

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Friday, June 14, 2024 — 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 Invisible Man

In this excerpt from a novel, a scientist who discovered a way to make himself invisible has traveled to the town of Iping, where he plans to develop a method to reverse this result.

The stranger came early in February, one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down,¹ walking as it seemed from Bramblehurst railway station, and carrying a little black portmanteau² in his thickly gloved hand. He was wrapped up from head to foot, and the brim of his soft felt hat hid every inch
5 of his face but the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried. He staggered into the Coach and Horses, more dead than alive as it seemed, and flung his portmanteau down. “A fire,” he cried, “in the name of human charity! A room and a fire!” He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlour to strike his
10 bargain. And with that much introduction, that and a ready acquiescence to terms and a couple of sovereigns³ flung upon the table, he took up his quarters in the inn.

Mrs. Hall lit the fire and left him there while she went to prepare him a meal with her own hands. A guest to stop at Iping in the wintertime was an unheard-of piece of luck, let alone a guest who was no “haggler,” and she was resolved to show herself worthy of her good
15 fortune. As soon as the bacon was well under way, and Millie, her lymphatic⁴ aid, had been brisked up a bit by a few deftly chosen expressions of contempt, she carried the cloth, plates, and glasses into the parlour and began to lay them with the utmost *éclat*.⁵ Although the fire was burning up briskly, she was surprised to see that her visitor still wore his hat and coat, standing with his back to her and staring out of the window at the falling snow in the
20 yard. His gloved hands were clasped behind him, and he seemed to be lost in thought. She noticed that the melted snow that still sprinkled his shoulders dropped upon her carpet. “Can I take your hat and coat, sir,” she said, “and give them a good dry in the kitchen?”

“No,” he said without turning.

She was not sure she had heard him, and was about to repeat her question.

25 He turned his head and looked at her over his shoulder. “I prefer to keep them on,” he said with emphasis, and she noticed that he wore big blue spectacles with sidelights, and had a bushy side-whisker over his coat-collar that completely hid his cheeks and face.

“Very well, sir,” she said. “As you like. In a bit the room will be warmer.”

30 He made no answer, and had turned his face away from her again, and Mrs. Hall, feeling that her conversational advances were ill-timed, laid the rest of the table things in a

¹down — field

²portmanteau — suitcase

³sovereigns — gold coins

⁴lymphatic — sluggish

⁵éclat — showy display

quick staccato⁶ and whisked out of the room. When she returned he was still standing there, like a man of stone, his back hunched, his collar turned up, his dripping hat-brim turned down, hiding his face and ears completely. She put down the eggs and bacon with considerable emphasis, and called rather than said to him, “Your lunch is served, sir.”

35 “Thank you,” he said at the same time, and did not stir until she was closing the door. Then he swung round and approached the table with a certain eager quickness. ...

She [Mrs. Hall, returning with more food] rapped and entered promptly. As she did so her visitor moved quickly, so that she got but a glimpse of a white object disappearing behind the table. It would seem he was picking something from the floor. She rapped down
40 the mustard pot on the table, and then she noticed the overcoat and hat had been taken off and put over a chair in front of the fire, and a pair of wet boots threatened rust to her steel fender.⁷ She went to these things resolutely.⁸ “I suppose I may have them to dry now,” she said in a voice that brooked no denial. ...

He held a white cloth — it was a *serviette*⁹ he had brought with him — over the lower part
45 of his face, so that his mouth and jaws were completely hidden, and that was the reason of his muffled voice. But it was not that which startled Mrs. Hall. It was the fact that all his forehead above his blue glasses was covered by a white bandage, and that another covered his ears, leaving not a scrap of his face exposed excepting only his pink, peaked nose. It was bright, pink, and shiny just as it had been at first. He wore a dark-brown velvet jacket with
50 a high, black, linen-lined collar turned up about his neck. The thick black hair, escaping as it could below and between the cross bandages, projected in curious tails and horns, giving him the strangest appearance conceivable. This muffled and bandaged head was so unlike what she had anticipated, that for a moment she was rigid.

He did not remove the *serviette*, but remained holding it, as she saw now, with a brown
55 gloved hand, and regarding her with his inscrutable¹⁰ blue glasses. “Leave the hat,” he said, speaking very distinctly through the white cloth.

Her nerves began to recover from the shock they had received. She placed the hat on the chair again by the fire. “I did n’t know, sir,” she began, “that—” and she stopped embarrassed.

60 “Thank you,” he said drily, glancing from her to the door and then at her again. ...

When Mrs. Hall went to clear away the stranger’s lunch, her idea that his mouth must also have been cut or disfigured in the accident she supposed him to have suffered, was confirmed, for he was smoking a pipe, and all the time that she was in the room he never loosened the silk muffler he had wrapped round the lower part of his face to put the
65 mouthpiece to his lips. Yet it was not forgetfulness, for she saw he glanced at it as it smouldered out. He sat in the corner with his back to the window-blind and spoke now, having eaten and drunk and being comfortably warmed through, with less aggressive brevity than before. The reflection of the fire lent a kind of red animation to his big spectacles they had lacked hitherto.

70 “I have some luggage,” he said, “at Bramblehurst station,” and he asked her how

⁶staccato — abrupt movement

⁷fender — fire screen

⁸resolutely — with determination

⁹serviette — napkin

¹⁰inscrutable — difficult to see through

he could have it sent. He bowed his bandaged head quite politely in acknowledgement of her explanation. “To-morrow!” he said. “There is no speedier delivery?” and seemed quite disappointed when she answered, “No.” Was she quite sure? No man with a trap¹¹ who would go over?

- 75 Mrs. Hall, nothing loath,¹² answered his questions and developed a conversation. “It’s a steep road by the down, sir,” she said in answer to the question about a trap; and then, snatching at an opening, said, “It was there a carriage was upsettled, a year ago and more. A gentleman killed, besides his coachman. Accidents, sir, happen in a moment, don’t they?”
- 80 But the visitor was not to be drawn so easily. “They do,” he said through his muffler, eyeing her quietly through his impenetrable¹³ glasses. ...

—H.G. Wells

excerpted and adapted from *The Invisible Man: A Grotesque Romance*, 1897
Harper & Brothers Publishers

¹¹trap — horse-drawn carriage

¹²nothing loath — quite willingly

¹³impenetrable — not clear

- | | |
|---|---|
| <p>1 Mrs. Hall is not alarmed by the stranger (lines 1 through 6) because his</p> <ul style="list-style-type: none">(1) clothing suits the winter weather(2) arrival does not interest her(3) presence does not seem odd(4) dress reflects the current style <p>2 The description in lines 6 through 11 serves to introduce the stranger as</p> <ul style="list-style-type: none">(1) frightened and desperate(2) angry and preoccupied(3) fatigued and impatient(4) injured and distracted <p>3 Which phrase from the passage best helps the reader understand “ready acquiescence” (line 10)?</p> <ul style="list-style-type: none">(1) “flung his portmanteau down” (line 7)(2) “He stamped and shook the snow” (line 8)(3) “to strike his bargain” (lines 9 and 10)(4) “And with that much introduction” (line 10) | <p>4 Lines 29 through 34 reinforce the idea that</p> <ul style="list-style-type: none">(1) Mrs. Hall appreciates the stranger’s companionship(2) Mrs. Hall is discouraged by the stranger’s lack of courtesy(3) the stranger is insulted by Mrs. Hall’s attention to him(4) the stranger believes Mrs. Hall’s service needs improvement <p>5 Lines 44 through 53 suggest that the image of the stranger</p> <ul style="list-style-type: none">(1) exposes his intentions(2) reveals his identity(3) confuses Mrs. Hall(4) shocks Mrs. Hall <p>6 Lines 61 through 65 suggest that Mrs. Hall</p> <ul style="list-style-type: none">(1) determined that the conduct of the stranger is reasonable(2) concluded that the stranger’s actions could be dangerous(3) assumed that the stranger’s appearance is due to a mishap(4) decided that the stranger should recover at her inn |
|---|---|

- 7 Lines 66 through 69 impact the passage by
- (1) changing the dynamic between the characters
 - (2) confirming a friendship between the characters
 - (3) establishing a rivalry between the characters
 - (4) resolving the conflict between the characters

- 8 Mrs. Hall's objective in lines 75 through 78 is to
- (1) elicit sympathy from the stranger
 - (2) persuade the stranger to reveal his story
 - (3) warn the stranger to be careful
 - (4) frighten the stranger into leaving

- 9 As used in line 77, the word "upset" most nearly means
- | | |
|----------------|-------------|
| (1) vandalized | (3) lost |
| (2) stolen | (4) toppled |

- 10 Which statement best presents a theme of the passage?
- (1) Some people prefer their privacy.
 - (2) Some people enjoy sharing their feelings.
 - (3) People usually understand each other.
 - (4) People often take advantage of each other.

Reading Comprehension Passage B

The Lanyard¹

The other day as I was ricocheting slowly
off the pale blue walls of this room,
bouncing from typewriter to piano,
from bookshelf to an envelope lying on the floor,
5 I found myself in the L section of the dictionary
where my eyes fell upon the word *lanyard*.



No cookie nibbled by a French novelist²
could send one more suddenly into the past—
a past where I sat at a workbench at a camp
10 by a deep Adirondack lake
learning how to braid thin plastic strips
into a lanyard, a gift for my mother.

I had never seen anyone use a lanyard
or wear one, if that's what you did with them,
15 but that did not keep me from crossing
strand over strand again and again
until I had made a boxy
red and white lanyard for my mother.

She gave me life and milk from her breasts,
20 and I gave her a lanyard.
She nursed me in many a sickroom,
lifted teaspoons of medicine to my lips,
set cold face-cloths on my forehead,
and then led me out into the airy light

25 and taught me to walk and swim,
and I, in turn, presented her with a lanyard.
Here are thousands of meals, she said,
and here is clothing and a good education.
And here is your lanyard, I replied,
30 which I made with a little help from a counselor.

¹lanyard — a woven cord used to hold a whistle, key, or other object

²cookie nibbled by a French novelist — references Proust's recollection of his childhood, prompted by tasting a cookie

Here is a breathing body and a beating heart,
strong legs, bones and teeth,
and two clear eyes to read the world, she whispered,
and here, I said, is the lanyard I made at camp.

35 And here, I wish to say to her now,
is a smaller gift—not the archaic³ truth

that you can never repay your mother,
but the rueful⁴ admission that when she took
the two-tone lanyard from my hands,

40 I was as sure as a boy could be
that this useless, worthless thing I wove
out of boredom would be enough to make us even.

—Billy Collins
“The Lanyard”
from *The Trouble With Poetry and Other Poems*, 2005
Random House

³archaic — ancient

⁴rueful — sorrowful

11 Which phrase helps to clarify the meaning of the word “ricocheting” in line 1?

- (1) “The other day” (line 1)
- (2) “slowly off” (lines 1 and 2)
- (3) “bouncing from” (line 3)
- (4) “my eyes fell upon” (line 6)

12 The comparison of the lanyard to the cookie (lines 5 through 8) serves to

- (1) remind the narrator of a famous novel
- (2) transport the narrator to a different time
- (3) confirm the narrator’s appreciation for his mother
- (4) clarify the narrator’s purpose for his work

13 Lines 9 through 18 reveal that the boy believes

- (1) in his skill as a weaver
- (2) in the importance of his lanyard
- (3) that his mother needed a lanyard
- (4) that his effort would please his mother

14 The poem conveys a reflection on the

- (1) value of the mother’s love
- (2) significance of the boy’s dreams
- (3) importance of the boy’s achievement
- (4) sincerity of the mother’s beliefs

Reading Comprehension Passage C

Fools Rush In

This excerpt from a book regards the role of procrastination¹ in the creative process.

...In work and in life, we are constantly taught that acting early is the key to success, because “he who hesitates is lost.” When we have a meaningful task, we’re advised to get it done well ahead of schedule. When we have an original idea to invent a product or start a company, we’re encouraged to be the first mover. There are, of course, clear advantages to speed: we can be sure to finish what we start and beat competitors to market. But surprisingly, as I’ve studied originals, I’ve learned that the advantages of acting quickly and being first are often outweighed by the disadvantages. It’s true that the early bird gets the worm, but we can’t forget that the early worm gets caught. ...

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Recently, an unusually creative doctoral student named Jihae Shin approached me with a counterintuitive² idea: procrastination might be conducive³ to originality. When you procrastinate, you’re intentionally delaying work that needs to be done. You might be thinking about the task, but you postpone making real progress on it or finishing it to do something less productive. Shin proposed that when you put off a task, you buy yourself time to engage in divergent thinking rather than foreclosing⁴ on one particular idea. As a result, you consider a wider range of original concepts and ultimately choose a more novel direction. I challenged her to test it.

20
Shin asked college students to write proposals for a business on a university campus to fill a lot vacated by a convenience store. When they started the task immediately, they tended to propose conventional ideas—like another convenience store. When Shin randomly assigned some of the participants to procrastinate, putting off the task to play computer games like Minesweeper, FreeCell, and Solitaire, they produced more novel business ideas, like a tutoring center and a storage facility. Independent raters evaluated the final proposals, without knowing who procrastinated and who started immediately. The proposals from the procrastinators were 28 percent more creative.

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Although we were excited by these results, we were concerned that procrastination wasn’t the real cause of creativity. Perhaps it was playing the games that provided mental stimulation, giving people the energy to think more creatively—or that simply gave them a break away from the task to think. But the experiment showed that neither playing games nor taking a break boosted creativity. When people played the games first, before learning about the task, they didn’t submit more novel proposals. To do that, they needed to actually be procrastinating while playing the games, keeping the business proposal task in the back of their minds. And when they started the task immediately and then took a break before returning to it, they had already made too much progress to start over afresh. It was only when they began thinking about the task and then deliberately procrastinated that they considered more remote possibilities and generated more creative ideas. Delaying progress enabled them to spend more time considering different ways to accomplish it, rather than “seizing and freezing” on one particular strategy. ...

Procrastination may be the enemy of productivity, but it can be a resource for creativity.

¹procrastination — delaying

²counterintuitive — illogical

³conducive — a pathway

⁴foreclosing — settling

40 Long before the modern obsession with efficiency precipitated⁵ by the Industrial Revolution and the Protestant work ethic, civilizations recognized the benefits of procrastination. In ancient Egypt, there were two different verbs for *procrastination*: one denoted laziness; the other meant waiting for the right time. ...

45 After being involved in starting over one hundred companies, Idealab founder Bill Gross ran an analysis to figure out what drove success versus failure. The most important factor was not the uniqueness of the idea, the capabilities and execution of the team, the quality of the business model, or the availability of funding. “The number one thing was timing,” Gross reveals. “Timing accounted for forty-two percent of the difference between success and failure.” ...

50 In a classic study, marketing researchers Peter Golder and Gerard Tellis compared the success of companies that were either pioneers or settlers. The pioneers were first movers: the initial company to develop or sell a product. The settlers were slower to launch, waiting until the pioneers had created a market before entering it. When Golder and Tellis analyzed hundreds of brands in three dozen different product categories, they found a staggering difference in failure rates: 47 percent for pioneers, compared with just 8 percent for settlers. Pioneers were about six times more likely to fail than settlers. Even when the pioneers did survive, they only captured an average of 10 percent of the market, compared with 28 percent for settlers. ...

60 Settlers are often branded as copycats, but this stereotype misses the mark. Instead of conforming to the existing demand, they bide their time until they’re ready to introduce something new. They’re often slow to enter because they’re working on revolutionary products, services, or technologies within the category. In home video-game consoles, the pioneer was Magnavox Odyssey in 1972, which mostly featured rudimentary⁶ sports games. A settler, Nintendo, acquired the Odyssey’s distribution rights for Japan in 1975, and then blew Magnavox out of the water in the following decade by creating an original Nintendo Entertainment System that featured games like *Super Mario Bros.* and *The Legend of Zelda*. Nintendo transformed gaming with a user-friendly controller, sophisticated characters, and interactive role-playing. Being original doesn’t require being first. It just means being different and better. ...

—Adam Grant

excerpted from *Originals: How Non-Conformists Move the World*, 2017
Penguin Books

⁵precipitated — caused

⁶rudimentary — basic

15 Which statement helps clarify the meaning of the metaphor, “the early bird gets the worm” (lines 7 and 8)?

- (1) “In work and in life, we are constantly taught that acting early is the key to success” (line 1)
- (2) “we can be sure to finish what we start and beat competitors to market” (line 5)
- (3) “I’ve learned that the advantages of acting quickly and being first are often outweighed by the disadvantages” (lines 6 and 7)
- (4) “procrastination might be conducive to originality” (line 10)

16 As used in line 14, the word “divergent” most nearly means

- (1) disturbing
- (2) wasteful
- (3) different
- (4) higher

- 17 According to lines 9 through 16, Shin’s theory suggests that
- (1) procrastination provides time for ideas to develop
 - (2) procrastination wastes energy needed for progress
 - (3) having too many choices makes people less productive
 - (4) being the first mover makes success more likely
- 18 It may be inferred from lines 19 through 22 that the individuals who were directed to put off the task “to play computer games” were more likely to
- (1) address trivial details
 - (2) generate more original solutions
 - (3) complete business proposals efficiently
 - (4) solve tasks quickly
- 19 The phrase “seizing and freezing” (line 37) emphasizes the
- (1) importance of targeting specific solutions
 - (2) necessity of limiting solution choices
 - (3) benefits associated with following set plans
 - (4) problems associated with acting too fast
- 20 The purpose of lines 38 through 42 is to present
- (1) historical differences regarding attitudes toward procrastination
 - (2) evidence that the Protestant work ethic valued procrastination
 - (3) historical verification of the consequences of procrastination
 - (4) evidence that the Industrial Revolution was hindered by procrastination
- 21 Golder and Tellis’s findings (lines 49 through 57) suggest that settlers’ success is the result of
- (1) insufficient funding
 - (2) inefficient marketing
 - (3) competitive pricing
 - (4) strategic timing
- 22 The “staggering difference” in lines 53 and 54 refers to a comparison between the
- (1) time it took pioneers and settlers to create their product
 - (2) kinds of products pioneers and settlers develop to market
 - (3) profits made by pioneer and settler companies
 - (4) success rate of pioneer and settler companies
- 23 In the context of lines 63 through 68, the phrase “blew Magnavox out of the water” suggests the author’s
- | | |
|-----------------|----------------|
| (1) resignation | (3) disbelief |
| (2) admiration | (4) antagonism |
- 24 Which statement best reflects a central idea of the text?
- (1) “When we have a meaningful task, we’re advised to get it done well ahead of schedule” (lines 2 and 3)
 - (2) “Perhaps it was playing the games that provided mental stimulation, giving people the energy to think more creatively” (lines 26 and 27)
 - (3) “Procrastination may be the enemy of productivity, but it can be a resource for creativity” (line 38)
 - (4) “The pioneers were first movers: the initial company to develop or sell a product” (lines 50 and 51)

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 18 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: Is vertical farming a sensible means of supplementing food production?

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 vertical farming is a sensible means of supplementing food production. 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 vertical farming is a sensible means of supplementing food production
- 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 – Will Indoor, Vertical Farming Help Us Feed the Planet — or Hurt It?

Text 2 – Feeding the Future of Agriculture with Vertical Farming

Text 3 – Why Vertical Farming Isn’t a Miracle Solution to Food Security

Text 4 – Is Vertical Farming Really the Future of Agriculture?

Text 1

Will Indoor, Vertical Farming Help Us Feed the Planet — or Hurt It?

How can we feed a population that's growing on a planet that isn't? Grow up!

Outdoors, an acre of land can grow an acre of lettuce. Indoors, an acre of building with plants stacked floor to ceiling can grow many acres of lettuce. Which is why, in cities around the country, entrepreneurs are turning warehouses into vertical farms. They promise local produce, responsibly grown. Do they deliver?

There are big pluses to vertical farming, the most fundamental of which is its verticality. Traditional horizontal farming is limited by its two dimensions. But if you stack plants 10 or 100 high, that acre can do the work of 10 or 100 farmed acres. On top of that, the plants grow faster: You're not limited to the hours of daily light the sun delivers, so you get even more lettuce per square foot.

Less land is a win.

Because indoor plants are fed by fertilizer either delivered through water (hydroponic) or misted directly onto dry roots (aeroponic), they get only what they need. There's no extra, and there's no runoff, which translates to no algae blooms in rivers, lakes and estuaries.¹

Less fertilizer is a win.

Then there's less water. As that commodity is in increasingly short supply in many parts of the world, a system that can cut water use by up to 95 percent should command our attention.

Less water is a win.

Because the climate is controlled, and there's no soil to harbor pests or disease, indoor farming requires few pesticides. Workers are exposed to fewer toxic substances, and there are no threats to honeybees or other desirable plants or animals.

Fewer chemicals is a win.

Lettuce grown indoors can also be fine-tuned nutritionally by adjusting the fertilizer, but studies comparing indoor and outdoor lettuce nutrition find little difference, so I'll call that a wash.

Still, that's four non-trivial wins, and they are part of the reason vertical farming seems to have captured the imagination of urban food growers and consumers.

But before you shell out² for the microgreens, there are a couple of disadvantages. The first is that you'll have to shell out a lot, and the second gets at the heart of the inevitable trade-off between planet and people: the carbon footprint.

If you farm the old-fashioned way, you take advantage of a reliable, eternal, gloriously free source of energy: the sun. Take your plants inside, and you have to provide that energy yourself.

In the world of agriculture, there are opinions about every kind of system for growing every kind of crop, so it's refreshing that the pivotal issue of vertical farming — energy use — boils down to something more reliable: math.

¹estuaries — where freshwater meets saltwater

²shell out — spend money

There's no getting around the fact that plants need a certain minimum amount of light. In vertical farms, that light generally is provided efficiently, but, even so, replacing the sun
40 is an energy-intensive business. Louis Albright, director of Cornell University's Controlled Environment Agriculture program, has run the numbers: Each kilogram of indoor lettuce has a climate cost of four kilograms of carbon dioxide. And that's just for the lighting. Indoor farms often need humidity control, ventilation, heating, cooling or all of the above.

Let's compare that with field-grown lettuce. Climate cost varies according to conditions,
45 but the estimates I found indicate that indoor lettuce production has a carbon footprint³ some 7 to 20 times greater than that of outdoor lettuce production. Indoor lettuce is a carbon Sasquatch. ...

—Tamar Haspel
excerpted from “Will Indoor, Vertical Farming Help Us
Feed the Planet — or Hurt It?”
www.washingtonpost.com, June 17, 2016

³carbon footprint — the amount of greenhouse gases, particularly carbon dioxide,
released by a product or practice

Text 2

Feeding the Future of Agriculture with Vertical Farming

Average global food prices have gone up by 2.6 percent annually in the past two decades. If that trend continues, not only does it threaten a baseline quality of life as more disposable income goes toward food, it also threatens our overall food security.¹

5 Hunger and malnutrition issues persist, especially in developing countries. Food scarcity problems have also been linked to political unrest and violence. According to the United Nations World Food Programme, record-high food prices in 2008 prompted riots in 48 countries, including fragile states like Somalia and Yemen.

10 Rising food costs reflect underlying trends leading to failures with traditional agriculture. Vertical farming, a technology-driven model of agriculture, may offer a means to address farm output and food security in the years to come, even if it may not impact food prices in the many months ahead.

Why is conventional farming frustrating us? ...

• Demographic and social changes

15 The global food supply cannot keep up with the growing global population. According to the Food and Agriculture Organization of the United Nations, food production must increase by 70 percent before the year 2050 in order to meet global food needs. This growth must happen against a headwind—urbanization is taking over arable² land while simultaneously pushing people away from farming as a profession.

• Resource scarcity

20 Agriculture sucks up 70 percent of our global water consumption, adding to its total cost. Given the estimate that half of the world’s population will experience water scarcity by 2030, agriculture’s production methods are unsustainable. Supply chain inefficiencies compound the scarcity effect. Perishable crops blemish and spoil during harvesting, packaging, processing, and distribution. According to a Natural Resources Defense Council report on food from field to fork to landfill, up to 40 percent of all crops are ultimately wasted.

• Inequality

25 In addition to longstanding problems with malnutrition and widespread poverty in developing countries, inequalities related to food prices have also arisen in industrialized countries. In places like the United States, the cost of fresh foods has led vulnerable populations to opt for fat- and sugar-laden processed foods with little nutritional value. The consequence of these food “choices” is a nationwide obesity epidemic as well as an increase in diet-related diseases like diabetes. At the other end of the spectrum, higher-income households are driving demand for more health-conscious “superfoods” like antioxidant-rich kale and protein-packed quinoa.³ As global food requirements and the costs of agriculture

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¹food security — reliable access to affordable, nutritious food

²arable — suitable for growing crops

³quinoa — a tall crop plant that produces edible seeds

continue to rise, the prospects of improving health and nutrition conditions are dire for low-income families in industrialized and developing countries alike.

- **Volatility**⁴

35 Agriculture remains one of the most vulnerable industries when it comes to natural disasters. Climate change has caused more frequent extreme weather events, which can damage an entire season’s worth of harvest. Higher temperatures are also leading to rampant⁵ spreading of crop pests. In addition, government policy can also affect food production and prices. For instance, in the United States ethanol mandates diverted corn fields used for food production to fuel production, and resulted in price hikes from \$2 or \$3 to \$7 a bushel. Such forces, which determine the direction of price volatility, are here to stay. ...

Vertical farming born out of challenges

40 One answer to these food supply problems is emerging from high-tech structures to our dining tables. Vertical farming, a term coined by Dickson Despommier, is the practice of producing food in vertically-stacked layers. These “farms” make use of enclosed structures like warehouses and shipping containers to provide a controlled environment to grow crops in a hydroponic or aeroponic system. Electronic sensors ensure that crops receive the right amount of LED light, nutrients, and heat. The benefits include independence from arable land, year-round growing capacities, less water consumption, and improved crop predictability.

45 For example, AeroFarms, a 70,000-square-foot vertical farm in a renovated steel plant in New Jersey, claims 95 percent less water use and 390 times more productivity than a commercial field farm with the same square footage. The company Growtainer sells easy-to-operate 20- or 40-foot shipping containers set up as insulated hydroponic farms. The goal is to help communities grow leafy vegetables in the same places where they will be consumed, such as schools, food banks, restaurants, and military bases.

55 Vertical farms can help meet our growing population’s needs by offering an additional way to produce food that does not share the same volatility and risk as conventional agriculture. While vertical farms require less water and arable land than conventional farms, they are not carbon neutral. Their climate footprint depends heavily on the source from which they draw their electricity to power lighting and control the indoor environment. As renewable energy sources become adopted more widely, the carbon cost of vertical farming will continue decreasing. From a market perspective, it may not bring down prices, but on a societal level, the hope is that vertical farming can help address gaps in overall food demand where conventional agriculture fails. ...

—Mark Esposito, Terence Tse, Khaled Soufani, & Lisa Xiong
excerpted from “Feeding the Future of Agriculture
with Vertical Farming”
Stanford Social Innovation Review, December 27, 2017

⁴volatility — the quality of being likely to change suddenly

⁵rampant — uncontrolled

Text 3

Why Vertical Farming Isn't a Miracle Solution to Food Security

A company in Scotland has unveiled what it claims is arguably the world's most technically advanced indoor farm. Intelligent Growth Solutions' vertical farm uses artificial intelligence and specially designed power and communication technologies. The firm says this reduces energy costs by 50 per cent and labour costs by 80 per cent when compared to other indoor growing environments, and can produce yields of up to 200 per cent more than that of a traditional greenhouse.

Vertical farms like this aim to minimise water use and maximise productivity by growing crops "hydroponically" in small amounts of nutrient-rich water stacked in a climate-controlled building. But it's important to recognise that the increased productivity of indoor vertical farming comes at the cost of much higher energy usage due to the need for artificial lighting and climate control systems. ...

Even with the reductions promised by Intelligent Growth Solutions, the energy demand associated with most vertical farms would still be very high, which positions vertical farming in a grey area. On the one hand, the world needs to produce more food, and on the other hand, it needs to reduce energy use and the production of greenhouse gases.

Urban alternatives

But indoor vertical farming isn't the only way to grow food in cities. A plethora¹ of naturally lit methods also exist, from raised beds in communal gardens to rooftop aquaponic² systems that grow food with the help of fish. These methods all require less energy when compared to vertical farming because they don't need artificial lighting. ...

Gotham Greens in New York and Lufa Farms in Montreal, for example, are both commercial farms that use vacant roof space to grow food in naturally lit hydroponic greenhouses. Given the success of such projects and the area of roof space available, it seems strange that so many companies would skip ahead to methods of food production that still need a lot of costly development, as well as more energy to operate. Although they can't grow as much food, rooftop greenhouses need at least 70 per cent less energy for each square metre of growing area than artificially lit vertical farms. ...

There is little question that vertical farms will play a big role in urban farming and agriculture in the future. But when considering any method of food production, we need to understand the impact and energy use of the practice to ensure it is a sustainable and comprehensive response to global food demands. Vertical farming currently requires a lot of energy, which will hopefully decrease over time as companies like Intelligent Growth Solutions make technical advances. But for the time being, the practice of vertical farming is still a long way from being a sustainable method of agriculture.

—Andrew Jenkins

excerpted from "Why Vertical Farming Isn't a Miracle Solution to Food Security"

www.independent.co.uk, September 28, 2018

¹plethora — abundance

²aquaponic — a method of growing plants by placing the roots in nutrient-rich water shared by fish, snails or other aquatic life

Text 4

Is Vertical Farming Really the Future of Agriculture?

By now, the images of shelves full of perfect greens in hulking warehouses, stacked floor to ceiling in sterile environs and illuminated by high-powered LED lights, have become familiar. Food futurists and industry leaders say these high-tech vertical farming operations are the future of agriculture — able to operate anywhere, virtually invincible against pests, pathogens, and poor weather, and producing local, fresh, high-quality, lower-carbon food year-round. ...

But behind futurists' fervent¹ predictions about indoor agriculture, claims about product quality, and sexy technology lies a reality known by industry insiders but too often missing from media coverage: The future success of this nascent² industry is still very much an open question. ...

Tricky Economics

Walking into any supermarket will reveal a small mountain of salad greens, carrying a price tag of between \$9 and \$12 per pound. They may be locally grown or organic, which will add \$0.50 or \$1 to the price tag. Meanwhile, a 4.5-ounce carton of Massachusetts-based FreshBox Farms' spring mix—grown in the company's hydroponic farm in Massachusetts—costs \$3.99 for a 4-ounce box, or \$15.96 per pound. Or kale: the conventional variety will run you \$1.33 per pound at Walmart; organic kale costs around \$4.99 per pound at Whole Foods; and vertically farmed kale grown at Newark, New Jersey-based AeroFarms will cost you a whopping \$14.18 per pound.

That dramatic price gap is due to the millions of dollars currently needed to build one large indoor vertical farm — and that price is not going to drop until the industry scales up. Agritecture Consulting, whose clients include current and prospective indoor farms, estimates that a 30,000-square-foot vertical farm growing leafy greens and herbs in the tri-state area around New York City requires nearly \$4 million in startup capital—not including labor. ...

In 2016, AeroFarms, now considered an industry leader, spent \$30 million on its flagship aeroponic farm in Newark. The majority of these costs lie in the equipment needed to grow greens without soil or sunlight—heating and cooling systems, ventilation, shading, environmental controls, and lights. ...

Vertical farms' energy usage carries a significant carbon footprint. While vertical farm companies promise more-sustainable produce by growing it closer to consumers and using renewable energy to power their operations, the industry still has a long row to hoe.³ ...

FreshBox Farms began shipping greens from its 40,000-square-foot hydroponic facility in Millis, Massachusetts, in 2015. The warehouse farm, located 30 miles outside of Boston, runs on a combination of renewable energy and non-renewables, and CFO [Chief Financial Officer] Dave Vosburg admits his company is “not doing any better” than field-grown greens when it comes to carbon usage. ...

¹fervent — enthusiastic

²nascent — developing

³row to hoe — more development is needed

40 And energy isn't even a vertical farm's top ongoing expense. The companies Civil Eats spoke to say labor is actually their largest budget item. Vertical farms typically pay workers higher, more metropolitan pay rates than both dirt farms—many of which rely heavily on migrant labor—and the more automated smart greenhouses. The fast-food chain Wendy's announced in June that it plans to source vine-ripened tomatoes exclusively from greenhouse farms by early 2019. ...

Unproven Demand for Food Grown Indoors

45 In early 2016, researchers from the University of Illinois-Urbana set out to determine whether consumers would spring for produce grown indoors. They asked a panel of 117 participants a series of questions about their perceptions of and willingness to pay for lettuce grown in fields, greenhouses, and in vertical farms. While vertical farming ranked fairly high in terms of produce quality and safety, the tech-heavy production method was rated less "natural" than both field farming and greenhouse and ranked last in participants' willingness to purchase it. ...

50 But as vertical farming companies like Plenty go city by city attempting to dominate local markets, it may be that small farmers get hurt the most. [Plenty's co-founder, Matt] Barnard drew the ire of Washington State dirt farmers last year when he told GeekWire that Plenty expanded to Seattle, in part, because it was the West Coast's "best example of a large community of people who really don't have much access to any fresh fruits and vegetables grown locally."

55 Not so, according to Sofia Gidlund, Farm Programs Manager at Tilth Alliance, which advocates for and supports local agriculture systems in Greater Seattle.

60 "We work with many hardworking local farmers who supply Seattle with high-quality, delicious, and nutritious food while caring deeply for our land. These farmers use sustainable farming practices, nurse the soil, create beautiful open green space and provide wildlife habitat," says Gidlund, who adds that she does not speak for all area farmers on the issue of vertical farming. "Many consumers in Seattle choose to support local farmers, both urban or rural, because of this deep connection to the land. Providing that support is a point of pride for many Seattleites." ...

—Steve Holt
excerpted and adapted from "Is Vertical Farming Really the Future of Agriculture?"
www.eater.com, July 3, 2018

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 20 and 21 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

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

The Intelligence Test

You know the way it is: people think that because you're deaf, you're slow. In fact nothing could be further from the truth. If you're deaf you're often as sharp as a tack because you have to pick up so much from the other senses. I look at people's faces all the time and I watch to see what kind of mood they're in. I mean, if you look at the way
5 people clench their fists, or bite their lips, or just fidget, you know exactly what's going on. I can walk the whole length of Castle Street and Market Street in Rossmore and tell you what kind of a mood the town is in.

So when they all started talking about the intelligence test, well, of course I knew it was important. And the more they said it was nothing to get worked up about, the more I knew
10 it. I'm not a fool, profoundly deaf, yes, but not at all stupid. It was all about this school for girls like me called St. Martin's. ...

I had already met a girl who was at school there so I knew all about it, it sounded [like] a great place. This girl, who was called Kim, said they had fantastic food, and you could be a vegetarian if you liked and even though it was a girls' school there were dances with
15 fellows at them. They would even teach us to dance properly by getting us to recognize the reverberations¹ in the floorboards. They had art classes and an exhibition every year and played a whole rake of games like netball, and hockey, and rounders,² against hearing schools as well as other deaf schools. All the girls wore a sort of uniform, any kind of cream-colored blouse and a navy skirt or navy jeans. ...

20 I was desperate to get into St. Martin's. ...

We took a train from Rossmore to the town where the school was and then a bus to the gate and we walked up the long avenue. Well, the school looked terrific: as I said, there were these huge sports grounds and there was this walled garden that Kim had told me about where every pupil had a flower bed and they could all grow what they wanted, and I
25 saw through the windows a terrific art room—I could see girls painting a mural and I longed to be part of it all. The school where I was at now seemed so dull compared to it, and it was so hard to get the teachers to remember I was deaf, and so tempting to stop paying attention. But if I were here at St. Martin's I'd work so hard, I really, really would. I must not tell them that, though. It would sound like pleading or begging.

30 It would all depend on the test. ...

A woman came up to speak to me. She was obviously used to dealing with deaf people. She didn't speak until we were looking at each other.

She was very glamorous-looking, with long, dark, curly hair and a big smile. She was very elegant in a tight black skirt and a yellow blouse with a black and yellow brooch on it.
35 She had a book bag over her shoulder and both her hands were free, so as well as speaking to me, she signed. ...

She had asked me, was I lost?

I said, using both ways of talking, that no, thank you, I was waiting for my parents, who had both gone to the bathroom and that then we were going to go for an assessment. She
40 said that was fine and she'd see me later because she was going to be taking part in it all.

¹reverberations — vibrations

²rounders — British game played with a bat and ball

She looked around the big hall and gave a sort of a little sigh.

“You must like it here,” I said.

45 “I do. Very much,” she said and there was something sad about the way she spoke as if she was going to be leaving soon. You have to try so hard when you’re deaf to pick up the words, you end up picking up loads of other things as well. ...

Anyway the woman with the black curly hair came in to join us and she said her name was Caroline and she would go through a few things with me. She would ask me some questions.

50 Well, first I thought it was a kind of a joke. They were things like a five-year-old would know about—the colors of traffic lights and about who was the taoiseach³ of Ireland and who was prime minister of England and the president of the United States and what animal did St. George get involved with; then a little harder, like in what part of your body would you find a cuticle or a retina. And then a few puzzles about the speed of a train or the length of a platform. ...

55 Then they came to the identifying-objects bit. ...

But there was one I couldn’t work out at all.

It was shaped like a triangle. I turned the card round a bit until I could get a better look at it. No, I still couldn’t see what it might be, the drawing was very simple, too simple; there were no real clues.

60 “I’m afraid I have no idea,” I said apologetically.

Caroline looked disappointed. I could see it in her eyes.

“Take your time,” she said. ...

“It *could* be Cheshire,” I said doubtfully. “A slice of Cheshire taken from the block but it might be Cheddar. I’m torn between the two of them.”

65 And then everything changed. They all seemed to be dissolving into tears and shaking one another’s hands and hugging me. Caroline had as many tears on her face as Mum and Dad had. Apparently after all my nearly killing myself trying to work out what variety it was, the word “cheese” was all they had wanted me to say. Imagine. They didn’t even know what kind of cheese it was, they just wanted the word. And the fact that I thought this was too

70 easy a question had just settled everything. ...

Caroline said, “See you at the start of next term then.”

I said, “You are coming back then?”

75 She looked at me, astounded that I seemed to know there had been a doubt about it, although it had been written all over her face, and she said yes, she was, that she had just decided it this very day. About ten minutes ago. And she looked a lot less troubled somehow. ...

—Maeve Binchy
excerpted and adapted from “The Intelligence Test”
Whitethorn Woods, 2007
Knopf

³taoiseach — prime minister

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – June 2024

Scoring Key: Part 1

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

MC = Multiple-choice question

Regents Examination in English Language Arts – June 2024

Scoring Key: Parts 2 and 3

| Examination | Date | Parts | Scoring Key | Question Type | Max Raw Credit | Weight |
|-------------|----------|-------|-------------|---------------|----------------|--------|
| RE ELA | June '24 | 2 | - | ES | 6 | 4 |
| RE ELA | June '24 | 3 | - | R | 4 | 2 |

ES = Essay R = Response

The chart for determining students' final examination scores for the **June 2024 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

Friday, June 14, 2024 — 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.

The population of the world is rapidly growing. In fact, it has grown so much that the food supply can't keep up. This issue has led many people to search for alternative ways to produce food, beyond traditional farming. One method that was introduced is called vertical farming. Vertical farming grows food floor to ceiling indoors in an effort to save space and increase productivity. However, many other people have doubts as to whether this is the best solution. Although vertical farming has some benefits, because of its carbon footprint, energy demand, and high costs, vertical farming is not a sensible means of supplementing food production.

Vertical farming has a very large carbon footprint. Because of the fact that artificial light is needed to grow the plants, a significant amount of carbon is produced. In fact, "Each kilogram of indoor lettuce has a climate cost of four kilograms of carbon dioxide" (Text 1, Lines 41-42). This is significant because it shows how the needs of vertical farming are actually damaging to the environment. It is not beneficial to implement a system that will do more damage to the climate. Text 3, lines 14-15 state, "on one hand, the world needs to produce more food, and on the other hand, it needs to reduce energy usage and the production of greenhouse gases". Vertical farming only meets one of those parameters. A system that meets both is more beneficial. Switching to vertical farming would help with food supply, but the damage it would do to the climate would have many long-term negative effects.

Vertical farming has a very high energy demand. Vertical farming ~~uses~~ artificial light. Farming inside has disadvantages, since the plants do not get sunlight. "If you farm the old-fashioned way, you take advantage of a reliable, eternal, gloriously free source of energy: the sun" (Text 1, Lines 32-33). Without the sun, plants need a

significant amount of artificial light to grow. This requires a lot of energy, which is not only costly but damaging to the environment. The energy needs of vertical farming are not practical, and it would be more of a hassle than a benefit.

Vertical farming is also very costly. ~~Vertical farming is also very costly. Vertical farming is also very costly.~~ "Indoor farms often need humidity control, ventilation, heating, cooling or all of the above" (Text 1, Lines 42-43). These costs are massive compared to those of traditional farming. This is significant because in order for vertical farming to be a logical supplement to food production, it would need to be affordable. For example, "A 30,000 square foot vertical farm growing leafy greens and herbs in the tri-state area around New York City requires nearly \$4 million in startup capital" (Text 4, Lines 22-24). In order for vertical farming to be possible, a significant amount of wealth is required, and this is not always probable. Vertical farming is not affordable, and its cost cannot be justified. In order for it to be a sensible means of supplementing food production, it would need to become much cheaper.

However, there are some benefits to vertical farming. "The benefits include independence from arable land, year-round growing capacities, less water consumption, and improved crop predictability" (Text 2, Lines 45-47). These elements would be very beneficial, especially a year-round growing season, since this would help to drastically increase productivity. However, the costs of vertical farming, in carbon and money, far outweigh these benefits. Vertical farming may work in the short term, but eventually, its shortcoming, especially its carbon footprint

will catch up with it. Many of the benefits to vertical farming may seem enticing, but the issues behind them show otherwise.

With a growing population, it is necessary to find a solution to food scarcity. Although vertical farming is not that solution, there is hope that something better will arise in the near future.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Although vertical farming has some benefits, because of its carbon footprint, energy demand, and high costs, vertical farming is not a sensible means of supplementing food production*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This is significant because it shows how the needs of vertical farming are actually damaging to the environment and These costs are massive compared to those of traditional farming. This is significant because in order for vertical farming to be a logical supplement to food production, it would need to be affordable*) and to distinguish the claim from alternate or opposing claims (*These elements would be very beneficial ... since this would help to drastically increase productivity. However, the costs of vertical farming, in carbon and money, far outweigh these benefits*).

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 (*In fact, “Each kilogram of indoor lettuce has a climate cost of four kilograms of carbon dioxide”; For example, “A 30,000 square foot vertical farm growing leafy greens and herbs in the tri-state area around New York City requires nearly \$4 million in startup capital”; However, there are some benefits to vertical farming, “The benefits include independence from arable land, year-round growing capacities, less water consumption, and improved crop predictability”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 32–33*) and (*Text 2, lines 45–47*)].

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 the issue and the claim, followed by three body paragraphs that focus on the negative aspects of vertical farming in regard to *carbon footprint, energy demand* and *costs*, respectively. A fourth body paragraph addresses the counterclaim regarding the *benefits to vertical farming* and is followed by a conclusion that reinforces the claim.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*It is not beneficial to implement a system that will do more damage to the climate; Vertical farming only meets one of those parameters; Many of the benefits to vertical farming may seem enticing, but the issues behind them show otherwise*).

CONTROL OF CONVENTIONS:

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

For many years, and future years to come, our species has struggled to evenly and fairly distribute enough food for the masses. While trying to meet all of society's needs, we always need to consider whether we are going about a solution in the most efficient, effective manner, without dire consequences. Being able to provide for the world population's food production and distribution is a huge responsibility, and using verticle farming may be the most effective way to do so. With the benefits of being a consistent source of food production, and requiring less resources like water and land, verticle farming may be the push needed to help start the creation of a more healthy, and bright future.

Whether the elephant in the room is addressed or not, doesn't mean that it's not there regardless. As a benefit to verticle farming, relying on constancy and consistency is helpful when trying to help support and nourish a growing population, "Climate change has caused more frequent extreme weather events, which can damage an entire season's worth of harvest," (Text 2, Lines 34-35). When we cannot predict the outcome of certain weather events and the impact on our crops, verticle farming allows for us to not have to depend on the hope that each harvest yields enough crops to help feed

the population it needs to support. Not having to rely on the solar energy of the sun is another constant that verticle farming supplies, "... the plants grow faster: You're not limited to the hours of day light the sun delivers," (Text 1, Lines 8-9). Having that dependability that the crops planted while using verticle farming won't have to be replanted or discarded because of some outside force wrecking and destraying them is a safety, and necessity that should be demanded for our food security. To have a weight lifted off thousands of farmer's shoulders on the productivity of their harvest can be gaurenteed while using verticle farming methods.

IF we have a way to reduce the need of other precious resources ~~that~~ being used (and possibly wasted) excessively, then verticle farming may help limit that problem when it comes to Food production. Our planet already suffers from limited access to specific resources, and verticle farming might help reduce the discard of the amount of resources used, "A system that can cut ~~down~~ water use ~~by~~ ~~that~~ up to 95 per cent should command our attention. Less water is a win," (Text 1, Lines 17-19). Not requiring the excessive need of water to be used during a more traditional way of farming can be eliminated with verticle farming. Land use is already another issue too, and one that verticle farming can fix, "Traditional horizontal farming is limited

by its two dimensions. But if you stack plants 10 or 100 high, that acre can do the work of 10 or 100 farmed acres," (Text 1, Lines 7-8).

Using our new technology to help think of more ~~that~~ through ways to create a solution to our resource use and distribution crisis can help not only produce more food, but make our planet more sustainable as the human population grows. Having verticle farming as a solution to more serious issues involving food accessibility, resource consumption, and consistency can be a new step towards a healthier, and well-fed planet.

Even with all the positives verticle farming offers, there can be some negatives, such as the cost. Money isn't ever easy to come by, and using a lot of it to help grow enough food can quickly become an issue, especially to struggling countries. As ~~is~~ cited, "Although they can't grow as much food, rooftop greenhouses need at least 70 per cent less energy for each square metre of growing area than artificially lit verticle farms," (Text 3, Lines 24-26). Requiring all this energy can demand a lot of money, money that most do not have. But even if many people do not have the funding, many nations, or just local farmers should still consider what they could lose without verticle farming, "Because the climate is controlled, ... farming

requires ~~the~~ few pesticides. Workers are exposed to fewer toxic substances," (Text 1, Lines 20-21). Many may find that if the risk of their health, and or their loved one's health isn't endangered from farming, then the negatives of verticle farming may not sound as displeasing as a hospital visit. Offering new forms of farming, like verticle farming may help make people more open to the positives that it can bring to the table.

Overall, with the benefits of being a consistent source of food production, and requiring less resources like water and land, verticle farming may be the desirable direction to push into while considering more ecofriendly, and sustainable ways to feed the world. Having the dreadful weight of whether or not you and your family can eat isn't something people ever want to consider. With using verticle farming methods, families are not only relieved to have food on their tables, but to have a healthier environment, and reliable food source to depend on. The reliability that verticle farming can provide, in some cases, is better with dealing with the negatives to not having enough food.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*With the benefits of being a consistent source of food production, and requiring less resources like water and land, verticle farming may be the push needed to help start the creation of a more healthy, and bright future*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*When we cannot predict the outcome of certain weather events and the impact on our crops, verticle farming allows for us to not have to depend on the hope that each harvest yields enough crops to help feed the population it needs to support and Many may find that if the risk of their health, and or their loved one’s health isn’t endangered from farming, then the negatives of verticle farming may not sound as displeasing as a hospital visit*) and to distinguish the claim from alternate or opposing claims (*Even with all the positives verticle farming offers, there can be some negatives, such as the cost*).

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 (“*A system that can cut water use by up to 95 percent should command our attention. Less water is a win,*” and “*Because the climate is controlled, ... farming requires few pesticides. Workers are exposed to fewer toxic substances*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 8–9*) and (*Text 3, Lines 24–26*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents the issue and a claim that focuses on how in order to *provide for the world’s population’s food production and distribution ... verticle farming may be the most effective way*, followed by two paragraphs of support that discuss how vertical farming allows for *constancy and consistency* in food production and how vertical farming reduces *the need of other precious resources*, respectively. A fourth paragraph addresses a counterclaim that focuses on the cost factor and is followed by a concluding paragraph that reaffirms the claim (*Overall, with the benefits of being a consistent source of food production, and requiring less resources ... verticle farming may be the desirable direction*).
- The essay establishes and maintains a formal style, using sophisticated language and structure (*For many years, and future years to come, our species has struggled to evenly and fairly distribute enough food for the masses and Money isn’t ever easy to come by, and using a lot of it to help grow enough food can quickly become an issue, especially to struggling countries*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*verticle; healthy, and bright; nurish; population, “Climate; thousands of farmer’s shoulders; gaurenteed; through*”) only when using sophisticated language.

In recent times, the global demand for food has grown exponentially with the rise in population. The current practice of farming horizontally on land has been unable to produce enough food to support this demand. As such, a method of farming involving hydroponic farming on multi-story buildings known as vertical farming has risen. Despite its high carbon footprint and energy usage, vertical farming remains more efficient and valuable than traditional farming due to its efficient use of space and reduced waste.

Vertical farms are able to grow three-dimensionally, whereas horizontal farms can only develop two-dimensionally (Text 1, line 7). This allows vertical farms to generate more food in less space. According to Text 1, lines 7-8, plants grown "10 or 100 high" use just one acre to produce the same amount of food grown horizontally with "10 or 100 farmed acres." The same amount of food can be made vertically using far fewer acres. This subsequently helps mitigate issues such as deforestation, as farms can be placed on nearly any building, rather than requiring the levelling and destruction of land. Vertical farming allows for efficient food production using less space and using space that normally could not be used for farming.

In addition to less space, vertical farming also uses fewer resources like water and fertilizer. According to Text 2, line 49, vertical farming is "390 times more productive" and uses "95 percent less water." As such, farmers can grow more crops with fewer resources. This leads to an overall higher yield to support a growing food demand. Additionally, a reduced water consumption helps combat the growing issue of water shortage. Text 2, line 18 states, "half of the world's population will experience water scarcity by 2030." Lower water usage in the production of food will allow the farming industry to adapt to these struggles and support the world's population in the face of food demand and water scarcity.

While vertical farming uses less water, it requires more energy, leaving a damaging carbon footprint. Stated by Text 3, lines 12-11, vertical farming requires "higher energy usage due to the need for artificial lighting and climate control systems." While not impossible to produce, higher energy usage damages the climate by leaving a greater carbon footprint. This is especially consequential in the midst of the current climate change crisis. Vertical farming may produce more food, but it does so at the cost of negatively impacting the environment through costly energy requirements.

~~are~~ Currently facing issues such as deforestation, water scarcity, urbanization, and

climate change have prompted interest in the modification of current farming strategies. It may cost more energy, but farming vertically produces more food for less water in less space.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Despite its high carbon footprint and energy usage, vertical farming remains more efficient and valuable than traditional farming due to its efficient use of space and reduced waste*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This subsequently helps mitigate issues such as deforestation, as farms can be placed on nearly any building, rather than requiring the levelling and destruction of land*) and to distinguish the claim from alternate or opposing claims (*While vertical farming uses less water, it requires more energy, leaving a damaging carbon footprint ... It may cost more energy, but farming vertically produces more food for less water in less space*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*plants grown “10 or 100 high” use just one acre to produce the same amount of food grown horizontally and “half of the world’s population will experience water scarcity by 2030.” Lower water usage ... will allow the farming industry to adapt to these struggles and support the ... population in the face of ... water scarcity*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1, line 7*] and [*Text 2, line 18 states*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, by first introducing the issue that *the global demand for food* is rising while *farming horizontally ... has been unable to ... support this demand* and then stating the claim that *vertical farming remains more efficient and valuable than traditional farming*, followed by two body paragraphs that support vertical farming’s ability to *generate more food in less space* and use *fewer resources*, a third body paragraph that addresses the counterclaim that vertical farming produces more food *at the cost of negatively impacting the environment through costly energy requirements*, then concluding with a reaffirmation of the claim.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*This leads to an overall higher yield to support a growing food demand* and *This is especially consequential in the midst of the current climate change crisis*).

CONTROL OF CONVENTIONS:

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

Every person needs food to survive. An important part of that food is vegetables to maintain a healthy diet. However the production versus demand of plants is extremely unbalanced leaving many without vegetables on a regular basis. According to the Food and Agricultural Organization of the United Nations, "food production must increase by 70 percent before the year 2050 in order to meet global food needs" (Text 2, line 13-14). Although there are some methods that are not reasonable to get us there, vertical farming is not a sensible means of supplementing food production because it costs more and leaves a larger carbon footprint.

Vertical farming creates a dramatic increase in food pricing. It was found that Kale in "New Jersey-based AeroFarms will cost you a whopping \$14.18 per pound." (Text 4 line 17-18) This is compared to \$1.33 per pound and \$4.99 per pound at Walmart and Whole foods according to Text 4. This price is unreasonable and not affordable for many people leaving them without healthy foods. This is happening "due to the millions of dollars currently needed to build one large indoor vertical farm." (Text 4, line 19-20) The construction cost of a vertical farm leads them to have ~~the~~ to increase their prices in order to make that

money back. However even if a vertical farm is producing more the price of the food is not low enough for most to buy making it not worth it.

Vertical farming has a large carbon footprint which is damaging the Earth as more are made. It was estimated that "indoor lettuce production has a carbon footprint some 7 to 20 times greater than that of outdoor lettuce production." (Text 1, lines 45-46) These conditions are unreasonable in the long run to prevent a higher risk of global warming or climate change. Vertical farming was created to fix one problem but made another worse in the process. Other solutions such as "rooftop greenhouses need at least 70 per cent less energy for each square metre of growing area than artificially lit vertical farms." (Text 3, line 25-26) This shows that there are also methods than vertical farming to improve plant production. Continuing with traditional farming will fail to produce enough food but there are safer methods such as rooftop greenhouses that will help without damaging the Earth too.

Some believe that with the advancement of renewable energy the carbon footprint of vertical farming will decrease. In Text 2 lines 58-60 it is stated "as renewable energy

sources become ~~more~~ adopted more widely, the carbon cost of vertical farming will continue decreasing." They have hopes that in the long run vertical farming will help food production and eventually stop harming the Earth. However, a company in Boston "runs on a combination of renewable energy and non-renewables... Dave Vosburg admits his company is not doing any better than field-grown greens when it comes to carbon usage." (Text 4, lines 34-36) Renewable energy can only do so much and this proves that even with it carbon is still being used in dangerous amounts.

Vertical farming is not a suitable option to increase food production in the future.

It may produce a lot more plants than traditional farming without the use of as many pesticides but the disadvantages outweigh the advantages. We have to have a Earth to live on and use to produce plants and that won't happen when vertical farming is flooding it with carbon.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Vertical farming is not a sensible means of supplementing food production because it costs more and leaves a larger carbon footprint*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The construction cost of a vertical farm leads them to have to increase their prices in order to make that money back and Continueing with traditional farming will fail to produce enough food but there are safer methods such as roof top greenhouses that will help without damaging the Earth too*) and to distinguish the claim from alternate or opposing claims (*Some believe that with the advancement of renewable energy the carbon footprint of vertical farming will decrease and However, ... Renewable energy can only do so much and ... carbon is still being used in dangerous amounts*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*It was found that kale in “New Jersey-based AeroFarms will cost you a whopping \$14.18 per pound.” and Other solutions such as “rooftop greenhouses need at least 70 per cent less energy for each square metre of growing area than artificially lit vertical farms”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 45–46*) and (*In Text 2 lines 58–60*)].

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 a negative claim, followed by two paragraphs of support that focus on the high monetary and carbon footprint costs incurred by vertical farming, noting how *vertical farming was created to fix one problem but made another worse in the process*. A fourth paragraph addresses the counterclaim and the essay concludes with a final paragraph that reaffirms the claim (*Vertical farming is not a suitable option to increase food production in the future*).
- The essay establishes and maintains a formal style, using precise and appropriate language and sound structure (*Vertical farming creates a dramatic increase in food pricing and We have to have a Earth to live on and use to produce plants and that won’t happen when vertical farming is flooding it with carbon*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors [*However the; pound.” (Text; (Text 4, line 19–20) The; However even ... more the; Continueing; outway; a Earth*] and the inclusion of indefinite pronouns (*farm leads them and They have hopes*) that do not hinder comprehension.

Vertical farming is not a sensible means of supplementing food production yet. While vertical farming has many benefits, there are many issues that need to be resolved before it can become a reliable source of food.

Vertical farming right now needs a lot of energy to function. The amount of energy used by vertical farming leaves a significant carbon footprint. "Climate cost varies according to conditions, but the estimates I found indicate that indoor lettuce production has a carbon footprint some 7 to 20 times greater than that of outdoor lettuce production" (Text 1, line 44 to 46). While vertical farming does produce more food, the carbon footprint left is very high. As renewable energy sources become used more, the carbon footprint that vertical farming makes will keep decreasing. But until it can keep the carbon footprint low enough, vertical farming is not yet ready to become a reliable food source.

Vertical farming produces food that cost a lot more than organic or locally grown food. Since vertical farms require millions of dollars to build the cost of foods produced will be significantly high until the industry scales up. "Or kale; the conventional variety will run you \$1.33 per pound at Walmart; organic kale costs around \$4.99 per pound at Whole Foods; and vertically farmed kale grown at Newark, New Jersey - Based

Aerofarms will cost you a whopping \$14.18 per pound. (Text 4, line 15-18). The costs of food produced by vertical farming will not decrease until the cost of building vertical farms also decrease. The cost of building farms will eventually decrease, right now old fashioned farming is more beneficial.

There are other alternatives to grow food in cities without vertical farms. There are raised beds in communal ~~gardens~~ gardens to rooftop aquaponic systems that grow food with the help of fish. "Although they can't grow as much food, rooftop greenhouses need at least 70 percent less energy ~~for~~ each square metre of growing area than artificially lit vertical farms" (Text 3, line 24-26). These methods all require less energy to produce food than vertical farming. Vertical farming does produce more food, other alternatives are better for the environment.

Vertical farming is not a sensible means of supplementing food production yet. Vertical farms cost a lot of money, they are bad for the environment, and there are other ways to make more food. Vertical farming has a ways to go before it is reliable.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Vertical farming is not a sensible means of supplementing food production yet. While vertical farming has many benefits, there are many issues that need to be resolved before it can become a reliable source of food*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The amount of energy used by vertical farming leaves a significant carbon footprint; until it can keep the carbon footprint low enough, vertical farming is not yet ready to become a reliable food source; The costs of food produced by vertical farming will not decrease until the cost of building vertical farms also decrease*) and to distinguish the claim from alternate or opposing claims (*Vertical farming does produce more food, other alternatives are better for the environment*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*the estimates I found indicate that indoor lettuce production has a carbon footprint some 7 to 20 times greater than that of outdoor lettuce production; vertically farmed kale ... will cost you a whopping \$14.18 per pound and rooftop greenhouses need at least 70 percent less energy for each square metre of growing area*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 4, line 15–18*) and (*Text 3, line 24–26*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the claim followed by two paragraphs that support the claim by focusing on how vertical farming must improve in both energy usage and cost. A fourth paragraph addresses a counterclaim by noting that *there are other alternatives to grow food in cities without vertical farms* and is followed by a summative paragraph that reiterates the claim that *vertical farming has a ways to go before it is reliable and, thus, is not a sensible means of supplementing food production*.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Vertical farming right now needs a lot of energy to function and Since vertical farms require millions of dollars to build the cost of foods produced will be significantly high until the industry scales up*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*became ... will; But until; that cost; to build the cost; decrease, right; food, other; alot; money, they; others ways; aways*) that do not hinder comprehension.

Vertical farming is pretty controversial when it comes to whether it is good or bad. Vertical farming refers to farms built in buildings controlled by artificial lights. These buildings have multiple floors, which means that on one small property there can be a lot of crops stacked. Some problems with this method are that it has a huge carbon footprint and pollutes a lot. These farms are also very expensive to build. But on the bright side they produce more crops per square foot, consume less water, have year-round growing seasons ~~and~~, don't pollute waters, and have improved crop productivity. In this essay I will write about why vertical farms would help society and the world.

Firstly, population is only increasing which means more food is needed. But as the population increases it takes up farmland. But with vertical farming you don't need a lot more land. As said in text 1 "Traditional horizontal farming is limited by its two dimensions. But if you stack plants 10 or 100 high, that acre can do the work of 10 or 100 farmed acres." (lines 7-8) ~~So since farm land is becoming building plots for the growing population horizontal farming won't be enough. But with vertical farming, more crops can be grown per square foot.~~ So since farm land is becoming building plots for the growing population horizontal farming won't be enough. But with vertical farming, more crops can be grown per square foot.

Secondly, vertical farming can be controlled. This means that effects from natural disasters, climate changes and the use of water is controlled. Climate change is a big problem in terms of growing crops, but in vertical farming all the growing is done indoors. This means that you can control the temperature. This would all avoid climate change. As said in text 2 "climate change has caused more frequent extreme weather conditions, which can damage an entire season's worth of crops." (lines 34-35).

But with vertical farming you would not need to worry about this loss. Another problem is the huge quantity of water normal farming consumes, often wastes. With vertical farming you can control the temperature and weather in the farm buildings. As claimed in text 2 "Aero Farms, a 700,000 - square foot vertical farm in a renovated steel plant in New Jersey, claims 95 percent less water use and a 390 times more productivity than a commercial field farm with the same square footage." (lines 48-50). This quote shows that vertical farms only serve to help our society and the world.

Lastly, people say that vertical farms pollute. Yes, vertical farms pollute a little, but as technology increases, the pollution they produce will become less and less. In text 4 "vertical farming companies promise more - ~~and~~ sustainable produce by growing it closer to consumers and using renewable energy to power their operations, the industry still has a long row to hoe." (lines 29-31). This shows that, in the future, it is predicted that vertical farms won't have as bad a carbon footprint. Farms like Fresh box farms have already started to use renewable energy. This farm runs on renewable energy and non renewable energy. This is only a start for vertical farming's carbon footprint.

In conclusion, vertical farms have positive and negative aspects, just like everything, but their problems are being solved. With the population rapidly increasing vertical farming is the way to go. The practice uses less water, less land, with less spread of fertilizer, while growing quicker and results in less waste of crops. Vertical farming is essential for the future in terms of getting enough food for everyone without hurting the world but helping society

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*In this essay I will write about why vertical farms would help society and the world*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*So since farm land is becoming building plots for the growing population horizontal farming won't be enough. But with vertical farming, more crops can be grown per square foot and This means that effects from natural disasters, climate changes and the use of water is controlled*) and to distinguish the claim from alternate or opposing claims (*Lastly, people say that vertical farms pollute. Yes, vertical farms pollute a little, but as technology increases, the pollution they produce will become less and less*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*As said in text 1 "Traditional horizontal Farming is limited by its two dimensions. But if you stack plants 10 or 100 high, that acre can do the work of 10 or 100 farmed acres"* and *As said in text 2 "climate change has caused more frequent extreme weather conditions, which can damage an entire season's worth of crops"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*As claimed in text 2 ... (lines 48–50)* and *in text 4 ... (lines 29–31)*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that explains what vertical farming and its benefits are, leading to the claim followed by two paragraphs of support that focus on the benefits of vertical farming in regard to not needing *a lot more land* and the fact that *vertical farming can be controlled*. A fourth paragraph states and refutes the counterclaim relating to the pollution created by the carbon footprint of vertical farming and the essay concludes with a paragraph that returns to the claim and the ideas expressed in the introduction.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure. (*pretty conseversal; good or bad; alot of crops stacked; I will write about why; Firstly, population is only; less and less; wont have a bad a; is the way to go*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*conseversal; alot; acres.*" (lines 7–8) *So since; population horizontal; indoors. this; crops.*" (lines 34–35). *But; tempiture; wont*) that do not hinder comprehension.

~~It~~ Although verticle farming has its setbacks, it is a ~~very~~ sensible ~~way~~ way to farm and produce food that has a lot of potential in the future.

Verticle farming is a farming method that takes place indoors and utilizes verticle space to grow plants. This ~~all~~ provides ~~an~~ improved space efficiency, as a 1 acre warehouse can produce that of a 10 acre farm. The plants also use less water indoors. Indoors provide stable and consistent conditions, many food can be produced year-round. However there are setbacks.

In an excerpt from "Will Vertical Farming Help us Feed the Planet - or Hurt it?", Tamar Haspel, ~~not~~ ~~along~~ ~~good~~ ~~arguments~~ ~~against~~ ~~vertical~~ with his points supporting vertical farming, makes a good argument against it. ~~He~~ ~~says~~

"Indoor farms often need humidity control, ventilation, heating, cooling, or all of the above." (text 1, line 43), says Haspel.

→ All of these requirements require energy and resources, which not only cost money, but produce carbon waste. "Indoor lettuce production has a carbon footprint of some 7-20 times greater." (text 1, line 46). This is a good argument, however

sustainable energy has been making huge progress, so in the future indoor farming shouldn't pose as much of a threat. Despite his

criticism, Haspel says "less land is a win (line 11), less water is a win (line 14), less fertilizer is a win (line 15), and fewer chemicals is a win (line 23)" (text 1).

All of these factors provide a great argument in favor of vertical farming, and the potential to lower its carbon footprint makes it even better.

An excerpt from "Feeding the Future of Agriculture with Vertical Farming" provides great insight into the pros and cons. It brings up how the way food prices have gone up, which

lowers our food security. It looks at vertical farming as a way to increase our food output and food security. The current food supply cannot keep up with the growing population. There are also resource scarcities, such as water, which make food production even harder. The excerpt says, "Agriculture remains one of the most vulnerable industries" (line 33, text 2). Not only does this make farming an unattractive job, which means we have less farmers, it means we have less food. "Vertical farming can help meet our growing population's needs by offering an additional way to produce food." (text 2, lines 54-55). Vertical farming can allow us to make more food ~~securely~~ in a more secure way. This makes it a great and sensible way to farm, regardless of its setbacks.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Although verticle farming has it's setbacks, it is a sensible way to farm and produce food that has a lot of potential in the future*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*All of these requirements require energy and rescourses, which not only cost money, but produce carbon waste and All of these factors provide a great arguement in favor of vertical farming, and the potential to lower its carbon footprint makes it even better*), and to distinguish the claim from alternate or opposing claims (*This is a good arguement, however sustainable energy has been making huge progress, so in the future indoor farming shouldn't pose as much of a threat*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis [*“Indoor farms often need humidity control, ventilation, heating, cooling or all of the above”; “Less land is a win (Line 11), Less water is a win (line 19), less fertilizer is a win (Line 15), and fewer Chemicls is a win (Line 23)”*; *“Verticle farms can help meet our growing population’s needs by offering an additional way to produce food”*].
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. While identified references are cited [*(text 1, line 46)* and *(line 33, text 2)*], one textual reference relating to space efficiency is not cited and two cited sources have not included the initial line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces a positive claim, followed by two body paragraphs that support the claim, partially through a refutation of the counterclaim with a focus on energy use and its carbon footprint, and a final paragraph that further supports the claim with a focus on the need for *food security* and *resource scarcities* that concludes with the reaffirmation that *vertical farming can allow us to make more food in a more secure way*.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*However there are setbacks* and *It looks at vertical farming as a way to increase our food output and food security*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*it's setbacks; efficiently; However there; arguement, however sustainable; Haspel says “Less; farmers. It)* that do not hinder comprehension.

* CONDITION CODE:

Holistically, this is a Level 3 response because, although it meets predominantly Level 4 criteria, it addresses fewer texts than required by the task and can be scored no higher than a 3.

In my opinion vertical farming should not be a thing it doesn't help the environment. In supermarkets the prices ~~are~~ for a pound are different depending on how they was growed. According to text 4 line 20. "That dramatic price gap is due to the millions of dollars currently needed to build one large indoor vertical farm." The indoor farms are taking more of people's money also the vertical farming takes alot of energy. According to text 3 line 3 to 5. It states "The firm says this reduces energy costs by 50 per cent and labour costs by 80 per cent when compared to other indoor growing environment and can produce yield of up to 200 per cent. ~~Energy is needed~~ The energy is needed for "artificial lighting and climate control system. Imagine how much energy is being use by all these indoor farming.

Vertical farming does help and doesn't help the environment. According to text 1 lines 12 to 13. "Indoor plants are fed by fertilizer either delivered through water or misted directly onto dry roots they get only what they need no extra which translates to

no algae blooms in rivers, lakes and ~~the~~ ^{more}.
All though it may help in ways using
natrual light should be a must. Also
natrual land because the indoor farming
~~it~~ brings up prices because they need the money
for the building's

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim (*In my opinion vertical farming should not be a thing it doesn't help the environment*).
- The essay demonstrates some analysis of the texts (*The indoor farms are taking more of people's money. Also the vertical farming tacks alot of energy and Imagie how much energy is being use by all these indoor farming*), but insufficiently distinguishes the claim from alternate or opposing claims (*Vertical farming does help and doesn't help the envirment and the indoor farming brings up prices because they need the money for the buliding's*).

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently in an attempt to support analysis, making use of some evidence that may be irrelevant (*"That dramatic price gap is due to the millions of dollars currently needed to build one large indoor vertical farm"* and *The energy is needed for "artificial lighting and Climate Control system*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, providing texts with incomplete line numbers (*text 4 line 20* and *text 1 lines 12 to 13*) and omitting a citation when referencing the need for *"artificial lighting and Climate Control system*. Some miscopying exists within quoted material.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of two paragraphs that focus on a claim opposing vertical farming, the first of which attempts to support the claim although the second example given contradicts the point being made. The second paragraph presents a counterclaim with an incomplete quote taken from the text and concludes with a statement reaffirming the claim.
- The response lacks a formal style, using some language that is imprecise (*be a thing; more of people's money; all these indoor farming; should be a must; Also natrual land because*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*thing it; supermakets; they was growed; tacks alot; Imagie; being use by; 13. "Indoor; All though; ways using; natrual; buliding's*) that hinder comprehension.

Yes lots of verticle farming so we can have
enough food to feed our population. Text 1 say
Verticle farming has big plusses with lots of
lessen of land (11), water (19), chemicals (23), and
carbon footprints (3). It show easier to grow
plants in doors cause you dont have to
worry about wether. You can make your own
sun, rain and snow when needed to help
plants grow and make it more natural.

Text 2 line 7 say you can pile up gardens
on top of each other cause they dont need
lots of light and new ground makes room
for more houses for the lots of people that
keep coming as Text 2 say (12) and we cant
stop all the people coming so we need verticle
to give us room. You can even grow lots of
lettice so you can make healthier salads
so get so verticle farming is good. Even the
maths say so in Text 1. But you have to
watch out its dont spell cause it not natural.

And maths important for farmers. You shold
now how much you shold grow and how you
can "cut water up to 90% on 10 or 100 acres". This
show farmers intelligent and why verticle farming
best for us sense carbon footprints in doors is
7 to 10 times grater. So lets do verticle farming.
As Text 1 say it has lots of plusses like
lessen land, water, chemicals.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim (*Yes lets do verticle framing so we can have enuf food to feed our population*).
- The essay demonstrates confused analysis of the texts (*You can make your own sun, rain and snow when needed to help planets grow and make it more naturels and This show ... why verticle farming best for us sense carbon footprints in doors is 7 to 10 times grater*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas inaccurately, in an attempt to support analysis of the texts (*you can pile up gardens on top of each other cause they don't need lots of light; you can make helthier salads; verticle farming is good ... But you have to watch out it don't spoil cause it not naturel*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1 line 7 say and Text 2 say (12)*] with some citations missing lines (*so in Text 1*), while some quotes are miscopied (*up to 90% and 7 to 10 times*), and some textual references not being acknowledged at all (*Even the maths say so*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay begins with a positive claim, followed by a discussion of a series of supportive ideas (*don't have to worry about wether and makes room for more houses*) that is replete with inaccuracies, misinterpretations and tangential comments (*This show farmers inteligent*) and concludes with a return to the claim (*As text 1 say it has lots of plusses like lesses land, water, chemicals*).
- The essay lacks a formal style, using some language that is imprecise (*has big plusses with lots of lesses; cause for "because"; now ground makes room; for the lots of people; need verticle to give; Even the maths; hafta; now for "know" and sense for "since"*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Yes lets do; enuf; Text I say; carbon footprints; It show easer; grow planets; in doors; wether; naturels; lettice; helthier; it not; farmers inteligent*) and an inconsistency in pronoun usage that make comprehension difficult.

I donts think we should grow ~~plants~~^{plant} in buildings. Its not natured cuz it need lots of sun an rain. thats what mother nature for an thats free! Text says 'with food scarcity problems' have also been linked to political unrest an violence so we have to keep every body Fed so peoples dont get violent ~~an~~^{an} noone gets hurt. So we just have to keep plantin like you ben or whats gonna happen to the farmers on the land an all that good foods? I dont want foods from a building do you? I say keep the ~~the~~ farms outdoors. Its better an more natured an dont forgeto its free!

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*I donts think we shoud grow plant in bildings*).
- The essay demonstrates confused and unclear analysis of the one text referenced (*so we have to keep every body Fed so peoples dont get violant an noone gets hert. So we just have to keep plantin like you ben*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the text with the inclusion of one partial reference that is not identified as such (*Text says with food scarecity problems have also been linked to poleiticolle unrest an violance*).
- The response does not make use of citations as the one reference includes no identified text or line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay consists of one paragraph consisting of a series of disjointed ideas that move from not growing plants indoors, to preventing people from getting hurt, to what’s going to happen to farmers, and back to not wanting food from buildings.
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*Its* for “*It’s*”; *cuz* for “*because*”; *an* for “*and*”; *Text says with*; *gonna*; *an all that good foods*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*donts*; *shoud*; *grow plant*; *bildings*; *naturel*; *it need*; *raine*; *thats*, *mother naturs*; *peoples ... we ... you*; *violant*; *hert*; *ben*; *forgets its*) that make comprehension difficult.

Vertical farming is the future of farming. Farming right now is a laborious job and not everyone can do it. Farming is also becoming less of a career people are going into.

- Vertical farming will become the future of farming. Farming right now is a tiring job and not everyone can do it. Farming is also a career people aren't going into as much. Vertical farming is the future.

Vertical farming will be seen more in the future. Farming is a job you don't see a lot of people do anymore. The normal farming job is stressful. Vertical farming will take over.

Vertical farming seems to be the solution for the future. Most people don't choose farming as a career. The job is dying out and people don't want to do it. Vertical farming will be a way for people to start farming. Vertical farming is the future.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Verticle farming is the future of farming*).
- 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 presents little organization of ideas and information, opening with a positive claim followed by a continuous repetition of the claim and of statements and ideas that focus more on how *farming is a job you don't see a lot of people do any more because the normal farming job is stressful* and offers no support for why *verticle farming seems to be the solution for the future*.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Farming right now is a tiring job and not everyone can do it* and *The job is dying out and people don't want to do it*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*verticle, labourous, arn't*) that do not hinder comprehension.

* CONDITION CODE:

Holistically, this is a Level 1 response because, although it meets some Level 2, 3, and 4 criteria, 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.

Vertical farming is certainly not a natural or safe for our environment.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Vertical farming is certainly not a natural or safe for our environment*).
- The essay does not demonstrate analysis for the texts.

COMMAND OF EVIDENCE:

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

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, making assessment of organization unreliable, consisting only of one sentence that states a claim.
- The essay is minimal, making assessment of language unreliable.

CONTROL OF CONVENTIONS:

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

Feed the planet from indoor gamma hunt the world because the food they gamma feed us is not natural they gamma use some type of machine to make the food in that gamma hunt people because the food don't have fresh air so people gamma get sick from it. "in this article the global food supply cannot keep up with the growing global population According to the Food Agriculture Organization of The United Nations Food must increase by 70 percent before the year 2050 in order to meet global food needs". this paragraph trying to show that food production must increase 70 percent more."

According to the text in place like the United States the cost of a fresh food has led vulnerable population to opt for fat-and sugar-laden processed food with little nutritional value". text 2 show that line 25 showing you that the population opt for fat in the sugar that keeps killing people and give people disease."

Also the Firm says this reduce energy cost by 50 percent and labour cost by 80 percent when compared to other indoor growing environment and can produce yield of up to 200 percent more than that of a traditional green house! this quote ^{showing} they trying to compared the indoor and the ~~the~~ outdoor food but some of the outdoor food get people sick."

this research shows Although can't grow as much food rooftop ~~green house~~ green house need at least 70 percent less energy for each square metre of growing area than ~~outdoor~~ artificially lit vertical farms! this evidence show food that grow under roof 70 percent less energy for ~~the~~ the food to be more produced.

Ways to produce more food are being thought of because of the new technology in modern times. Ideas such as vertical farming have been brought up and constantly worked on to share more food with the population. But vertical farming is not the best solution to solve this issue of limited food. Vertical farming is not a sensible means of supplementing food production because people are less likely to buy or consume the products made by vertical farming and too much energy is being used.

People are less likely to buy or consume anything made by vertical farming. Steve Holt, author of Text 4, claims "Vertically farmed kale grown at Newark, New Jersey-based AeroFarms will cost you a whopping \$14.18 per pound" (Text 4, lines 17-18). Holt emphasizes the price of vertically produced products cost way too much. People in stores will not buy these products with such high cost especially with better products with better prices. Holt also observed vertical farming "ranked last in participants' willingness to purchase it . . ." (Text 4, lines 48-49). This highlights people do not feel safe to buy these products and so there is no use to keep trying to sell vertically farmed products.

Too much energy is needed for vertical farming to work and operate. Andrew Jenkins, author of Text 3, suggests, "These methods all require less energy when compared to vertical farming because they don't need artificial lighting" (Text 3, lines 18-19). Jenkins points out there are better ways to make and sell food that does not require so much energy when it could be used for other developments.

Jenkins also observed "roof-top greenhouse gases need at least 70 per cent less energy" (Text 3, line 25).

This highlights an alternative already being used is conserving any more energy when vertical farming uses too much of it.

Critics would argue that vertical farming uses less limited resources. Mark Esposito and Lisa Xiong argue "For example, AeroFarms, a 70,000-square-foot vertical farm in renovated steel plant in New Jersey, claims 95 percent less water." (Text 2, lines 48-49). However, in order for vertical farming to work and use less water, it requires more money. Holt asserts, "That dramatic gap is due to the millions of dollars currently needed to build one large indoor vertical farm" (Text 4, lines 19-20). This demonstrates the prices is too much to continue working on vertical farming.

Part 2 – Practice Paper – C

Farming is an ancient practice. It has provided millions of people nutritious fruits and vegetables, ~~which~~^{which} can be both purchased and home grown. However, a new system of vertical farming has taken this to a new level. While vertical farming can have a negative impact by having a large carbon footprint, it is more sustainable, healthier, and better for the environment than our long standing method of agriculture.

Vertical farming is the practice of having multiple levels of plants stacked upon each other. In this way, more crops can be grown. Intelligent Growth Solutions' vertical farm in Scotland claims it "can produce yields of up to 200 per cent more than that of a traditional greenhouse." (text 3, lines 5-6) Producing more crops per unit of space uses less of Earth's precious land, so more soil and surrounding areas can flourish. Therefore, vertical farming is more sustainable for the planet than traditional farming.

Additionally, vertically grown crops can help to create a healthier society. Companies such as Growtainer sell insulated hydroponic farms in shipping containers to allow easy operation and smart placement of farms (text 2, lines 51-53). These vertical farms can be positioned in places where they're needed most, such as near schools and poor urban areas. Having more greens available may prompt individuals to eat healthier foods.

However, vertical farms require lots of energy to operate. According to CFO Dave Vosburg of FreshBox Farms, his company is "not doing any better" than regular field grown crops when it comes to carbon usage (text 4, line 35). In this way, vertical farming is negatively contributing to the greenhouse gases responsible for warming our planet. In the long term, this could be deadly to ~~many~~ millions of organisms.

Part 2 – Practice Paper – C

But, vertical farming can contribute to the well-being of the world in ways traditional farming can't. Because it is so technologically controlled, there is no runoff of fertilizers and pesticides into streams and rivers (text 1, lines 12-15). This helps to prevent the deaths of aquatic organisms, and the ecosystems that depend on them. Therefore, vertical farming helps our planet.

Our future is rooted in the past. Traditional farming has been the way of the world for many, many years, but technological advancements make new systems, such as vertical farming, possible. However, there are certain ~~drawbacks~~ drawbacks to relying on this new technology, if we choose to rely on it at all.

Vertical farming is a sensible means of supplementing food production. Not only does it save water, produce more food, and ~~use~~ conserve space in the land, it also uses less chemicals and fertilizer. While some may believe that vertical farming is unsustainable because of the carbon footprint it will leave, it is evident that the carbon cost of this method will decrease as renewable sources of energy become more available.

Using the tactics of vertical farming, food production can increase and become more available to the growing population. Plants are able to grow quicker, and space is saved because the farm is indoors and upwards. Since it is indoors, the plants can grow during the night as well and are not limited to daylight hours. Change is needed from conventional farming methods because of the growing global population. "Food production must increase by 70 percent before the year 2050 in order to meet global food needs" (Text 2, lines 13-14). That year isn't very far away, meaning that we need to tackle the food production issue now. More fresh foods need to be available to the population because the cost has risen so much that it makes healthy foods unattainable to many. Some people cannot afford the prices that fresh foods are now at. Producing more crops using vertical farming would help fight the inflation and better supply the world with food. Additionally, ~~and~~ the rapid increase in population is causing more people to move and take up land suitable for crops through urbanization. If there is less space for typical farms, it is sensible to move production indoors in order to conserve land outside for the increasing population. "Traditional ~~horizontal~~ horizontal farming is limited by its two dimensions. But if you stack plants 10 or 100 high, that acre can do the work of 10 ~~or~~ or 100 farmed acres" (Text 1, lines 7-8). Space can be saved outdoors, and it is

proven through the use of vertical farming. By this method, food production can increase, while miraculously, at the same time, conserve land for other uses.

In addition to increasing food production and the land saved, vertical farming also reduces the amount of water typically used by conventional farm methods, and it decreases the amount of fertilizers and chemicals needed. There is a limited amount of fresh water on the planet that is viable for drinking. If we can use less to farm, that is a major improvement. The water is still rich in nutrients, as ~~to~~ not take away from supplying the plants, but vertical farming simply requires less of this necessary resource. Vertical farming is also healthier as the environment is climate-controlled. "Workers are exposed to fewer toxic substances, and there are no threats to honeybees or other desirable plants or animals" (Text 1, lines 21-22). Less pesticides and chemicals are required for indoor planting since there is no threat of pests and bugs. ~~Thus~~ This decreases the risk for workers and other living things, including the people who consume these plants. More plants would also be viable because they would not be at risk of being eaten by bugs or small animals. Vertical farming conserves water and makes plants less toxic. Both of these positives makes this method of farming sensible for food production.

It is possible that vertical farming is not the most efficient way to supply food because of its carbon footprint and the cost to build and maintain vertical farms. "Although they can't grow as much food, rooftop greenhouses need at least 70 percent less energy for each square ~~meter~~ metre of growing area than artificially lit vertical ~~farms~~ farms" (Text 3, lines 24-26). A serious problem in the world is the amount of carbon dioxide used by vertical farms.

Part 2 – Practice Paper – D

This ~~is~~ is unsustainable for the environment. However, the problem of food production needs to be addressed now, and it is shown that renewable sources of energy will be used to help decrease this carbon footprint.

Overall, ~~the~~ vertical farms are sensible in ~~the~~ means of producing food as they use less water, chemicals, space, and most importantly, produce more food.

Vertical farms are the ~~the~~ next step in farming. ~~Even~~ Even if they leave a massive carbon footprint, their production and benefits outweigh that. One of their greatest attributes is the fact that they can use up less space and still produce more food as said ~~in~~ (text one lines 7-8) "But if you stack plants 10 or 100 high, that acre can do the work of 10 or 100 acres farmed". Another thing about being so small and compact is that they can be set up anywhere. As said in (text 4 lines 51-55) "... Plenty expanded to Seattle, in part, because it was the ~~west~~ west coast's "best example of a large community of people who don't have much access to any fresh fruits and vegetables grown locally." ~~One~~

One of the main backlashes with the growing popularity of ~~the~~ vertical farms being the carbon footprint they leave is way more bigger than normal farms. But we currently can't keep up with current food demands and in (text 2 lines 13-14) "... food production must increase by 70% before

the year 2050 to meet global food needs." By this quote we need all the help we can get to start helping people with the next level of ~~of~~ farming to stop starvation

Practice Paper A – Score Level 2

Holistically, this essay best fits the criteria for Level 2. The essay introduces a claim but demonstrates confused and unclear analysis, failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately in an attempt to support analysis and, although four quotations are included, only one includes a citation. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise 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. The essay introduces a precise claim supported by an appropriate and accurate analysis that distinguishes the claim from opposing claims. The essay presents ideas sufficiently, making adequate use of evidence that is properly cited. The essay exhibits acceptable organization and maintains a formal style, demonstrating partial control of conventions.

Practice Paper C – Score Level 5

Holistically, this essay best fits the criteria for Level 5. The essay introduces a precise and thoughtful claim, and demonstrates a thorough analysis that distinguishes the claim from alternate claims. The essay presents ideas clearly and accurately, making use of specific and relevant evidence with proper citation of sources. The essay exhibits logical organization to create a cohesive and coherent essay, maintaining a formal style, and using fluent and precise language and sound structure that demonstrates control of conventions. The essay exhibits occasional errors only when using sophisticated language.

Practice Paper D – Score Level 6

Holistically, this essay best fits the criteria for Level 6. The essay introduces a precise and insightful claim, supported by an in-depth and insightful analysis, as necessary to support the claim and to distinguish it from alternate or opposing claims. Ideas are presented fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence that is properly cited. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay while maintaining a formal style, using sophisticated language and structure with essentially no errors.

Practice Paper E – Score Level 3

Holistically, this essay best fits the criteria for Level 3. The essay introduces a reasonable claim, demonstrating some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis, although citations are inconsistent as some miscopying exists in quoted material. The essay exhibits some organization of ideas and information to create a mostly coherent essay that uses primarily basic language and structure and demonstrates emerging control of conventions, exhibiting 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: |
|--|---|---|---|---|
| <p>Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to support an analysis of the text</p> | <p>-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis</p> <p>-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea</p> <p>-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis</p> | <p>-introduce a clear central idea and a writing strategy that establish the criteria for analysis</p> <p>-demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea</p> <p>-present ideas sufficiently, making adequate use of relevant evidence to support analysis</p> | <p>-introduce a central idea and/or a writing strategy</p> <p>-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea</p> <p>-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant</p> | <p>-introduce a confused or incomplete central idea or writing strategy and/or</p> <p>-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea</p> <p>-present little or no evidence from the text</p> |
| <p>Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis</p> | <p>-exhibit logical organization of ideas and information to create a cohesive and coherent response</p> <p>-establish and maintain a formal style, using precise language and sound structure</p> | <p>-exhibit acceptable organization of ideas and information to create a coherent response</p> <p>-establish and maintain a formal style, using appropriate language and structure</p> | <p>-exhibit inconsistent organization of ideas and information, failing to create a coherent response</p> <p>-lack a formal style, using language that is basic, inappropriate, or imprecise</p> | <p>-exhibit little organization of ideas and information</p> <p>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text</p> <p>-are minimal, making assessment unreliable</p> |
| <p>Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</p> | <p>-demonstrate control of conventions with infrequent errors</p> | <p>-demonstrate partial control of conventions with occasional errors that do not hinder comprehension</p> | <p>-demonstrate emerging control of conventions with some errors that hinder comprehension</p> | <p>-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</p> <p>-are minimal, making assessment of conventions unreliable</p> |
| <p>Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> | | | | |

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

The story "The Intelligence Test" is told from a first person point of view narrative which highlights the struggles of a deaf girl navigating a world where the greater population assumes that her condition equates with being stupid. The central idea revolves around this girl desperately wanting to be accepted into a special school for the deaf but needing to pass a test which, ironically, assumes the same lack of knowledge as the rest of the population, even though its administrators seem to understand the group of students they cater to. Through the 1st person narrative, we can understand the narrator's shock when she discovers that her final test question that caused her so much distress was also focused on a level of simplicity that she did not expect from this specialized school for the deaf.

Being deaf, she goes through many struggles that those with good hearing might not endure. She struggles with people assuming the worst about her, "...people think that because you're deaf, you're slow." (Line 1). The overall assumption that those with sensory disabilities are less intelligent will always loom over the fact that they are actually very smart. "I'm not a fool, profoundly deaf, yes, but not at all stupid." (Line 10). Another struggle those with these disabilities must endure is the lack of accommodations or recognition. "...it was hard to get the teachers to remember I was deaf." (Lines 26-27). Deaf people go through many struggles, just to live a normal life.

While the overall assumption is that those who are hard of hearing are stupid, it is quite the opposite. "If you're deaf you're often as sharp as a tack because you have to pick up so much from the other senses." (lines 2-3) Deaf people have their own way of getting through life. They use the tools around them to adapt in a predominantly hearing world. "I mean, if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what's going on." (Lines 4-5).

It's clear that her expectation was that those from a school for the deaf would realize this. Her first encounter with one of the teachers/administrators, Caroline, revealed an understanding of the deaf simply through her action of waiting to be face to face with the narrator before speaking with her. However, the discovery of more of the same, came through her struggle with trying to identify a specific type of cheese as opposed to simply identifying an object as generic-cheese. "They all seemed to be dissolving into tears and shaking one another's hands... Caroline had as many tears... as Mum and Dad... after nearly killing myself trying to work out what variety it was, the word "cheese" was all they had wanted me to say. Imagine." (lines 65-68).

This first person point of view narrative supports the the author in showing that despite the false assumptions, hard of hearing folk can be highly intelligent and survive just fine.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*The central idea revolves around this girl desperately wanting to be accepted into a special school for the deaf but needing to pass a test which, ironically, assumes the same lack of knowledge as the rest of the population*) and a writing strategy that clearly establishes the criteria for analysis (*a first person point of view narrative ... highlights the struggles of a deaf girl navigating a world where the greater population assumes that her condition equates with being stupid*).
- The response demonstrates a thoughtful analysis of the author’s use of *first person point of view* to develop the central idea (*Through the 1st person narrative, we can understand the narrator’s shock when she discovers that her final test question ... was also focused on a level of simplicity*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She struggles with people assuming the worst about her, “... people think that because you’re deaf, you’re slow”; “If you’re deaf you’re often as sharp as a tack because you have to pick up so much from the other senses”; the discovery of more of the same, came through her struggle with trying to identify a specific type of cheese ... “They all seemed to be dissolving into tears... after nearly killing myself trying to work out what variety it was, the word “cheese” was all they had wanted me to say. Imagine.”*).

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 body paragraph that focuses on how the main character *goes through many struggles that those with good hearing might not endure*, a second body paragraph that supports how *Deaf people have their own way of getting through life*, a third body paragraph that narrows the focus to the specific case of the text and how it proved *more of the same*, dashing her *expectation ... that those from a school for the deaf would realize ... hard of hearing folk can be highly intelligent*, as stated in the conclusion.
- The response establishes and maintains a formal style, using precise language and sound structure (*While the overall assumption is that those who are hard of hearing are stupid, it is quite the opposite and This first person point of view narrative supports the the author in showing that despite false assumptions, hard of hearing folk can be highly intelligent*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors [*slow.” (Line 1). The; accomodations; administrators*].

In "The Intelligence Test" by Maeve Binchy, the excerpt develops a central idea that just because somebody has a disability, that doesn't make them less smart. In the excerpt, the main character is deaf, but she doesn't let it hold her back. She says, "I mean, if you look at the way people clench their fists, orbite their lips, or just fidget, you know exactly what's going on." (lines 4-5). Even though she is deaf, she uses her other senses to make up for it, not letting it hinder her. Later in the excerpt, she is taking an intelligence test to try to get into a good school. After the test, she thinks "the fact that I thought this was too easy a question had just settled everything." (lines 69-70). She easily passed the test, proving how her disability doesn't make her any less intelligent.

In the excerpt, diction is used to emphasize the central idea. Words such as "slow" and "fool" show people's initial thoughts about her being deaf. These illustrate that people think that disabilities only limit people, making them less than people without disabilities. Later on, words like "terrific" and "astounded" are used to show what the main character is actually capable of. Her deafness doesn't hold her back, and she is no less intelligent than people who can hear.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*In “The Intelligence Test” by Maeve Binchy, the excerpt develops a central idea that just because somebody has a disability, that doesn’t make them less smart*) and a writing strategy (*In the excerpt, diction is used to emphasize the central idea*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of diction to develop the central idea (*These [words] illustrate that people think that disabilities only limit people, making them less than people without disabilities and Her deafness doesn’t hold her back, and she is no less intelligent than people who can hear*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She says, “I mean, if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what’s going on”; Words such as “slow” and “fool” show people’s initial thoughts about her being deaf and Later on, words like “terrific” and “astounded” are used to show what the main character is actually capable of*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing and exemplifying the central idea with a focus on *proving how her* [the main character’s] *disability doesn’t make her any less intelligent*, followed by a discussion of how the author’s word choices help strengthen the support of the central idea.
- The response establishes and maintains a formal style, using precise language and sound structure (*Even though she is deaf, she uses her other senses to make up for it, not letting it hinder her and She easily passed the test, proving how her disability doesn’t make her any less intelligent*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors [*on.” (lines 4-5). Even; thinks “the*].

In the excerpt from "The Intelligence Test" by Maeve Binchy, the main idea portrayed is that when overcome with a sense of longing for something, one will work even harder than necessary to achieve their dream. The author uses conflict to bring out this essential idea.

In a constant struggle against society, the protagonist always feels the need to show that she is not inferior to those who have the ability to hear ~~and~~ and that "if you're deaf, you're often sharp as tack..." (line 2). It's a conflict she feels every day and that's why she so desperately wanted to go to this special school. "I was desperate to go to St. Martin's". There is also the aspect of her conflicting with herself, trying her hardest to get all answers of the intelligence test correct. When faced with a simple question, she overthought it to the point where "I'm afraid I have no idea" she had to say. The euphoria felt when she finally overcomes this conflict and achieves her dream is tangibly felt.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*the main idea portrayed is that when overcome with a sense of longing for something, one will work even harder than necessary to achieve their dream*) and a writing strategy that establishes the criteria for analysis (*The author uses conflict to bring out this essential idea*).
- The response demonstrates an appropriate analysis of the author’s use of conflict to develop the central idea (*It’s a conflict she feels every day and that’s why she so desperately wanted to go to this special school and There is also the aspect of her conflicting with herself, trying her hardest to get all answers of the intelligence test correct*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“I was desperate to go to St. Martin’s” and When faced with a simple question, she overthought it to the point where “I’m afraid I have no idea” she had to say*).

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 the writing strategy, followed by a paragraph that explains and demonstrates both the external (*the protagonist always feels the need to show that she is not inferior*) and internal (*There is also the aspect of her conflicting with herself*) conflicts as experienced by the main character, and how this influenced her in achieving *her dream*.
- The response establishes and maintains a formal style, using precise language and sound structure (*In a constant struggle against society and The euphoria felt when she finally overcomes this conflict and achieves her dream is tangibly felt*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*excerp; acheive; protagonist; sharp as tack; desprately; Martin’s”;. ; idea” she*) that do not hinder comprehension.

In *The Intelligence Test* by Marvel Birchby the central idea of the story is ones limitations does not define their intelligence. Throughout the story we see how the narrator does not let her disability hold her back this is shown in the first paragraph "I look at people's faces all ^{the} time and I watch to see what kind of mood they're in." (line 3-4). She can read people so well that she doesn't need to hear they're tone, or what they say. All she needs is to see, this is just one of many things that she does to not let her disability hold her back and shows her intelligence.

The literary element used most in *The Intelligence Test* is irony. Throughout this story we hear about how hard this intelligence test is and how her education depends on her results is, and she flies through the first parts of the test and struggles on trying to find out what type of cheese is in the picture. The author shows this irony ~~in the~~ "it was shaped like a triangle, I turned the card round about until I could get a better look at it... 'It could be Cheshire,' I said doubtfully, 'A slice of Cheshire taken from the block but it might be Cheddar, I'm torn between the two of them.'" (lines 57-58, ~~63-64~~ 63-64). She worries in the stories ~~to~~ about this test, and shows her intelligence when she sees ~~the~~ cheese and tries to figure the type when all they wanted was cheese.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*the central idea of the story is ones limitations does not difine their intelligence*) and a writing strategy (*The literary element used most in The Intelligence test is iorny*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of irony to develop the central idea (*She can read people so well that she doesnt need to hear they’re tone, or what they say and She worries ... about this test, and shows her intellegance when she sees cheese and tries to figure the type when all they wanted was cheese*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*this is shown in the first paragraph “I look at people’s faces all the time and I watch to see what kind of mood they’re in” and we hear about how hard this intelligence test is ... The author shows this iorny in “It was shaped like a triangle ... “It could be Cheshire,’ I said doubtfully. ‘A slice of Cheshire taken from the block but it might be Cheddar. Im torn between the two of them.’”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an initial paragraph that presents the central idea and writing strategy with an emphasis on explaining and exemplifying the central idea, followed by a second paragraph that focuses on how irony is used to demonstrate the narrator’s intelligence.
- The response establishes and maintains a formal style, using appropriate language and structure (*Througout the story we see how the narrator does not let her disability hold her back and this is just one of the many things that she does to not let her disability hold her back*), although some inexactness exists (*they’re for “their”; too for “to”; She worries in the stories about*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*ones limitations; difine; Througout; narrator; back this; paragraph “I; see, this; iorny; flys; struggles on trying*) that hinder comprehension.

In this passage there's a lot of opinions on a main idea. In this passage the main idea is "Life is completely different when you're deaf." The author uses a lot of context in lines 44-45. In lines 44-45 the author says "you have to try so hard when you're deaf to pick up the words." The author's mood/tone in this sentence throws out that it's really not easy being deaf. Also, in lines 35-40 the main character talks about a girl that's described with "long dark curly hair and a big smile"; when she came up to her the main character seemed a little puzzled/confused on why someone would actually wanna talk to her. Main focus of this passage is being deaf isn't really that easy. Not to mention having to go to a different school playing different games that regular school wouldn't. Life is different.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*In this passage the main idea is “Life is compleatly different when you’re deaf*) and a writing strategy (*The authors mood/tone*).
- The response demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea (*The authors mood/tone in this sentence throws out that its really not easy being deaf*) although one attempt involves an inaccuracy (*the main charanter seemed a little puzzled / confused on why someone would actually wanna talk to her*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis (*the author says “you have to try so hard when you’re deaf to pick up the words”*) and may be irrelevant (*a girl thats discribed with “long dark curly hair and a big smile”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of a single paragraph that begins with a central idea of *life being different* for the Deaf and shifts to *being deaf isnt really that easy*. Explanations offered as support are vague and contain misinterpretations of the text.
- The response lacks a formal style, using language that is basic (*there’s alot of opinions and talks about a girl*) and imprecise (*on a main idea; throws out that; confused on why; wanna*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*alot; compleatly; contex; says “you; authors mood; its really; charclater; thats discribed; smile”, when; isnt; wouldnt life*) that do not hinder comprehension.

The central idea is to get away from the bad things "1".
The literary device is characterization. The
intelligence test is telling a story about a
young girl who has a dream of getting to a better
school with kids like her. Kids has been mean
to her and "clench their fists, or bite their lips"
because she is so slow and it scares her. This
young girl is characterized as desperate
so she prays to St. Martin and gets in to
another school but first has to take
a test to prove she was intelligent. She
takes it and passes!

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*The central idea is to getaway from the bad things*) and a writing strategy (*The literary devise is characterization*).
- The response demonstrates a minimal analysis of the author’s use of the writing strategy to develop the central idea (*this yung gril is characterize as desprate*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently and inaccurately in an attempt to support analysis (*Kids has been mean to her an “clench there fists, or bite there lips” because she to slow an it scary her and this yung gril is ... desprate so she pray to St. Martin*).

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 a focus on the *gril ... as desprate to getaway from the bad things*, with the explanation of her reasons for and partial attempt to do so being based on misinterpretations of the text, and concludes with more accuracy (*but frist have to takes a test ... She take it an passed*).
- The response lacks a formal style, using language that is basic (*have a dream of geting to a better school with kids like her and She take it an passed*) and imprecise (*to* for “too”; *an it scary her*; *an* for “and”; *to proof*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*getaway; things*; *litrary; devise; characterization; intelgence; teling; storie; yung gril who have; geting; kids has; her this; is characterize as; in to; anuther; frist*) that hinder comprehension.

In the article "The Intelligence Test", it's about a girl that's always doubting herself because she's deaf. A theme for this passage is that don't always be doubting yourself when you are going through hard and rough times. Goes and happens to everyone. Clearly don't think negative when your in a position, not only does the make the situation worse but hurts yourself. Having depression is not safe to have while going thru bad times, effects the brain, everyday needs + wants for you to handle.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*its about a girl that’s always doubting herself because she’s deaf*) and a writing strategy (*A theme for this passage is that don’t always be doubting yourself when you are going through hard and Rough times*).
- The response demonstrates no analysis of the author’s use of theme to develop the central idea.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, only mentioning the title and making a reference to a girl *doubting herself because she’s deaf*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, consisting of only one paragraph in which several ideas are introduced, but not developed.
- The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*Goes and happens to everyone; your for you’re; not only does the make; but hurts yourself; effects for “affects”; needs + wants*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*its; thats; Rough; position, not only; worse but; thru; times. effects*) that do not hinder comprehension.

* CONDITION CODE:

Although the response exhibits Level 1, 2, and 3 criteria, it is a personal response, making little reference to the task or text and can be scored no higher than a 1.

This excerpt from "The Intelligence Test" by Maeve Binchy is a fond moment of a deaf girl attempting to get into her dream school.

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The response introduces an incomplete central idea (*This excerpt ... is a fond moment of a deaf girl attempting to get into her dream school*).
- 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, stating only that *it is about a deaf girl attempting to get into her dream school*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

- The response is minimal, making assessment unreliable.

In the text The Intelligence Test a good Claim would be "~~Being deaf does not~~ ^{Being deaf} ~~does not~~ ^{does not} ~~define~~ ^{define} you." This Claim is good because the text shows that just because you are deaf it does not mean you are any less of a person. "You know the way it is: people think that because you're deaf, ~~you're~~ you're slow. In fact nothing could be further from the truth." (lines 1-2). There is a lot of misconceptions when it comes to people who may be hearing impaired. All of them are false. Being deaf does not make you "slow", if anything it makes you ~~catch~~ catch on to things faster. When you ~~lose~~ lose your sense of hearing all your other senses are enhanced. And that is a fact. "If you're deaf you're often as sharp as a tack because you have to pick up so much from the other senses." (lines 2-3). Just because some one can not hear your tone of voice does not mean they cannot tell ~~your~~ your body language. Being able to "read the room" is something that deaf people do that most hearing ~~people~~ people can't. Being deaf does not slow you down^{or} make you stupid. It ~~does not~~ does not define you.

Imagery is the best literary term to help prove this claim. Imagery is the image the author tries to show the reader through their writing. "I look at peoples faces all the time and I watch to see what kind of mood they're in. I mean if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what's going on." (lines 3-5). This ~~is~~ image ~~helps~~ helps to show how just because she cannot hear does not mean she does not read ~~the~~ peoples body language to ~~know~~ see if they are upset." And

then everything changed. They all seemed to be dissolving into tears and shaking one another's hands and hugging me." (lines 65-66). This shows how happy everyone was that she had gotten into the school. This proves the claim because she did it, she had gotten into the school ~~so~~ that she wanted to get into and her being deaf did not stop her.

The central idea in the text about the deaf because the passage talk about the deaf boy. The quote "You know the way it is; people think that because you are deaf!" The author's use of one writing strategy "If you're deaf you're often as sharp as a tack because you have a pick up so much from other senses." That means who people is deaf they need to for their life use they need to use they're brain, sense, and taste. While deaf people go to outside or walk they flow they're body other senses. The strong and thorough evidence from the text to support my analysis "I mean if you look way people clenched their fists, or bite their lips!"

She was going to be leaving soon. Well, first I thought it was a kind of a joke. They were things like a five-year old would know about – the colors of traffic lights and about who was the taoiseach of Ireland and who was prime minister of traffic lights and about who was the taoiseach of Ireland and animal did sit. And then everything changed. They all seemed to be dissolving into tears and shaking Dad had, and the fact that I thought this was too easy a question had just settled everything.

In "The Intelligence Test" by Maeve Binchy, the author uses conflict to convey the central idea that everyone is different, but others hide their real powers.

There are many "disabilities" one may have in this world, but this example, being deaf, allows you to pick up on body language. The quote "... people think that because you're deaf, you're slow... If you're deaf you're often as sharp as a tack because you have to pick on so much more." (The Intelligence Test, Maeve Binchy 1-3). This shows how people with deafness are "sharper" than someone who is not. This proves my central idea by proving others are able to "hide" their super power and just be better than others.

Now when you meet someone you introduce yourself, but not at all as a cheer for the deaf. A natural super power is picking up on non-verbal signs. For example the main character is able to pick up on a teacher's disappointment without hearing her speak or without knowing her. "... there was something sad about the way she spoke as if she was going to be leaving soon." (Maeve Binchy, 44-45). This proves that people without certain senses are able to use it as a super power and work to help identify,

stuff going on in their surroundings.

In conclusion, A disability is something that you let hold you back. it can only hurt you if you let it.

The main character uses her power for good things like identifying peoples feelings and being more aware of her surroundings.

The author conveys the central idea that overthinking may cause one to misunderstand simple things. This means that if you think about something for too long and too hard you may make something simple ~~very~~ more complicated for yourself. According to the passage it states "The drawing was very simple, too simple; there were no real clues." (57-58). This exemplifies how the triangle, which turned out to just be cheese was over complicated and misunderstood by the author because she was overthinking. This is significant because it shows how if you overthink you can misunderstand simple things.

In addition the author uses the literary element hyperbole to convey the central idea that one can complicate simple things. Hyperbole is the exaggeration of certain statements, that are not meant to be taken literally. Evidence of this is shown in line 67 when the author says "Apparently after ~~nearly~~ all my nearly killing myself trying to work out what variety it was, the word "cheese" was all they had wanted me to say." (67-68) This exemplifies the use of a hyperbole because the author ~~was~~ ^{was} not literally ~~from~~ killing herself trying to do the work. The use of this literary device is ~~central to~~ significant to the central idea because it shows the extent of how overthinking can affect a person. Overthinking can really stress one out. Hence, the author's use of a hyperbole is central to the development of the passage.

Practice Paper A – Score Level 3

Holistically, this response best fits the criteria for Level 3. The response introduces a clear central idea and a writing strategy, demonstrates an appropriate analysis of the author’s use of the writing strategy to develop the central idea, presents sufficient evidence, exhibits acceptable organization of ideas while maintaining a formal style and demonstrating partial control of conventions that do not hinder comprehension.

Practice Paper B – Score Level 1

Holistically, this response best fits the criteria for Level 1. The response introduces an incomplete central idea, but no writing strategy and demonstrates no analysis of the author’s use of a writing strategy to develop the central idea, exhibiting little organization of ideas and information, using language that is often incoherent while demonstrating emerging control of conventions with some errors that hinder comprehension.

Practice Paper C – Score Level 0

Holistically, this response best fits the criteria for Level 0. The response is totally copied from the text, with no original writing, and must be scored a 0.

Practice Paper D – Score Level 2

Holistically, this response best fits the criteria for Level 2. The response introduces a central idea and a writing strategy, demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea, presents ideas inadequately, exhibiting inconsistent organization of ideas and is lacking a formal style, using basic and imprecise language while demonstrating emerging control of conventions with some errors that hinder comprehension.

Practice Paper E – Score Level 4

Holistically, this response best fits the criteria for Level 4. The response introduces a well-reasoned central idea and a writing strategy, demonstrates a thoughtful analysis of the author’s use of the writing strategy, which is effectively supported by specific and relevant evidence that is logically organized to create a cohesive and coherent response, maintaining a formal style while exhibiting precise language and sound structure with infrequent errors.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 June 2024**

| Question | Type | Credit | Weight | Standard |
|----------------------------------|-------------|---------------|---------------|---|
| 1 | MC | 1 | 1 | RL.3 (11-12) |
| 2 | MC | 1 | 1 | RL.5 (11-12) |
| 3 | MC | 1 | 1 | L.4 (11-12) |
| 4 | MC | 1 | 1 | RL.2 (11-12) |
| 5 | MC | 1 | 1 | RL.3 (11-12) |
| 6 | MC | 1 | 1 | RL.6 (11-12) |
| 7 | MC | 1 | 1 | RL.5 (11-12) |
| 8 | MC | 1 | 1 | RL.4 (11-12) |
| 9 | MC | 1 | 1 | L.4 (11-12) |
| 10 | MC | 1 | 1 | RL.2 (11-12) |
| 11 | MC | 1 | 1 | L.4 (11-12) |
| 12 | MC | 1 | 1 | L.5 (11-12) |
| 13 | MC | 1 | 1 | RL.6 (11-12) |
| 14 | MC | 1 | 1 | RL.2 (11-12) |
| 15 | MC | 1 | 1 | L.5 (11-12) |
| 16 | MC | 1 | 1 | L.4 (11-12) |
| 17 | MC | 1 | 1 | RI.2 (11-12) |
| 18 | MC | 1 | 1 | RI.3 (11-12) |
| 19 | MC | 1 | 1 | RI.4 (11-12) |
| 20 | MC | 1 | 1 | RI.5 (11-12) |
| 21 | MC | 1 | 1 | RI.2 (11-12) |
| 22 | MC | 1 | 1 | RI.4 (11-12) |
| 23 | MC | 1 | 1 | RI.6 (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 June 2024 Regents Examination in English Language Arts* will be posted on the Department’s web site at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts – June 2024

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

(Use for the June 2024 examination only.)

| Weighted Raw Score* | Scale Score | Performance Level | Weighted Raw Score* | Scale Score | Performance Level |
|---------------------|-------------|-------------------|---------------------|-------------|-------------------|
| 56 | 100 | 5 | 27 | 56 | 2 |
| 55 | 99 | 5 | 26 | 55 | 2 |
| 54 | 98 | 5 | 25 | 52 | 1 |
| 53 | 97 | 5 | 24 | 48 | 1 |
| 52 | 95 | 5 | 23 | 45 | 1 |
| 51 | 94 | 5 | 22 | 43 | 1 |
| 50 | 93 | 5 | 21 | 40 | 1 |
| 49 | 91 | 5 | 20 | 37 | 1 |
| 48 | 90 | 5 | 19 | 34 | 1 |
| 47 | 89 | 5 | 18 | 31 | 1 |
| 46 | 88 | 5 | 17 | 28 | 1 |
| 45 | 87 | 5 | 16 | 25 | 1 |
| 44 | 86 | 5 | 15 | 22 | 1 |
| 43 | 85 | 5 | 14 | 18 | 1 |
| 42 | 84 | 4 | 13 | 15 | 1 |
| 41 | 83 | 4 | 12 | 12 | 1 |
| 40 | 81 | 4 | 11 | 10 | 1 |
| 39 | 80 | 4 | 10 | 8 | 1 |
| 38 | 79 | 4 | 9 | 7 | 1 |
| 37 | 77 | 3 | 8 | 6 | 1 |
| 36 | 75 | 3 | 7 | 5 | 1 |
| 35 | 73 | 3 | 6 | 4 | 1 |
| 34 | 71 | 3 | 5 | 3 | 1 |
| 33 | 69 | 3 | 4 | 3 | 1 |
| 32 | 67 | 3 | 3 | 2 | 1 |
| 31 | 65 | 3 | 2 | 1 | 1 |
| 30 | 62 | 2 | 1 | 1 | 1 |
| 29 | 60 | 2 | 0 | 0 | 1 |
| 28 | 58 | 2 | | | |

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

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

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

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

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

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