dairy. Although this is true, there are still ways you can get the amount of B12 you need without consuming animal products. In ~~the~~ the text, "Are There Health Benefits to Going Vegan?", it talks about the ways veganism can improve your health. In lines 20-23, it says "But it's easy to get the 'minuscule' amount of B12 we need from nutritional yeast or fortified food, such as plant-based milks, says Marco Springmann, senior researcher of environmental sustainability and public health at the University of Oxford. In countries where food is fortified with B12, he recommends vitamin supplements." This shows that you don't need to eat meat or animal products to get B12. This means a vegan can be just as healthy as a non-vegan or even healthier. This is important because being vegan has more benefits than not being vegan. You can get all the vitamins you need and still be vegan.

Everyone should adopt a vegan diet because of the many benefits. Veganism can improve your health and make you less likely to get diseases. Switching to a vegan diet can help save our environment. Even though there are certain vitamins that can't be found in plants, you can use fortified food and supplements. Switching to a vegan diet can save yourself and the people around you.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Adopting a vegan diet is a good choice to make and people should switch to veganism ... Becoming a vegan can change your life for the better*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This shows that veganism helps prevent diseases and helps you maintain good health and This shows that lots of land is wasted on making animal products for people to consume. This means that the habitats of wild animals are being destroyed for the benefit of non-vegans*) and to distinguish the claim from alternate or opposing claims (*Some people may say that a vegan diet lacks B₁₂ ... Although this is true, there are still ways you can get the amount of B₁₂ you need*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*it states “Researchers found that both groups experienced a reduced risk of cardiovascular diseases, cardiometabolic risk factors, some cancers, and total mortality” and “But it’s easy to get the ‘minuscule’ amount of B₁₂ we need from nutritional yeast or fortified food ... In countries where food isn’t fortified with B₁₂, he recommends vitamin supplements”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*The text, “Pros and Cons of a Vegan diet” discusses ... In lines 15–17, it states and The text “Veganism and the Environment” discusses ... In lines 4–6, it says*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the claim, followed by two supportive paragraphs that exemplify and explain how *veganism can help keep you healthy and improve our environment*. A fourth paragraph presents and refutes a counterclaim that focuses on the lack of B₁₂ in a vegan diet and is followed by a concluding paragraph of summation.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Switching to a vegan diet can allow you to live longer and stay healthy and Even though there are certain vitamins that can’t be found in plants, you can use fortified food and supplements*) that is sometimes inexact (*effect* for “affect”).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*text, “Pros; 17, it; says “According; damage, which*) and shifting between second and third person pronouns throughout that do not hinder comprehension.

Vegan diets may look better to the younger audience because people say it's healthier and doesn't hurt animals. In reality it is not any better and is possibly worse than a normal diet eating meat. People search online for "healthy diets" and find the "good things" that come along with eating a vegan diet but they do not see all of the bad ~~things~~ of eating that way.

When eating a vegan diet people ^{do not} get the vitamins and nutrients they need like with a normal diet that includes meat. Sherren Lehman of text 1 (lines 37-38) state "Researchers have found that vegan diets are generally lacking in calcium, required for bone formation." In text 3 (lines 26-27) states, "Fracture rates are also a third higher among vegans compared with the general population." Eating a vegan diet puts people at risk because the missing nutrients put their body at risk at not getting what they need so if you fall you're more likely to break a bone.

Also with not getting the calcium needed there is also a lack of B12 that gets into the body. In text 2 it states "One common concern is whether a vegan diet provides enough B12. B12 helps prevent nerve damage, and is found in meat, fish, eggs and dairy, but not in fruit or vegetables. (lines 6-8). And that damage leads to "neurological symptoms such as numbness, and it's irreversible if the deficiency is present for too long." (lines 9-10). All that numbness makes it more likely to fall down but now that falling down means you're more likely to break something. So vegan diets can be very dangerous for the human body because the body doesn't get all the nutrients it needs to get to be healthy. So they're unhealthy because they don't eat meat.

Going vegan has its benefits and is also very good for the human body say some. In text 1 (lines 15-17) it states "Researchers found both groups experience a reduced risk of cardiovascular disease, cardiometabolic risk factors, some cancers, and total mortality." Also it says "... No animals are harmed or killed to produce vegan-friendly foods, many choose this diet because of concerns about animal

Anchor Paper – Part 2 – Level 4 – B

cruelty." (lines 27-28). A vegan diet is healthy because it lowers the risk of diseases and a vegan diet helps protect animals, so that's a big factor into why people go vegan but if other things go wrong doing it, it's like there's no win other than for the animals. But it seems like if you eat meat and get the nutrients you need then the other stuff won't be as bad.

going vegan has it's plus and minisus but there are more health concerns with going vegan because there are many thing the human body need that just plants don't provide and you'd probably get the diseases anyway because they're genetic so if anything you'd need the nutriance anyway. People should not go vegan because it's just not as good for the human body as eating meat.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Vegan diets may look better to the younger audience ... In reality it is not any better and is possibly worse than a normal diet eating meat*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Eating a vegan diet puts people at risk because the missing nutrients put their body at risk ... so if you fall you're more likely to break a bone and All that numbness makes it more likely to fall down ... more likely to break something. So vegan diets can be very dangerous for the human body*) and to distinguish the claim from alternate or opposing claims (*A vegan diet is healthy because it lowers the risk of diseases and a vegan diet helps protect animals ... but if other things go wrong doing it, it's like there's no win other than for the animals*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"Researchers have found that vegan diets are generally lacking in calcium, required for bone formation ... Fracture rates are also a third higher among vegans compared with the general population"* and *"B₁₂ helps prevent nerve damage, and is found in meat, fish, eggs and dairy, but not in fruits or vegetables"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Shereen Lehman of text 1 (lines 37–38) state and In text 1 (lines 15–17) it state ... Also it says ... (lines 27–28)*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that presents the rationale for the claim, stating *People search online for "healthy diets" and find the "good things" that come a long with eating a vegan diet but they do not see all of the bad*, followed by two supporting body paragraphs about how *people on vegan diets do not get the vitamins and nutrients they need like with a normal diet that includes meat*, a body paragraph that refutes the counterclaim and a concluding paragraph that, although it introduces a new idea about genetics, also reiterates the claim (*People should not go vegan because it's just not as good for the human body as eating meat*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*People ... do not see all of the bad of eating that way, now that falling down means you're more likely to break something, and there are many things the human body need that just plants don't provide*) with several shifts in pronoun usage.

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors that hinder comprehension [*diets ... it's; audience; come a long; diet people; vitamins; nutrients; state "Researchers; In text 3 ... states; their body; Also with not getting; vegetables."* (lines 6–8).; *it's benefits; minusus*].

Should a person adopt a vegan diet? A diet in which a person consumes greens and vegetables, avoiding animal based products or foods. No, people should not adopt a vegan diet because it can be unsafe and surprisingly unhealthy.

It can be unsafe due to the diet and what it doesn't have. "Researchers have found that vegan diets are generally lacking in calcium, required for bone formation, muscle contraction, and other essential functions." (Text 1, Line 37-38)

Researchers have shown how the vegan diet can have negative effects to the human body, unsafe, failing ~~for the~~ certain functions of the body.

The Vegan diet can also be unhealthy because of the negative ~~symptoms~~ symptoms it may bring. "The symptoms can be serious and include extreme tiredness and weakness, poor digestion and developmental delays in young children." (Text 3, line 31-33). Due to this vegan diet it can be unhealthy to adapt to.

Though it may seem healthy, it has its negative effects.

Others may think different saying the vegan diet is healthy for you, due to some of its beneficial effects. "These lifestyle factors, which can also contribute to a lower risk of heart disease and mortality," ^{this} ^{quote} can change certain groups of people point of view due to positive effects.

But overall the Vegan diet is unhealthy and unsafe because of its effects, functions of the body failing to work and symptoms (extreme tiredness, poor digestion, etc...). ^{is} This is why people should not adopt a vegan diet.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*No, people should not adopt a vegan diet because it can be unsafe and surprisingly unhealthy*).
- The essay demonstrates some analysis of the texts (*Researchers have shown how the vegan diet can have negative effects to the human body, unsafe*), but insufficiently distinguishes the claim from alternate or opposing claims (*Others may think different saying the vegan diet is healthy for you. Due to some of it's beneficial effects*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“Researchers have found that vegan diets are generally lacking in calcium, required for bone formation, muscle contraction, and other essential functions”* and *“The Symptoms can be serious and include extreme tiredness and weakness, poor digestion and developmental delays in young children”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, providing two texts with correct citations [(*Text 1, Line 37–38*) and (*Text 3, line 31–33*)] but not providing a citation for a quote from a third text, which is also incomplete (*“These lifestyle factors, which can also contribute to a lower risk of heart disease and mortality”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that questions and defines vegan diets, then introduces a claim against the diet, followed by two brief paragraphs of support. A fourth paragraph identifies and exemplifies, but does not refute, a counterclaim, and is followed by a concluding paragraph of summation.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*It can be unsafe due to the diet and what it doesn't have* and *This is why people should not adopt a vegan diet*) that is sometimes inexact (*it can unhealthy to adapt to*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions (*diet? A diet ... or foods; human body, unsafe; fonctions; others may think different saying; it's beneficial effects; people points of view*) that do not hinder comprehension.

Should people adopt to vegan diet? We'll that's the question/topic that I am about to talk about, and try to reason with the reader. On why having a vegan diet, is very beneficial.

Now as the reader you may be asking how is it better, we'll, there is upside to downside, Text 1 (pros and cons of a vegan diet) line 15 it starts with some pros, as for starters, "Researchers found that both groups experienced a lower risk of cardiovascular diseases." In this day ~~of~~ Of age, Cardiovascular diseases are very common, adding more pollution, just going to help either, nonetheless worsen the problem. As in text 4 line 20, the text states "producing a little more than just 2 ~~pounds~~ pounds of beef causes more greenhouse gas emissions than driving a car for 3 hours or leaving the lights on at home all day." Now going back to the evidence, that's only for 2 pounds of beef, hundreds of thousands if not millions of pounds of beef are produced every day. Not just the air gets polluted, but some goes for the water, text 4 line 30 states "each day billions of pounds of manure are produced, which ends up in lakes rivers and drinking water." Now if you were to eat yourself, would you like manure in your everyday meals?

Onto the other side of the table, some might state, what about your calcium? While yes you can't consume it, there is plant based milks

that contain vitamin b12, the only ~~missing~~ ^{missing} amino acid that meats give you ~~that~~.
As stated in passage 3 line 30. While
we red meats taste amazing, at what cost
do you value your health, when feres are in your
food, or when you have a sudden cardiovascular
disease? It's a process, a very long one, but everyone
~~er~~ must, should transition or add more
vegan based diets in your lifestyle

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim (*having a vegan diet, is very benoficial*), as directed by the task.
- The essay demonstrates some analysis of the texts (*Now going back to the evidence, that's only for 2 pounds of beef, hundreds of thousands if not millions of pounds of beef are produced every day. Not just the air gets polluted, but same goes for the water and While yes red meats taste amazing, at what cost do you value your health, when feces are in your food, or when you have a sudden cardiovascular disease?*), but insufficiently distinguishes the claim from alternate or opposing claims (*Onto the other side of the table, some might state, what about your calcium?*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“producing a little more than just 2 pounds of beef causes more greenhouse gas emmisions than driving a car for 3 hours or leaving the lights on at home all day” and “each day billions of pounds of manure are produced, which ends up in lakes rivers and drinking water”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1 (pros and cons of a vegan diet) line 15 and passage 3 line 30*]. While text and line numbers are given, quoted material is miscopied and line numbers are inaccurate or not all inclusive. The last quote is attributed to Passage 3, which does discuss vitamin B₁₂. However, the rest of the information is loosely taken from Text 1 (*plant based milk and missing amino acids*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, consisting of three paragraphs that first introduce the claim, then support the claim in regard to the benefits of a vegan diet to the heart and in reducing pollution, and concludes with a paragraph that briefly addresses a counterclaim and reiterates the claim (*It's a process, a very bing one, but everyone or most, should transition or add more vegan based diets in your lifestyle*).
- The essay lacks a formal style (*We'll that's the question/topic that I am about to talk about; Now as the reader you may be asking; Now if you were to ask yourself*), using some language that is imprecise (*adopt to vegan diet; is upside to downside; it starts with some pro's, as for starters; In this day of age; some goes for the water*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors [*about, and; reader. On; diet, is; benoficial; better, we'll there is upside; downside, Text 1 (pros and cons of a vegan diet) line 15 it; pro's; both group's; common adding; isnt; emmisions; thousands if not millions of pounds; in lakes rivers; some might ... your; 30. While yes red meats*] that make comprehension difficult.

After reading All Four text ~~the~~ people should Adapt to a Vegan diet Because Being Vegan Is healthy for The Body ~~is~~ with such as Vitamin C, magnesium, Iron and Lower in calories And Its Better for The planet Because of ~~the~~ animals not having to Eat meat causes Less animals to Risk And can help with A lot of health Risks Because of Vitamins It contains for The Body And ~~the~~ not Adopting to A Vegan diet Can put you to Surtant Risks Aswell Such as diabetes, heart health problems, what can prove

This Information According to text 1 "Pros and Cons of a Vegan diet" It says "Studies comparing different types of diets have found that Vegan ~~is~~ eating Ranks highest for nutritional quality A Vegan diet is generally high in fiber vitamin C, magnesium iron, and folate and lower in calories and Saturated fats"

And This shows That Vegan diets Can Be healthy for The Body And health Risks Because The vitamins ~~is~~ All the nutrients Being used in Vegan products And causes A healthier ~~is~~ Apartte for people to get acustome to And Its up to high Ranks for The nutrition ~~is~~ quality And with knowing That It was Showing how A healthier diet Can cause good effects on your Body ~~is~~ mental health issues with vitamins ~~is~~ nutrients Also According to ~~the~~ text 2 it says In a recent Study Looking at the effects of a diet high in plants But not strictly Vegan researchers

Used indexes that ranked people according to how much there diet consisted to plant Based food compared to Animal foods"

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*After reading All four text people should Adopt to a Vegan diet Because Being vegan Is healthy for the Body with such as Vitamin C, magnesium, iron and lower in calories*).
- The essay demonstrates some analysis of the texts (*And This shows That vegan diets Can Be heathy for the Body And health Risks Because The vitamins & All The nutritions Being used In vegan products*), but fails to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently (*“in a recent Study Looking at the effects of a diet high in plants But not strictly vegan researchers used indexes that ranked people according to how much there diet consisted to plant Based food compared to Animal foods”*) and inaccurately (*Because of animals not having to eat meat causes less animals to Risk*), in an attempt to support analysis, making use of some evidence that may be irrelevant.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*According To text 1 and Also According To text 2*), with some miscopying within the two quoted examples and no line numbers given.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of an opening paragraph that introduces a claim focused on why *Being vegan Is healthy* with examples, some of which are unclear (*And can help with Alot of health Risks Because of vitamins It contoins for The Body*), followed by a second paragraph that consists of a supportive quote, a third paragraph that explains the quote, and a final paragraph that states an incomplete quote that is not connected to the original claim, with no follow up or concluding thoughts.
- The essay lacks a formal style, using some language that is inappropriate (*heart & health*) and imprecise (*Causes less animals to Risk; problems What can prove; All the nutritions; Up to high Ranks for and there for “their”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*four text; Its Better; Alot; contoins; Surtant; “Pros and Cons of a Vegan diet”; quailty A; fiber vitamin c, magnesium iron; Apatite; get acustom; plants But; vegan researchers*), along with the consistent misuse of capital letters, that make comprehension difficult.

People show it meat. in The Reason why I say this is because meat help your bone to grow and stronger us just as vegetable. in The article says The animal drink water just like us but most of the animals in the us are consume by human for example. "As the world appetite for meat increases countries across the globe are bulldozing huge swaths of land to make more room for animals as well as crops to feed them. from tropical rain" which it me The we eating all the animal from the planet

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*People shou it meat*).
- The essay demonstrates confused and unclear analysis of the texts (*in The Atircles SAYs The Animal drink wate just like us But most of The Animals in the USA are consume by Human and which it me The we eating all The Animal From The Planet*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently and inaccurately in an attempt to support analysis, with one brief paraphrased reference (*meat Help your bone to grow*) and a single quote (“*As The world Appetite for meat increases countries ACross The globe are bulldozing Huge swaths of LAnd ... From tropical RAin*”), which ends mid-sentence and is unrelated and somewhat contradictory to the claim.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information, consisting of a single paragraph that states the claim and *The Reason why* followed by a failed attempt to support the claim with a partial quote that is somewhat contradictory and with explanations based on faulty reasoning. There are no concluding thoughts nor any return to the original claim of why people should eat meat.
- The essay uses language that is predominantly incoherent (*shou it; in The Reason; Help your bone to grow And stronger just as vegetable; drink wate; Which it me The we*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*People ... your; shou it; meat. in The Reason; meat Help; just as vegetable; Atircles; Animal drink wate; like us But; are consume by; world appetite; all The Animal*), as well as random capitalization, that make comprehension difficult.

I think that it is ok to go vegan but I wouldn't do it because I enjoy the taste of meat. If you are committed to a vegan diet, and exercise consistently, you could ~~obtain~~ obtain a great physique, and you would be receiving most of your daily nutrients. It would be most healthy to eat a balanced portion of both meat and ~~veggies~~ veggies. It is also important to eat a good amount of carbohydrates to give you energy through the day and to make you feel more full. At the end of the day the diet is up to the preference of the person doing it.

Maintaining your health isn't all just watching what you eat, it also having a ~~consistant~~ consistent exercise routine. If you want to build muscle it is important to be in a caloric surplus. This means adding around 500 extra calories than what you normally consume, but it has to be clean foods that are high in protein, contain some carbs and low in fat. It is also very important to eat about 1.5 or 2 times your body weight in ~~grams~~ grams of protein. When actually training it is vital to only move weight that you can move for 8 reps to failure for 3 to 4 sets. This ~~helps~~ helps muscle growth. When training it also helps to train muscle groups together, for example training back and bicep or chest/shoulder and tricep. This makes it easier to train muscle groups ~~twice~~ twice a week. Taking supplements like creatine will help you store more water in the muscles and make the muscles bigger and stronger.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*I think that it is ok to go vegan ... If you are committed to a vegan diet, and exercise consistantly, you could obtain a great physique, and you would be recieving most of your daily nutrients*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

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

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, by first stating a claim and then, though unrelated to the texts, continuing to discuss the importance of a well-balanced diet. The essay then moves to a second paragraph that focuses on the importance of, and suggestions for, developing a *consistant exercise routine*, with effective use of transitions throughout (*It is also important; This means; When training it also helps*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure that includes personal commentary (*it is ok ... but I wouldnt do it*) and speaks informally to the reader through the use of the second-person pronoun (*to make you feel more full; If you want to; you can move*) that is sometimes inexact (*it also having*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*consistantly; recieving; isnt; muscle it; normaly; failiure; eaisier; suppliments*) that do not hinder comprehension.

* CONDITION CODE:

Holistically, this is a Level 1 response because, although it has some Level 4 and 3 qualities, it is a personal response as it makes little reference to the task and no reference to the texts and can be scored no higher than a 1.

A Vegan is people who live evry day eaten
plant food.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The essay does not introduce a claim.
- The essay does not demonstrate analysis of any texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the texts.
- The essay does not make use of citations as no evidence exists to be cited.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, making assessment unreliable, consisting of a single sentence.
- The essay lacks a formal style, using language that is imprecise (*A Vegan is people who live evry day eaten plant food*).

CONTROL OF CONVENTIONS:

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

Part 2 – Practice Paper – A

I think veganism is bad for your health in the long run while it can provide a somewhat healthy diet you're going to lack some major vitamins.

[Growing trend of veganism] L(2223)
"poorly planned vegan diets that do not replace critical nutrients found in meat, can lead to serious micronutrient deficiencies." This is evidence support my main claim which is that you're gonna lack a few major vitamins/nutrients

People should adopt a vegan diet. I've always considered it myself & after reading these articles, I 100% support veganism ~~because~~ because it's healthy, good for the environment & encourages people to be more creative with their food.

Veganism, while challenging to maintain has lots of health benefits which are definitely worth it in the long run. ~~because~~ because vegans can't eat any animal products, they consume more fruits, vegetables, & legumes which contain fiber, magnesium, iron, folate & other vitamins & minerals that regular eaters don't get enough of. Vegans also tend to have a lower caloric intake as well as consume less saturated fats. (Text 1, Line ~~10-12~~ 10-12).

Most vegans also lead healthy lifestyles (Text 2, Line 49), they typically consume less alcohol, smoke less & exercise more consistently than the average person. (Text 2, Line 49). While eating a balanced diet that doesn't involve vegan restrictions is also very healthy, there is proof that suggest that a "plant-based" (vegan) diet is healthier & reduces the risk of disease, if you do it RIGHT (Text 2, Line 58-61). Because even if you eat a healthy, "balanced" diet without vegan ~~restrictions~~ restrictions, you are more likely to eat more processed foods & drinks (Text 2, Line 28, -29)

Veganism is also better for the environment, & reduces your carbon footprint. People's increased consumption & demand for meat requires that more valuable land be used to make room for animals to be raised & killed to eat. (Text 4, Line 1-2)

~~to raise~~ Animals need a lot of natural resources in order to be fed & raised. Pigs need 21 gallons of water in one day, cows need 50 gallons of water in one day. (Text 4, Line 13-14). These animals also produce a lot of waste & even though it's used for plant fertilizer, it inevitably ends up in our lakes, rivers & drinking water. On top of water pollution, it also pollutes our air & is the number one source of waste in our groundwater (Text 4, Line 26-32). If more people went vegan we would decrease the amount of animals being raised for food & would in turn decrease air & water pollution.

Some might say that vegans miss out on certain vitamins, minerals & nutrients found in ~~meat~~ meat & animal products. For example Vitamin B¹² is found in meat, eggs & dairy and its purpose is to prevent nerve damage. If prolonged, vitamin B¹² deficiency can lead to irreversible symptoms. (Text 2, Line 6-10). However this problem can easily be solved by taking vitamin B¹² supplements & consuming foods fortified (enhanced) with vitamin B¹².

In conclusion, a plant based vegan diet is healthy, ~~is~~ good for the environment any nutritional values from animal products can easily be replaced with plant-based alternatives. People should be encouraged to go vegan, especially if they are at risk for more health complications.

With the increase of social media users getting exposed to nutritional information and lifestyle trends endorsed by celebrities/influencers, it is not surprising to see there is an increase in both the interest and the adoption of the vegan lifestyle. A vegan diet, in its simplest way, is a diet without the consumption of meat, eggs, dairy, honey, or anything produced from animals. Scientists and doctors have studied the effects of going vegan and the diet might devoid an individual of the natural vitamins that come from meat products, or if one is more prone to certain diseases or long term effects. However, based on three articles titled "Pros and Cons of a Vegan Diet", "Are There Health Benefits to Going Vegan", and "Veganism and The Environment" there is evidence that going vegan does more good than bad.

Going vegan promotes a healthier lifestyle. It has been scientifically proven that going vegan shows the effects of living longer, safer, and healthier. With technology being further advanced by the second, it has never been easier to tell the health benefits of veganism like it is today. According to studies, "A vegan diet is generally higher in fiber, vitamin C, magnesium, iron, folate... a reduced risk of obesity, hypertension, type-2 diabetes, and cardiovascular mortality" (Text 1, Lines 10-12, 17-20). Vegan diets have been chemically redesigned to manipulate not only the appearance and taste

of meat/dairy, but also the nutritional benefits. There is a reason vegans are typically thought of as being healthy because they incorporate vegetables and fruits into their diet, as it is necessary to consume those vitamins and nutrients in some form. As for concerns about vitamin deficiency and risk of haemorrhagic stroke, "While low cholesterol is protective for heart disease and ischemic stroke... low cholesterol levels may be linked to a small risk of haemorrhagic stroke." (Text 2, Lines 16-20). This is a valid concern, for both vegans and meat-eaters. A meat-eater could have low cholesterol and be prone to the same risks. It really all comes down to the genetics your body naturally has. Yes, vegans can be lacking in some nutrients, but they make up for it by maintaining a generally healthier lifestyle than meat-eaters.

Another concern for many transitioning vegans is environmental effects of using animals as a source of food. Some feel morally unable to go about killing animals and some worry about the environmental footprint they might be leaving behind "Carbon dioxide, methane, and nitrous oxide together cause the vast majority of global warming. Producing a little more than 2 pounds of beef causes more greenhouse-gas emissions than driving a car for three hours..." (Text 4, Lines 17-19). If we put that into perspective, 2 pounds of beef is barely enough to feed one family. If that much beef is being bought a million times, all over the world that is how much energy and greenhouse gases are affecting the world. There are also concerns

of animal cruelty, and genuine concern for the ways in which animals are being treated and killed simply for human eating. Animals like chicken or cows are often fed drugs to help them produce bigger eggs and produce milk at a faster rate. Additionally, "Cows, calves, pigs, chickens, turkeys, ducks, geese, rabbits, and other animals are kept in small cages, or stalls, where they are unable to turn around. They are deprived of exercise so that all their energy goes toward producing flesh, eggs, or milk for human consumption," (Text 4, Lines 35-38). Many vegans cannot support this abuse and use veganism as one step towards a healthier life for animals.

Ultimately, veganism should be offered as a choice. There are pros and cons that outweigh everything in the world, but when it comes down to what the mind wants, there is no arguing that. Of course, there are scientific health benefits and environmental benefits that come with veganism. Modern technology has made veganism so much more accessible to the general population and turning vegan has transformed so many lives.

There is a current debate about whether ~~whether~~ or not people should adopt a vegan diet. Both sides of the argument contain scientific information which supports the argument to which option outweighs the benefits of the other. I believe that the pros of having a diverse diet outweigh the cons of it. Therefore, I believe that people should not adopt a vegan diet because the cons of being vegan outweigh the pros according to the texts provided.

Aside from the negative health effects, becoming vegan limits food choices which can make it more difficult to find food in some places around the world. Being vegan also causes some nutritional deficiencies. For example, a vegan diet lacks ~~the~~ calcium and proteins which are found in animals. According to lines 37 and 38 of Text 1, author Stevan Bekman explains, "Researchers have found that vegan diets are generally lacking in calcium, required for bone formation, muscle contraction, and other essential functions." Having a vegan diet also requires diligence since vegans have to be accustomed to reading labels off of foods to make sure there's no meat in it. Being vegan creates an easily avoidable situation where your health deteriorates and you have less options of food available.

Despite the possible benefits of becoming a vegan, the toll it takes on an individual's health and lifestyle makes these benefits seem irrelevant. ~~Many~~ Vegans lack key vitamins and minerals that are essential to having a strong, healthy body. For example, vegan foods leave out minerals like B12 and are heavily processed which could lead

to an increased chance of a stroke. Many studies done on the vegan lifestyle are inconclusive, which becomes a hazard since we don't fully know all of the negative effects being vegan ~~can~~ can have on an individual. In lines 49 to 95 of Text 2, Jessica Brown states, "In other words, it didn't prove whether a strictly vegan diet is any more beneficial than a diet made up ~~of~~ mostly of fruit and vegetables, but with some animal products...?" Because of this inconclusiveness, people should not adopt a vegan diet.

Diets, though they are just a collection of foods can be controversial, especially when the diet doesn't include meat. The vegan diet is one where people don't eat meat or any animal produced foods. People who eat vegan may have different reasons for choosing this diet, but some of the most common are that it's better for the environment, and it limits animal cruelty. Some argue that a vegan diet is bad because it can lead to negative health effects. However, people should adopt a vegan diet because the positive benefits far outweigh the possible problems.

A benefit to adopting a vegan diet is that it would result in a better environment. According to Text 4, it states "Producing a little more than 2 pounds of beef causes more greenhouse gas emissions than driving a car for three hours and uses up more energy than leaving your house lights on for the same period of time." (Lines 18-20) By eating a plant based diet it would reduce the amount of emissions caused by farm animals and mass packaging factories. Less greenhouse pollutions in the air could be extremely helpful towards building a healthier earth. Furthermore, people typically buy more than two pounds of beef per purchase to feed their families, so not buying meat would reduce pollution overall and help save the environment.

Another reason to switch to a vegan diet

Would be to lessen animal cruelty related to eating meat. No animals are harmed or killed to produce Vegan Friendly Foods, but the factory farming industry strives to produce the most milk, meat, and eggs as quickly and as cheaply as possible resulting in harmful processes to do this. According to Text 4 "... they are fed drugs that fatten them more quickly and they are genetically manipulated to grow fatter or produce much more milk or eggs than they would naturally." (Lines 28-40) This is essentially animal abuse, all for the sake of satisfying people's need to eat meat, while a vegan diet has many delicious options that taste and look similarly to actual meat products, without hurting animals.

Some people argue that a vegan diet damages health because it can lead to vitamin deficiencies and other nutrients. In Text 3 the authors state "Vegans are consistently reported to have lower intakes of calcium and Vitamin D, with resultant lower blood levels of vitamin D and lower bone mineral density reported worldwide" (Lines 24-26) The argument is that vegan diets are not optimal because people will not get the nutrients they need. But the other health benefits of a vegan diet make up for the deficiencies and vegans can make up for the deficiencies by eating certain foods and taking supplements. In Text 1 it states "Vegans can increase their intake by eating calcium-rich foods, such as leafy green vegetables, pulses, sesame seeds, some dried fruits, and calcium

fortified foods... " (Lines 39-40). If vegans eat a well-balanced diet with a variety of fruits and vegetables, they can be well-nourished.

Vegan diets are good and if more people eat vegan, it can lower the risk of climate change and stop animal cruelty. Ultimately, a vegan diet could improve everyone's overall health simply by swapping a plate of food.

People concluding whether they should or shouldn't adopt a vegan diet is ~~a~~ difficult topic. As veganism has its benefits and might make you feel as if you're healthier I think not everyone is capable of making the change. Veganism can arise concerns in you're well-being if not kept up with well enough which brings my argument that you ~~shouldn't~~ shouldn't adopt a vegan diet.

There are many researches done to back up my statement in veganism not being the easiest or healthiest flip. For starters veganism is the avoidance of all animal products including milk, eggs, and even honey which are all filled with good nutrients and protein which many vegans do lack. In "Are There Health Benefits to Going Vegan?" by Jessica Brown there were recent studies comparing the health differences between meat-eaters, pescatarians, and vegans. She stated "They found that people who eat vegan and vegetarian diets have a lower risk of heart disease, but a higher risk in stroke, possibly part due to a lack of B₁₂." Which brings up my next claim ^{that} "you can be healthy and still end up with health concerns cutting meat with so much protein ~~might~~ will not stop anything. In my second article "Vegan Diets are Adding to Malnutrition in Wealthy Countries" by Chris Elliot, Chen Situ, and Claire McEvoy they stated "poorly planned vegan diets that do not replace the critical nutrients found in meat, can lead to serious micronutrient deficiencies." This brings the concerns back up for those who won't keep up and want to convert to this diet just for the nice sound of "being healthier." My last text is "Pros and Cons of a Vegan Diet" by Shereen Lehman, MS.

She goes back to my claims of vegans having lack of nutrition using studies. "Researchers have found that vegan diets are generally lacking in calcium, required for bone formation, muscle contraction, and other essential functions". Vegans need to be on top of their search for what would really help them receive all their needed intake.

Veganism is a bit or miss diet change, most won't be able to keep up with without the right information. If it's so healthy for you and lets you live a stress free life why isn't it spoken about more or even told to children and schools or after school clubs. Is the limited food options going to be easy for you to adapt to after eating meat for so long.

Practice Paper A – Score Level 2

Holistically, this essay best fits the criteria for Level 2 because the essay introduces a claim, but demonstrates confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims. It presents ideas inaccurately in an attempt to support analysis, making use of some evidence, and demonstrates little use of citations to avoid plagiarism. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay which lacks a formal style, using imprecise language, and demonstrates a lack of control of conventions, exhibiting frequent errors that make comprehension difficult.

Practice Paper B – Score Level 4

Holistically, this essay best fits the criteria for Level 4 because the essay introduces a precise claim, and demonstrates an appropriate and accurate analysis of the texts as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis that is properly cited to avoid plagiarism. The essay exhibits acceptable organization of ideas and information to create a coherent essay, establishing and maintaining a formal style through the use of precise and appropriate language and structure. The essay demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension.

Practice Paper C – Score Level 6

Holistically, this essay best fits the criteria for Level 6 because the essay introduces a precise and insightful claim, and demonstrates an in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis that is properly cited to avoid plagiarism. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay that establishes and maintains a formal style, using sophisticated language and structure and demonstrates control of conventions with essentially no errors.

Practice Paper D – Score Level 3

Holistically, this essay best fits the criteria for Level 3 because the essay introduces a reasonable claim and demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from the counterclaim, presenting ideas sufficiently through the use of specific and relevant evidence that is properly cited. The essay exhibits acceptable organization of ideas and information to create a coherent essay that establishes and maintains a formal style using precise and appropriate language and structure that demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension. Although holistically a Level 4, the essay addresses fewer texts than required by the task and can be scored no higher than a 3.

Practice Paper E – Score Level 5

Holistically, this essay best fits the criteria for Level 5 because the essay introduces a precise and thoughtful claim, demonstrating thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis and demonstrates proper citation of sources to avoid plagiarism. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay while establishing and maintaining a formal style, using fluent and precise language and structure that demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.

Practice Paper F – Score Level 3

Holistically, this essay best fits the criteria for Level 3 because it introduces a reasonable claim, demonstrating some analysis of the texts, but insufficiently distinguishing the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis while demonstrating inconsistent citation of sources in an attempt to avoid plagiarism. The essay exhibits some organization of ideas and information to create a mostly coherent essay that establishes but fails to maintain a formal style, using primarily basic language and structure while demonstrating partial control of conventions that exhibit occasional errors that hinder comprehension.



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

Text Analysis: Exposition

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

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

Life is full of ups and downs for everyone. However, the struggles you face build your character and make you a better person. This is shown through vivid ~~imagery~~ ^{metaphors} ^{symbolism} in the text journey by Fernandez and Joyce Carol Oates. The authors use ~~imagery~~ ^{metaphors} ^{symbolism} to show that while people have many struggles throughout their lives, these hardships inform who you are as a person and you shouldn't want to change them.

The story follows a person who is trying to go from one place to another, but they end up traveling through several unexpected places. In the beginning, the narrator begins their journey on a long, uninteresting highway. Quickly becoming bored, they turn onto a smaller road, hoping it will bring some excitement. The narrator says, "The road leads deep into a forest, always descending in small cramped turns. You're turning from left to right, in a slow hypnotic passage, makes it impossible for you to look out at the forest. You discover that for some time you have not been able to see the city you are headed for, though you know it is still somewhere ahead of you" (Oates). The reader has a clear sense of what the narrator sees. Compared ~~to~~ to the flat, predictable highway, this road is tumultuous, windy, and a little frightening. However, the narrator keeps going because they know the city is just past the forest, even though they can't see it. This translates well to real-life. For many people, change is a

necessary evil. Although it can often be frightening, you always come out on the other side. This ~~metaphor~~ symbolism explains that it is good to have faith when you try something new, because it will make you strong enough to get through it. Additionally, the forest path was hard to drive on, windy, dark, ^{and} bumpy. Struggles are not easy to get through, and you don't always come out unscathed. But you keep pushing to the other side. Towards the end of the ~~the~~ drive, the narrator faces more trials. The car has issues, their foot starts hurting, and they are cold and exhausted. This sounds terrible, but despite all these problems, the narrator enjoyed some beautiful scenery they would not have seen on the highway. The story concludes with the narrator stating, "If you had the day to begin again, on that highway which was so wide and clear, you would not have varied your journey in any way: you are not lost" (Oates). Often, life does not take you in the direction you expect to go. There may be unexpected struggles, but there are many beautiful things to see as well. If you do not ~~&~~ experience hardships, you will miss out on ^{the} many exciting, amazing, new experiences that go with them. While the narrator's foot hurt and they were cold, they appreciated the journey. People need to appreciate their own personal journeys and know that they are not lost, because they will always come out on the other side and find their "city."

• This text was a beautiful example of how struggles make a person who they are. The authors used symbolism to show a person going on a road trip, but the road trip is a symbol for life and its imperfections. Experiencing these struggles

Anchor Paper – Part 3 – Level 4 – A

leads to good things in people's lives, as long as they have hope. ~~The author's~~ The lesson to be learned is that life is an enigma, full of pleasures and obstacles, but you have to appreciate all parts of it.

Anchor Level 4–A**CONTENT AND ANALYSIS:**

- The response introduces a well-reasoned central idea and a writing strategy (*The authors use symbolism to show that while people have many struggles throughout their lives, these hardships inform who you are as a person and you shouldn't want to change them*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author's use of symbolism to develop the central idea (*This symbolism explains that it is good to have faith when you try something new, because it will make you strong enough to get through it; Often, life does not take you in the direction you expect to go; If you do not experience hardships, you will miss out on the many exciting, amazing, new experiences that go with them*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The narrator says, "The road leads deep into a forest, always descending in small cramped turns ... You discover that for some time you have not been able to see the city you are headed for, though you know it is still somewhere ahead of you" and The story concludes with the narrator stating, "If you had the day to begin again, on that highway which was so wide and clear, you would not have varied your journey in any way: you are not lost"*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea and writing strategy, followed by a paragraph that develops the central idea as represented through the use of symbolism (*Compared to the flat, predictable highway, this road is tumultuous ... For many people, change is a necessary evil ... Struggles are not easy to get through, and you don't always come out unscathed. But you keep pushing to the other side*), concluding with a paragraph that reaffirms the central idea (*Experiencing these struggles leads to good things in people's lives, as long as they have hope*).
- The response establishes and maintains a formal style, using precise language and sound structure (*Quickly becoming bored, they turn onto a smaller road, hoping it will bring some excitement and The lesson to be learned is that life is an enigma, full of pleasures and obstacles, but you have to appreciate all parts of it*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors (*tumultuous; on; windy; unscathed. But you*).

In the excerpt "Journey" by Fernandes + Joy Carol Bates, the authors describe a journey through the roads with vivid imagery, ~~building up to the~~ ~~finale~~ in which it is revealed that the narrator was lost all along. The authors detail the sensation of ~~getting so~~ enjoying the journey so much you forget the destination, ~~the~~ utilizing imagery to describe the journey.

Throughout the story, the authors vividly describe the entire journey from start to end. With adjectives to describe the winding highway such as "broad and handsome", the author constructs an image of a broad, sweeping highway, "where the sun shines ceaselessly". The adjectives used early on in the passage serve to make the reader feel as if the journey is starting off ^{on} "hopeful note" — the sun is shining + the road is broad + endless. ~~the~~ ~~imagery~~ ~~the~~ However, the author abruptly pivots in the imagery, with a stark change when the driver decides to turn onto a smaller road, which is "not exactly as parallel, and not as direct", and is described with adjectives such as "small" and "cramped", all of which serve to ~~make~~ make the reader feel as if the journey has gotten less enjoyable + more ominous. The stark contrast of "broad" to "cramped" serves to indicate a shift in tone in the passage. As the author's descriptions continue, the imagery seems to grow more ominous, as if the entire story is all building to ~~the~~ a central point. The description of the "road" becomes increasingly twisted, with ~~adjectives~~ the road "[twisting + turning], curving around hills that consist of brute, enormous boulders, bare of all trees + plants." Eventually the "road" builds to one central point — "the dark", filled with "wild grass". The imagery evokes a feeling of ~~helplessness~~ helplessness — the road has long given way to shrubbery + grass, and the narrator is far removed from ~~the~~ their original destination. In fact, they seem to have forgotten their destination entirely. The narrator explored the path they took, however ominous, and delighted in the new discoveries so much that they forgot their original destination, ~~and~~ and are now, whether physically or metaphorically, lost.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*The authors detail the sensation of enjoying the journey so much you forget the destination, utilizing imagery to describe the journey*).
- The response demonstrates a thoughtful analysis of the author’s use of imagery to develop the central idea (*The adjectives used early on in the passage serve to make the reader feel as if the journey is starting off on a hopeful note but As the author’s descriptions continue, the imagery seems to grow more ominous, as if the entire story is all building to a central point and The imagery evokes a feeling of helplessness ... and the narrator is far removed from their original destination but The narrator explored the path ... however ominous, and delighted in the new discoveries*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*With adjectives to describe the winding highway such as “broad and handsome”, the author constructs an image of a broad, sweeping highway, “where the sun shines ceaselessly” and the driver decides to turn onto a smaller road, which is “not exactly as parallel, and not as direct”, and is described with adjectives such as “small” and cramped*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an introductory paragraph that introduces a writing strategy and states the central idea, followed by a paragraph that expands upon the central idea of how *the narrator explored the path they took, however ominous, and delighted in the new discoveries so much that they forgot their original destination*.
- The response establishes and maintains a formal style, using precise language and sound structure (*However, the author abruptly pivots in the imagery, with a stark change when the driver decides to turn onto a smaller road and The stark contrast of “broad” to “cramped” serves to indicate a shift in the passage*), with the exception of the use of a plus sign in place of “and” throughout.

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension (*highway, “where; imagery with; “small” and cramped”; enourmous*), and a shift in pronoun usage from second to third person (*you forgot ... to make the reader*).

Throughout the text "Journey" one can learn that life isn't always about taking the fast or clear road in front of us but to make our own path and enjoy ourselves. If a person always continues to follow the "traditional" path there would not be any room for growth. It is up to an individual to have faith in themselves to continue on a new path even if it may be difficult at times.

The authors, ~~are~~ Fernandes and Joyce Carol Oates use repetition quite a bit to develop their central idea. Repetition is the repeated use of words or phrases ~~in~~ closely together. Repetition was used in this passage to emphasize different parts of the journey and how that allows for new experiences. An example of this occurs ~~when~~ when the text states, "As the river twists and turns, so does the road twist and turn" (line 34).

The words twist and turn ~~and~~ are used to describe how not every path in life is straight forward and can prove difficult at times. Another example occurs near the end of the ~~passage~~ passage repeating, "you are not lost" (line 62). Those four words are used to teach the reader no matter how hard something may be it is important to understand that ~~you~~ they are not lost and should never give up.

Throughout the text repetition can be described as a useful tool to emphasize the purpose of the story. Life has many paths but it is for the doer to make it into a journey.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*life isn't always about taking the fast or clear road in front of us but to make our own path and enjoy ourselves*) and a writing strategy (*Repetition was used in this passage to emphasize different parts of the journey*) that clearly establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author's use of repetition to develop the central idea (*The words twist and turn are used to describe how not every path in life is stright forward and can prove difficult at times and "You are not lost" ... Those four words are used to teach the reader no matter how hard something may be it is important to understand that they ... should never give up*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*"As the river twists and turns, so does the road twist and turn" and "You are not lost"*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an introduction that explains a central idea, followed by a second paragraph that focuses on the writing strategy of repetition, and a concluding paragraph that summarizes the use of repetition to support the central idea (*Life has many paths but it is for the doer to make it into a journey*).
- The response establishes and maintains a formal style, using appropriate language and structure (*If a person always continues to follow the "traditional" path there would not be any room for growth; Another example occurs near the end of the passage; Throughout the text repitition can be described as a useful tool to emphasize the purpose of the story*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*individual ... themselves; Oates use; Repitition; closly, stright, may be it is; paths but*) that do not hinder comprehension.

In the short story "The Journey" the author uses the writing strategy of conflict to develop the central idea. A central idea conveyed to the reader is that even if something seems to be leading to the same place maybe even quicker doesn't always mean it is helpful, but may be interesting.

Everyday the conflict of driving is avoiding the monotony of driving on a straight highway in traffic. This can lead to problems, like, "you become sleepy from the monotony" (lines 12). Sometimes this monotony, makes driver's look for another way to their location. "You discover on the map a smaller road, (iii) one which leads to the same city" (lines 13-15).

These roads make you realize, "You will not get to the city before dark" (lines 32), your interests made you late and possibly not get there at all. Just because something is boring doesn't make it less helpful idea.

The author of "The Journey" uses conflict of boredom driving to show readers that not all things are perfect, but these new ways of doing things could be worse.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea and a writing strategy (*the author uses ... conflict to develop the central idea ... that even if something seems to be leading to the same place maybe even quicker doesn't always mean it is helpful, but may be interesting*) that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*Everyday the conflict of driving is avoiding the monotony of driving on a straight highway in traffic. This can lead to problems*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*"You discover on the map a smaller road, (...) one which leads to the same city" and These roads make you realize, "You will not get to the city before dark"*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that identifies a writing strategy and central idea, followed by two body paragraphs that focus on how *the conflict of ... avoiding the monotony ... sometimes ... makes driver's look for another way to their location* and a concluding paragraph that explains how the author uses conflict (*to show readers that not all things are perfect, but these new ways of doing thing could be worse*).
- The response lacks a formal style, using language that is basic (*leading to the same place maybe even quicker* and *Just because something is boring doesn't make it a less helpful idea*) and imprecise (*... doesn't always mean it is helpful, but may be interesting* and location for "destination").

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors [*place may ... quicker doesn't; interesting; Everyday; lines 12; monotony, makes driver's look; (...); thing could*] that do not hinder comprehension.

~~Have~~ ~~you~~ Have you ever been on a journey? This text is named journey it is about a long journey on a highway and through the city the authors tone through his words are very interesting which has the reader wondering what is gonna happen next.

The central idea of this text is basically just a long interesting journey. The tone contributes to how interesting the journey is and how mysterious it is. In lines 20 it states "The road leads deep into a forest, always descending in small cramped turns." This quote has readers wondering what is gonna happen next. Lines 61 and 62 says "you resist telling yourself you are lost. In fact, though you are exhausted and it is almost night, you are not lost." This quote is very mysterious considering the author doesn't know where they are but says they aren't lost. In conclusion this is why the tone of the story is interesting and has the reader

wondering what is gonna happen next.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The Central idea of this text is basically just a long interesting journey*) and a writing strategy (*the Authors tone through his words are very interesting*).
- The response demonstrates a superficial analysis of the author’s use of tone to develop the central idea (*The tone contributes to how interesting the journey is and how mysterious and This quote has readers wondering what is gonna happen next*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis (*“The road leads deep into a forest, Always descending in small cramped turns”*) and inaccurately, with a reference to the journey ... *through the City*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces a central idea and a writing strategy, followed by a second paragraph that attempts to explain how *tone* makes the journey *interesting* and *mysterious*, and concludes with a summation (*In conclusion this is why the tone of the story is interesting and has the reader wondering what is gonna happen next*).
- The response lacks a formal style, using language that is basic (*Have you ever been on a journey? This text is named journey it is about a long journey*) and imprecise (*the authors tone through his words and what is gonna happen*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*named journey it is; city the authors tone ... are; In conclusion this*) that do not hinder comprehension.

The central idea of the text is that the author is explaining his journey and how hard it was and how difficult the obstacles were. But instead of the author saying they was on the journey he was wording it so they can put it in the readers shoes. Basically making reader's in a predicament, the use of the authors righting that they are trying to use is (Point-of-View): I believe that the righting strategy that the author is using is POV, is because of how they are narrating as well as the righting goes on. As the driving goes on, they progressively narrate each event that is happening and starting to question themselves and readers. The author did good to show how hard it was and how difficult the obstacles were.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The central idea of the text is that the author is explaining his journey and how hard it was and how difficult the obstacles were*) and a writing strategy (*I believe that the righting strategy that the author is using is POV*).
- The response demonstrates a superficial analysis of the author’s use of point-of-view to develop the central idea (*As the driving goes on they progressively narrate each event that is happening and starting to question themselves and readers*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, only referencing *how difficult the obstacles were* and a passing reference to how the *driving goes on*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of a single paragraph, with an opening sentence that introduces the idea of a difficult journey as the central idea and a second sentence that attempts to explain the use of the second-person point of view (*he was wording it so they can put it in the readers shoes*), followed by further attempts at explaining the writing strategy (*the author is using is POV, is because of how they are narrating as well as the righting goes on*) and concluding with a reference to the central idea (*The author did good to show how hard it was and how difficult the obstacles were*).
- The response lacks a formal style, using language that is basic and imprecise (*so they can put it in the readers shoes, making reader’s in a predicament, righting for “writing”, the author did good*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with some errors [*author; explaining; obstacles; insted; author saying they was; readers shoes; reader’s in; is (Point-of-View); beleve; stratigy; theirselves*] that hinder comprehension.

This story reminds me a lot about stories of luck and stuff, when I go on a ride that turns out to be a ride of my life. Yur gonna bend your shassis when you go out for as spin but end up going Mettawee Extreme without your Jeep I've been crawlin there couple times - trouble B the mud - like not having a map - that's lame - yu just gotta feel the road and the mud - hope that it don't roll on you because like the guy in the passage - it may just be blank - covered in mud gets into everything - even that snorkel kit from Tegs but the fun is in the trip

Anchor Level 1-A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*I go on a ride that turns out to be a ride of my life*) and (*the fun is in the trip*) with no writing strategy.
- The response demonstrates no analysis of the author's use of a writing strategy to develop the central idea.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, referencing *not having a map that may just be blank*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, consisting of only one paragraph that is a personal response.
- The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*and stuff; Yur gonna; crawlin; couple times; that's lame; gotta feel; don't roll; tha guy*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*Yur; shassis; as; Jeep I've; crawlin'; times-trouble; gotta; don't; mud gets; snorkel; Jegs but*) that hinder comprehension.

* CONDITION CODE:

Although the response exhibits Level 1 and 2 criteria, it is a personal response, making little reference to the task or text and can be scored no higher than a 1.

Anchor Paper – Part 3 – Level 1 – B

The passage "Journey" is about someone telling the audience about going through a journey in your mind.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces an incomplete central idea (*The passage "Journey" is about someone telling the audience about going through a Journey in your mind*).
- The response demonstrates no analysis of the author's use of a writing strategy.

COMMAND OF EVIDENCE:

- The response presents no evidence from the text.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, consisting of a single sentence.
- The response is minimal, making assessment of language unreliable.

CONTROL OF CONVENTIONS:

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

- The central idea of this passage is to be careful and always to make sure to double check. In the passage this character finds himself ~~in~~ on a trip but it ends up leaving him lost.

An example of the central idea is on paragraph ~~12~~ 12 lines 55-60 it states "By evening you are still in the wilderness and you wonder "You find yourself standing at the edge of a forest, ~~staring~~ ~~staring~~ staring ahead into the dark. Is that a field ahead of you, or a forest of small trees? Your path has a long ~~since~~ since given way to wild grass. Clouds obscure the moon, which should give you some light by which to make your way, and you wonder if you dare continue without this light?" This quote shows us that the character in this story has lost their flashlight and is hoping to find a way out of the dark forest.

- A writing ~~star~~ strategy the author uses is imagery because throughout the passage the author describes the ~~stoundings~~ soundings of the character. In the text lines 16-18 it states "You turn onto this road, which winds

among foothills and forest and goes through several small villages. You sense by the attitude of the villagers that traffic on this road is infrequent". This ~~is~~ quote shows us how the author is describing the surrounding. This is just one of many examples in this story.

In conclusion, the central idea of this passage is to be cautious and to double check. The writing strategy the author used is imagery. Imagery is describing a(n) character's surroundings or describing what they are doing. The author uses imagery lots of times in this passage.

In "Journey" by Ferdnandes and Joyce Carol Oates the central idea is sometimes your journey can change your destination. This central idea is shown through the writing strategy setting. Setting can be defined as a story's surroundings and environment made by the author to help us ^{visualize} ~~imagine~~ the story.

In the beginning, the text expresses that you have a distinctive destination. We follow as the traveler goes down differing paths and changes on the way. On lines 12 and 13 it states, "You become sleepy from the monotony and wonder if perhaps there is another, less perfect ~~road~~ road parallel to this." This shows that the journey to one's destination is important just as much as the destination. This change in paths due to boredom shows that taking the easier or ~~more~~ "correct" path does not always satisfy someone. If the traveller had not changed their path, they would not have ended up where they did. A change in your journey can change ~~your~~ your destination.

The authors uses setting to convey the central idea that your ~~the~~ journey can change your destination. They describe the setting allowing the reader to truly visualize and understand the journey being followed. Lines 63 and 64 reads, "Though you can remember your map only as a blank sheet of paper, which can tell you nothing, you are not really lost." This quote emphasizes that even if you forget your way to your designated destination, you aren't lost. Even though the journey travelled was confusing and unexpected, the traveller is accepting the change and allowing it to lead them from there.

The passage entitled "Journey" by Fernandez and Joyce Carol Oates at first takes the form of just that: a day's voyage. This voyage, on closer inspection, acts as an extended metaphor which compares events to the greater journey of life. The authors are able to convey this metaphorical meaning by associating various facets of the story with stages in the journey of life.

The beginning of the journey starts on "so high an elevation that your destination is already in sight" (line 1). This alludes to the beginning of life when one has so much opportunity and perhaps a plan mapped out. This map, referenced in the text, is what one imagines one's life will involve; endless choices and opportunities. As the journey of the story continues, unexpected challenges and struggles are incorporated; challenges and temptations that lead the subject off the intended path. The driver is unable to see a clear path anymore (lines 22-23); one learns to move on from things that no longer are in one's best interest (line 24). As the challenges keep coming, the driver embarks into unfamiliar territory, having to find the way through all the obstacles it may present (lines 34-36). As presented, all of these challenges could represent different situations to each reader, but the beauty in it is that it is a part of the universal journey of life that all readers share.

In the end the author says "Though you can remember your map only as a blank sheet of paper, which can tell you nothing, you are not really lost" (lines 63-64). This clarifies the central idea developed

by the extended metaphor, that straying off your original life goals doesn't mean that you haven't achieved what is true to you now.

The central idea of this passage is about Journey. It talks about
of an elevation. It tells people about how being in a journey
from point A to point B. In the text it says that "The highway
down from the mountains is broad and handsome."

According to engineers from all over the country years of ingenuity
bleeding and leveling and paving. Engineers built the highways from
being a smaller one to big roads next to mountains. There is paths
leading to places and down from highways. There could be a steep
highway but also a narrow highway. Also roads can lead deep into
the forests always descending in small cramped turns. You can
discover a lot of new places and discover new things you have seen
before.

In the text, "Journey," the central idea is that whatever road you take, there is a journey to get through to get to the end. In life we go on a journey, even when it is hard and you are struggling, you have to keep moving ahead. There is nothing in life that planned your journey, no map nor person can tell you how to go through life. There are many twists and turns but even when you think you are lost, you are not lost. It may take time to find your way on your journey, but at the end everything will come together.

"If you had the day to begin again on that highway which was so wide and clear, you would not have varied your journey in any way, you are not lost." (Journey, 65-66)

In this quote, it supports the central idea of being on a journey, because once you are at the end, you "wouldn't have" change what you went through. Everybody goes on the same journey, called life, but take different roads, that lead them to different places.

The author of the text uses symbolism to develop this central idea. Symbolism is being used in this text because the author is relating the road to the journey of life, with roads and life,

there are twist and turns but you still get to your final destination.
"By evening you are still in the wilderness, and you wonder if perhaps you have made a mistake." (line 51)
THIS QUOTE DOESN'T JUST MEAN AN ~~OR~~ REAL ROAD, BUT YOUR LIFE. WHEN YOU THINK YOU MADE A MISTAKE, THIS IS USING SYMBOLISM BECAUSE THROUGHOUT YOUR LIFE YOU MAKE MISTAKES BUT IT WILL ALWAYS WORK OUT. THE AUTHOR OF "JOURNEY" USES SYMBOLISM TO DEVELOP THE CENTRAL IDEA THROUGHOUT THE TEXT.

Practice Paper A – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea and a writing strategy, demonstrating a superficial analysis of the author’s use of imagery to develop the central idea. The response presents ideas inconsistently and inadequately in an attempt to support analysis, making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response and lacking a formal style, using language that is basic and imprecise, while demonstrating emerging control of conventions, with some errors that hinder comprehension.

Practice Paper B – Score Level 3

Holistically, this response best fits the criteria for Level 3 because the response introduces a clear central idea and a writing strategy that establish the criteria for analysis, demonstrating an appropriate analysis of the author’s use of setting to develop the central idea. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis and exhibiting acceptable organization of ideas and information to create a coherent response while establishing and maintaining a formal style, using appropriate language and structure. The response demonstrates partial control of conventions with errors that do not hinder comprehension.

Practice Paper C – Score Level 4

Holistically, this response best fits the criteria for Level 4 because the response introduces a well-reasoned central idea and a writing strategy that establish the criteria for analysis, demonstrating a thoughtful analysis of the author’s use of an extended metaphor to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis. The response exhibits logical organization of ideas to create a cohesive and coherent response, using precise language and sound structure and demonstrating control of conventions with infrequent errors.

Practice Paper D – Score Level 1

Holistically, this response best fits the criteria for Level 1 because the response introduces a confused central idea with no use of a writing strategy. The response presents little evidence from the text and exhibits little organization of ideas and information, using language that is predominantly inappropriate or copied directly from the text. The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult.

Practice Paper E – Score Level 3

Holistically, this response best fits the criteria for Level 3 because the response introduces a clear central idea and a writing strategy that establish the criteria for analysis, demonstrating an appropriate analysis of the author’s use of symbolism to develop the central idea. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis. The response exhibits acceptable organization of ideas and information to create a coherent response that establishes and maintains a formal style, using appropriate language and structure. The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

**Map to the Learning Standards
Regents Examination in English Language Arts
January 2025**

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

The *Chart for Determining the Final Examination Score for the January 2025 Regents Examination in English Language Arts* will be posted on the Department’s web site at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts – January 2025

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

(Use for the January 2025 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	57	2
55	99	5	26	55	2
54	99	5	25	52	1
53	98	5	24	49	1
52	97	5	23	46	1
51	95	5	22	44	1
50	94	5	21	41	1
49	93	5	20	38	1
48	91	5	19	35	1
47	90	5	18	32	1
46	89	5	17	29	1
45	88	5	16	26	1
44	87	5	15	23	1
43	86	5	14	20	1
42	85	5	13	18	1
41	84	4	12	15	1
40	83	4	11	12	1
39	81	4	10	10	1
38	80	4	9	9	1
37	79	4	8	8	1
36	77	3	7	7	1
35	75	3	6	6	1
34	73	3	5	5	1
33	71	3	4	4	1
32	69	3	3	3	1
31	67	3	2	2	1
30	65	3	1	1	1
29	62	2	0	0	1
28	59	2			

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

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

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

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

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

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