

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAMINATION

IN

# ENGLISH LANGUAGE ARTS

**Monday, August 19, 2024 — 8:30 to 11:30 a.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 Benefactor

My name is Francisco Orihuela. Usually that is enough for people to know who I am and what I do. My novels have been translated into nineteen languages, I have won several literary prizes, some quite important, such as the one Planeta Publications gives out, the Romulo Gallegos, and the Medici—I was even being considered quite seriously for the Nobel a few years ago. Sales of my work run to the millions. I have been president of the PEN Club, my face appears in newspapers and magazines all over the world, either in photos or cartoons.

Now that you have my credentials, let me tell you that Francisco Orihuela is nothing more than a façade, a hoax. The name is real, but not all it stands for on the top rung of the literary ladder where some would put me. There is only one person in the world who knows my story—knew, that is, since I am afraid he died some ten or twelve years ago, in Europe, perhaps in Italy, perhaps a poor man—and it is to this person I owe what I am and all that I have—money, fame, and the despair that has been with me since he vanished. I have never seen his face, never heard his voice, do not know his name or his nationality, and have only a few definite proofs that he existed, passed fleetingly through the world and for some years through my life. For the want of a better name, I began referring to him as The Benefactor, or simply “B,” and now that I have almost lost all hope of ever meeting him I feel I should use the meager literary talents I possess to try to explain methodically—probably quite tediously—my relationship with him and the cataclysm which shook my life when he first came into it one autumn afternoon twenty years ago.

I remember how I received a Western Union cable one afternoon after five. It announced laconically,<sup>1</sup> but sure of its facts, that I had just won first prize for the novel, as judged by the Spanish publishing house Planeta, for my book *Saint Appolonia’s Back Teeth*.<sup>2</sup> I will never forget how I sat nailed to the chair by surprise, since I had never written any such book, my only contributions to literature being three or four articles on Indians in the review published by the University of Trujillo, where I was then Professor of Peruvian literature. I had never written a work of fiction in my life and was quite satisfied with my teaching and research, in spite of the scanty financial remuneration that goes with being a professor at a provincial university. . . .

After speaking on the phone with the public relations manager in Barcelona I was even more at a loss. He told me there was no possible mistake, congratulated me ceremoniously, and read out the results of the voting, with the final ballot in my favor. He listed the other works that had reached the finals and read the jury’s decision in all its flowing rhetoric, leaving no doubt that Francisco Orihuela had won the famous prize with his novel *Saint Appolonia’s Back Teeth*. All I could do was thank him; it would be useless to insist that I was

<sup>1</sup>laconically — briefly

<sup>2</sup>Saint Appolonia — a Christian martyr who was tortured by having her teeth pulled

not the winner. I did have the presence of mind, however, to ask him for a copy of the manuscript, explaining that a few urgent corrections needed to be made; he refused, politely but firmly, and offered rather to send a copy of the galley proofs in about six weeks time so I could make the corrections then and still meet the publication deadline. Ideally, the book should come out as soon as possible—and he invited me to Barcelona for the celebration. ...

While absentmindedly going through the cards from friends and relatives I found a letter from the Banco Exterior de España which was short and to the point. In the envelope was a check for ten thousand dollars—the concrete part of the prize. I am under no obligation to explain my behavior, but I will say that was five years' salary for a professor of my standing and a small fortune for me. All I had to do was play it as it lay and it would be mine. If something had gone wrong, it was in my favor; if the mistake still had not been caught after all the publicity about the prize, perhaps that meant the true author, for secret reasons I could not imagine, must be in a position which made him unable to accept it. I wondered if he couldn't show his face in public for political or family reasons and so had chosen me, an unknown provincial university professor, to stand in for him.

There would be a price to pay of course, and if I lent my name and claimed the money I would have to assume responsibility for setting things straight once he got in touch with me. Something was not quite right about the whole affair, but the phone soon began brrring non-stop, and I realized that if I was going to accept the prize I would need to take care of a number of details; otherwise, the whole world was going to learn about the mystery. ...

The text is a piece of grand guignol,<sup>3</sup> exaggerated, phoney, unauthentic, cynical in tone, but with all the earmarks of a best seller. My feelings were contradictory; on the one hand it didn't seem right that so uneven a piece of work should win such an important prize, on the other any success it had would be to my good, since officially I was the author. ...

I was living in a bachelor apartment on the Via Augusta and getting a divorce when my agent Jordi called me early one morning to congratulate me on my second novel. He hadn't been able to put the manuscript down all night and couldn't wait to tell me that for this beauty we'd easily get a twenty-five-thousand-dollar advance from one of the publishing houses.

I was still trying to make up my mind again regarding my benefactor and his secret intentions when a messenger from Jordi came round with a photocopy of the manuscript for me to make some corrections. It was in an ordinary blue file cover with three-hundred-and-nine typewritten pages and my name on the first one, well centered, with the title underneath—*Montezuma's Peacock*—and the date—the current month. ...

*Montezuma's Peacock* won the Medici Prize for the best foreign novel that year, and the following year it won the Romulo Gallegos, but I managed to get out of going to either ceremony by pretending to be ill. Black Sparrow Press published in translation a collection of my essays on Indians with the title *Identity Path*, and it was very well received in academic circles. I was almost happy. Three years had gone by since the last manuscript had appeared, and I nursed a hope that B had forgotten me once his whim was spent. Then the envelope arrived. As when a spy's shoulder is tapped to remind him that he can never escape his calling and lead a normal life, so it was with me. Jordi enclosed a copy of the

---

<sup>3</sup>guignol — melodrama

80 manuscript with his letter “just in case you want to make any changes” and congratulated me “not without fear, now that you’ve set out to write the great trilogy which, will doubtless figure as your life’s work.” He enclosed volume I, entitled *The Long Journey*. ...

—Rodolfo Hinostroza  
excerpted from “The Benefactor”  
*Fiction International*, Issue 23, Spring 1993  
translated by Alita Kelley  
Syracuse University

- |   |   |
|---|---|
| <p>1 In line 9, Orihuela introduces himself as “a façade, a hoax” to reflect a central idea of</p> <ul style="list-style-type: none"><li>(1) resentment of others’ achievement</li><li>(2) pride in his own modesty</li><li>(3) fear of literary criticism</li><li>(4) guilt over unearned recognition</li></ul> <p>2 As used in line 19, the word “cataclysm” most likely refers to a</p> <ul style="list-style-type: none"><li>(1) personal revelation</li><li>(2) chance meeting</li><li>(3) significant event</li><li>(4) close friendship</li></ul> <p>3 The purpose of the narrator’s call to the public relations manager (lines 30 through 36) is to</p> <ul style="list-style-type: none"><li>(1) submit a sequel</li><li>(2) question the decision</li><li>(3) refuse the money</li><li>(4) criticize the contest</li></ul> <p>4 Orihuela’s reaction to the envelope he receives (lines 43 through 46) is to</p> <ul style="list-style-type: none"><li>(1) express his appreciation for the academic recognition</li><li>(2) reveal his deception to the public</li><li>(3) continue his search for the real author</li><li>(4) rationalize his acceptance of its content</li></ul> | <p>5 The function of lines 47 through 51 is to</p> <ul style="list-style-type: none"><li>(1) suggest the motivations of the Benefactor</li><li>(2) highlight the difficulty of publishing</li><li>(3) emphasize the quality of Orihuela’s writing</li><li>(4) promote the benefits of education</li></ul> <p>6 Orihuela’s evaluation of the novel in lines 57 through 60 reveals its</p> <ul style="list-style-type: none"><li>(1) historical inaccuracy</li><li>(2) literary failings</li><li>(3) contemporary influences</li><li>(4) improbable marketability</li></ul> <p>7 The title of Orihuela’s collected essays (line 74) can best be described as</p> <ul style="list-style-type: none"><li>(1) nostalgic</li><li>(2) rhetorical</li><li>(3) misleading</li><li>(4) ironic</li></ul> <p>8 Lines 77 and 78 illustrate Orihuela’s</p> <ul style="list-style-type: none"><li>(1) fear of being identified as a traitor</li><li>(2) need to finally expose the real author</li><li>(3) inability to free himself from his situation</li><li>(4) desire for future recognition</li></ul> <p>9 Which phrase reflects a central idea in the passage?</p> <ul style="list-style-type: none"><li>(1) “money, fame, and the despair” (line 13)</li><li>(2) “passed fleetingly through the world” (line 15)</li><li>(3) “the presence of mind” (line 36)</li><li>(4) “pretending to be ill” (line 73)</li></ul> |
|---|---|

## Reading Comprehension Passage B

### Weir Farm

*Weir Farm is a national park set on the sixty-acre site of painter J. Alden Weir's home in Connecticut.*

Not vistas, but a home-sized landscape,  
beloved rooms storied, painted, lived.

A farm bought with a painting  
and a ten dollar personal check.

- 5 And almost from the beginning,  
the intention to pass on  
what an artist sees, what artists make.  
A parcel of land, a vast legacy.

- 10 Admire the houses, barns, outbuildings,  
and studios, uniformly Venetian red.<sup>1</sup>  
Respect the visible sweat work of stones  
laid in walls and foundations, terraces and walks.  
Admire the sunken garden, the wildflower meadows,  
the path through thick woods to the fishing pond.  
15 Walk through the farm envisioned by artists.  
Admire the home artists made.

- Or you can step from a museum's polished floor  
across a carven,<sup>2</sup> gilded threshold  
into the farm reimagined in brushstrokes.  
20 From that wooden bridge over there,  
hear those three women's tinkling laughter?  
Over there the other way, see  
the black dog panting near the youngish man  
lifting stones into a half-built wall?
- 25 Step out of the frame again, and be  
enveloped in birdsong and dapple.<sup>3</sup>  
Feel the welcome of small particulars:  
the grove beside that boulder,  
the white horse tied in front of that barn.  
30 With eyes made tender, see  
those elms, from shadows on the grass  
to the highest leaves' shimmer.

---

<sup>1</sup>Venetian red — warm red

<sup>2</sup>carven — carved

<sup>3</sup>dapple — spots of color or light

With your friends, lovers, family, stride  
 across this chromatic<sup>4</sup> broken brushwork.  
 35 Sit a minute at the granite picnic table  
 with the artist's daughters, dressed in summer white.  
 You can daub<sup>5</sup> this earth, so lyric, so gentle,  
 from the limited palette of your own love right now.  
 Any place you care for can hold an easel.  
 40 Everything around you is beautiful plein air.<sup>6</sup>

—Marilyn Nelson  
 “Weir Farm”

[www.poets.org](http://www.poets.org), November 1, 2016

---

<sup>4</sup>chromatic — colorful

<sup>5</sup>daub — to apply paint with quick strokes

<sup>6</sup>plein air — the act of painting outdoors

10 The “intention” stated in line 6 most likely refers to Weir Farm serving to

- (1) inspire an appreciation of art
- (2) commemorate an historical event
- (3) preserve traditional farm life
- (4) honor famous artists

11 Lines 11 and 12 emphasize the

- (1) practical design of the farm
- (2) elegant buildings on the farm
- (3) enjoyment felt by visitors to the farm
- (4) labor expended by builders of the farm

12 Lines 17 through 19 imply that people who view a painting can

- (1) criticize the artists’ techniques
- (2) question the artists’ intentions
- (3) imagine themselves as part of the artwork
- (4) imagine themselves as creators of the artwork

13 The description in lines 33 through 35 asks people to take the time to

- (1) support the creativity of others
- (2) recognize the beauty around them
- (3) evaluate their personal relationships
- (4) appreciate their ancestral homes

14 The poem is primarily developed through the use of

- (1) simile
- (2) personification
- (3) imagery
- (4) hyperbole

## Reading Comprehension Passage C

### Extreme Pogo

...In the more than eight decades since a Russian immigrant named George B. Hansburg introduced the pogo stick to America, the device had scarcely changed: a homely stilt with foot pegs and a steel coil spring that bopped riders a few inches off the ground. And bopped. And bopped. And bopped. ...

5 But not long ago, three inventors—toiling at home, unaware of one another’s existence—set out to reimagine the pogo. What was so sacred about that ungainly<sup>1</sup> steel coil? they wondered. Why couldn’t you make a pogo stick brawny enough for a 250-pound adult? And why not vault riders a few feet, instead of measly inches? If athletes were pulling “big air” on skateboards, snowboards and BMX bikes, why couldn’t the pogo stick be just as,  
10 well, gnarly?<sup>2</sup> ...

In time, [Bruce] Middleton, along with two other inventors—a robotics engineer at Carnegie Mellon University and a retired California firefighter—would see their ideas take wing. The Guinness Book of World Records would establish a new category—highest jump on a pogo stick—which a 17-year-old Canadian, Dan Mahoney, would set in 2010 by  
15 leaping, pogo and all, over a bar set at 9 feet 6 inches. Pogopalooza, an annual competition that started in 2004 with six guys in a church parking lot in Nebraska, graduated last year to a sports arena at the Orange County (California) fair. It drew thousands of fans and 50 of the world’s best practitioners of “extreme pogo.” ...

But I hop ahead. Before Guinness and [a pogo stick demonstration on the Late Show with David] Letterman and the television lights, there were just three ordinary men, on  
20 lonely journeys, convinced that somewhere out there was a better pogo. ...

[Ben] Brown developed the BowGo to prove a simple idea: that with the right design and materials, a lightweight spring could conserve an extraordinarily high share of the energy put into it, with minimal losses to friction.

25 “A pogo looks to us like a toy,” said Matt Mason, the director of Carnegie Mellon’s Robotics Institute, where Brown has worked for three decades. “To Ben, it’s an idea taken to its most radical extreme.” ...

After a couple of years of field testing in his backyard and on campus greens, Brown pogoed over a bar set at 38 inches. “A couple of times, the foot slipped out and I was  
30 unconscious for a bit,” Brown recalled. “I remember some guy standing over me and saying, ‘Do you know your name?’ ”

It became clear that Brown, a grandfather of four, needed a younger test pilot. He shipped a prototype to Curt Markwardt, a Southern California video game tester who learned his first tricks on a \$5 pogo stick that a friend had bought as a joke at a toy store’s  
35 going-out-of-business sale.

Within months Markwardt had somersaulted on the BowGo over his car and cleared a bar set at 8 feet 7 inches, a record. When he’d first told friends about his passion for pogo, “people would kind of chuckle,” Markwardt told me. “They think of little kids bopping up and down and not doing anything.” But when “they see you jump six feet in the air and you  
40 do a flip, holy cow ... it turns into instant awesome.” ...

When Bruce Spencer retired after 28 years as a firefighter in Huntington Beach, California, he imagined a simpler life. A husky man with a broad brow and ruggedly handsome features, he dreamed of flying his two-passenger Cessna to Idaho and Colorado

<sup>1</sup>ungainly — cumbersome

<sup>2</sup>gnarly — beyond extreme

45 and scouting the wilderness for a patch of earth to build a cabin and live out his years with his wife, Patti, in quiet.

A few months after leaving the department, though, Spencer hosted a family party. His nephew Josh Spencer had built a prototype adult-size pogo stick, stuffing a 33-inch steel spring into an aluminum tube. But the weight of all that metal made the stick unwieldy. Josh was venting about it at the party, and Bruce Spencer’s son Brian went to his dad for advice.

50 “Brian comes in and says, ‘Hey Dad, if you ever made a big pogo stick for adults, how would you do it?’ ” Bruce Spencer recalled. ...

Roused by the engineering challenge, Bruce Spencer dove into the project with such zeal that his wife often found him awake at night trying to unravel some pogo-related physics problem.

55 His first prototype<sup>3</sup> was a Rube Goldberg<sup>4</sup> mishmash of PVC irrigation pipe from Home Depot, truck tire valves, and pistons he machined in his garage. He found a polyurethane shock absorber at an off-road supply store and bolted it to the foot of the pogo to cushion landings. He pressurized the irrigation pipe to about 50 pounds per square inch with an air compressor. ...

60 The Spencers took 16 prototypes of their stick—the Vurtego, they called it—to the Ice Village at the 2002 Olympics in Salt Lake City. They were a hit with tourists, visiting athletes and TV cameras. “When I came home, I thought I’d have people champing at the bit<sup>5</sup> to invest in the company,” Bruce said. “It didn’t happen.” ...

65 Then, in September 2004, SBI Enterprises, the makers of the original pogo stick, released the Flybar, a high-powered pogo designed by Bruce Middleton. The Spencers despaired they’d missed the boat, but eventually glimpsed opportunity. The publicity surrounding the Flybar was helping establish a market for extreme pogo sticks. ...

70 When I [writer, Ariel Sabar] made an electronic search of files at the U.S. Patent Office, I found ideas for a gas-powered internal combustion pogo (1950) and a pogo with helicopter blades “for producing a gliding descent between jumps” (1969). In 1967, a Stanford University engineer unveiled designs for a “lunar leaper,” a 1,200-pound vehicle with a pneumatic<sup>6</sup> shaft that could bounce astronauts, in 50-foot arcs, across the low-gravity surface of the moon. In 1990, a San Jose man patented a pogo that crushes beer cans.

75 None of these adaptations took; some never got built, others never found a market. But why not? And why have others taken off now? The more I talked to Brown, Spencer and Middleton, the more convinced I became of the importance of culture—and timing. The late 1990s saw the rise of “extreme sports” and a generation of teenage mavericks doing stomach-churning tricks on skateboards, snowboards and BMX bikes. The advent of ESPN’s annual X Games gave currency to phrases like “big air,” “vert” and “gnarly.” Soon  
80 the label “extreme” was being attached to every manner of boundary-testing contest, from eating to couponing. ...

85 What none of the men knew then was that teenagers weaned on the X Games were rummaging through their garages for any old gizmo to take higher, farther or faster. The pogo appealed to kids who couldn’t—or didn’t want to—compete with the skateboarding hordes or who saw in its goofiness a kind of geeky cool. For several years before the supercharged pogos came to market, teenagers were refining low-altitude tricks like grinds

---

<sup>3</sup>prototype — an original model

<sup>4</sup>Rube Goldberg — a cartoonist famous for drawing ridiculously complicated machines performing simple tasks

<sup>5</sup>champing at the bit — eager

<sup>6</sup>pneumatic — operated by air or gas under pressure



and stalls on conventional sticks and swapping ideas and videos on websites like the Pogo Spot and Xpogo.

90 This time, when inventors came along with a new and better design, there was a market waiting—and a culture that could make sense of it as the latest extreme pastime. ...

—Ariel Sabar  
excerpted and adapted from “Extreme Pogo”  
*Smithsonian*, September 2012

- 15 Lines 1 through 4 highlight the original pogo stick design's
- (1) creativity
  - (2) simplicity
  - (3) clumsiness
  - (4) dangerousness
- 16 As used in lines 12 and 13, the phrase “take wing” most closely means
- (1) be ignored
  - (2) be modified
  - (3) be fulfilled
  - (4) be challenged
- 17 Lines 11 through 18 illustrate the
- (1) age groups that are drawn to “extreme pogo”
  - (2) risks that are associated with “extreme pogo”
  - (3) growth in “extreme pogo” sports events
  - (4) excessive costs of “extreme pogo” competitions
- 18 Curt Markwardt contributed to the BowGo's development (lines 32 through 40) by
- (1) employing his understanding of robotics
  - (2) applying his experience in gaming
  - (3) improving the BowGo's marketability
  - (4) demonstrating the BowGo's potential
- 19 As used in line 48, the word “unwieldy” most nearly means
- (1) awkward
  - (2) ugly
  - (3) amateurish
  - (4) silly
- 20 The details in lines 55 through 59 suggest that Bruce Spencer created the Vurtego by
- (1) adapting commonly available materials
  - (2) modifying existing pogo stick parts
  - (3) changing basic pogo stick functions
  - (4) developing radically different designs
- 21 The mood in lines 64 through 67 shifts from a feeling of
- (1) gratitude to reluctance
  - (2) frustration to anger
  - (3) failure to hopefulness
  - (4) excitement to contentment
- 22 The word “mavericks” (line 77) most likely implies that the teenagers are
- (1) timid
  - (2) practical
  - (3) careless
  - (4) bold
- 23 Phrases such as “bopped” (line 4), “But I hop ahead” (line 19), and “geeky cool” (line 85) create a tone that is
- (1) somber
  - (2) playful
  - (3) insulting
  - (4) thoughtful
- 24 The revival of the pogo stick was prompted by
- (1) the teamwork of three scientists
  - (2) developments in technology
  - (3) the persistence of individual inventors
  - (4) advancements in engineering

## Part 2

### Argument

**Directions:** Closely read each of the *four* texts provided on pages 11 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:** Should companies be allowed to collect personal data?

**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 companies should be allowed to collect personal data. 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 companies should be allowed to collect personal data
- 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 – The WIRED Guide to Your Personal Data (and Who Is Using It)

Text 2 – How Businesses Are Collecting Data (And What They’re Doing With It)

Text 3 – How Companies Profit and Use Your Personal Data

Text 4 – The Secretive World of Selling Data About You

## Text 1

### The WIRED Guide to Your Personal Data (and Who Is Using It)

On the internet, the personal data users give away for free is transformed into a precious commodity. The puppy photos people upload train machines to be smarter. The questions they ask Google uncover humanity’s deepest prejudices. And their location histories tell investors which stores attract the most shoppers. Even seemingly benign<sup>1</sup> activities, like staying in and watching a movie, generate mountains of information, treasure to be scooped up later by businesses of all kinds. ...

All this information is collected on a wide spectrum of consent: Sometimes the data is forked over knowingly, while in other scenarios users might not understand they’re giving up anything at all. Often, it’s clear *something* is being collected, but the specifics are hidden from view or buried in hard-to-parse<sup>2</sup> terms-of-service agreements.

Consider what happens when someone sends a vial of saliva to 23andme. The person knows they’re sharing their DNA with a genomics company, but they may not realize it will be resold to pharmaceutical firms. Many apps use your location to serve up custom advertisements, but they don’t necessarily make it clear that a hedge fund<sup>3</sup> may also buy that location data to analyze which retail stores you frequent. Anyone who has witnessed the same shoe advertisement follow them around the web knows they’re being tracked, but fewer people likely understand that companies may be recording not just their clicks but also the exact movements of their mouse.

In each of these scenarios, the user received something in return for allowing a corporation to monetize<sup>4</sup> their data. They got to learn about their genetic ancestry, use a mobile app, or browse the latest footwear trends from the comfort of their computer. This is the same sort of bargain Facebook and Google offer. Their core products, including Instagram, Messenger, Gmail, and Google Maps, don’t cost money. You pay with your personal data, which is used to target you with ads.

The trade-off between the data you give and the services you get may or may not be worth it, but another breed of business amasses, analyzes, and sells your information without giving you anything at all: data brokers. These firms compile info from publicly available sources like property records, marriage licenses, and court cases. They may also gather your medical records, browsing history, social media connections, and online purchases. Depending on where you live, data brokers might even purchase your information from the Department of Motor Vehicles. Don’t have a driver’s license? Retail stores sell info to data brokers, too. ...

Amassing and selling your data like this is perfectly legal. While some states, including California and Vermont, have recently moved to put more restrictions on data brokers, they remain largely unregulated. The Fair Credit Reporting Act [FCRA] dictates how information collected for credit, employment, and insurance reasons may be used, but some data brokers have been caught skirting the law. In 2012 the “person lookup” site Spokeo settled with the FTC [Federal Trade Commission] for \$800,000 over charges that it violated the FCRA by advertising its products for purposes like job background checks. And data brokers that

---

<sup>1</sup>benign — not harmful

<sup>2</sup>parse — understand

<sup>3</sup>hedge fund — pooled financial investments of several individuals that are controlled by an advisor

<sup>4</sup>monetize — to earn money from

40 market themselves as being more akin to digital phone books don't have to abide by the regulation in the first place. ...

Some companies and researchers argue it's not enough for the government to simply protect personal data; consumers need to own their information and be compensated when it's used. Social networks like Minds and Steemit have experimented with rewarding users  
45 with cryptocurrency when they share content or spend time using their platforms. Other companies will pay you in exchange for sharing data—your banking transactions, for instance—with them. But allowing people to take back ownership likely wouldn't solve every privacy issue posed by personal data collection. It might also be the wrong way to frame the issue: Instead, perhaps, less collection should be permitted in the first place, forcing  
50 companies to move away from the targeted-advertising business model altogether. ...

—Louise Matsakis  
excerpted and adapted from “The WIRED Guide to Your  
Personal Data (and Who Is Using It)”  
[www.wired.com](http://www.wired.com), February 15, 2019

## Text 2

### How Businesses Are Collecting Data (And What They’re Doing With It)

Data has become a major priority for businesses of all sizes. As technologies that capture and analyze data proliferate,<sup>1</sup> so too do businesses’ abilities to contextualize<sup>2</sup> data and draw new insights from it.

5 The internet of things and artificial intelligence are two critical tools for companies in data capture and analysis, from better understanding day-to-day operations, making business decisions and learning about their customers. ...

#### How Do Businesses Collect Your Data?...

10 “Customer data can be collected in three ways — by directly asking customers, by indirectly tracking customers, and by appending<sup>3</sup> other sources of customer data to your own,” said [director of data science at Elicit, Liam] Hanham. “A robust business strategy needs all three.”

Businesses are adept at pulling in data from nearly every nook and cranny. The most obvious places are from consumer activity on their websites and social media pages, but there are some more interesting methods at work as well.

15 One example is location-based advertising, which utilizes an internet-connected device’s IP address (and the other devices it interacts with) to build a personalized data profile. This information is then used to target users’ devices with hyper-personalized, relevant advertising.

20 Companies will also dig deep into their own customer service records to see how customers have interacted with their sales and support departments in the past. Here, they are incorporating direct feedback about what worked and what didn’t, what a customer liked and disliked, on a grand scale.

In addition to collecting data, companies can also purchase it from or sell it to third-party sources. Once captured, this information is regularly changing hands in a data marketplace of its own. ...

#### How Do Businesses Use Your Data?

25 There are several ways companies use the consumer data they collect and the insights they draw from that data:

##### 1. Improving customer experience

For many companies, consumer data offers a way to better understand and meet their customers’ demands. By analyzing customer behavior, as well as vast troves of reviews and feedback, companies can nimbly modify their digital presence, goods or services to better suit the current marketplace. ...

30 “Our most important source of marketing intelligence comes from understanding customer data and using it to improve our website functionality,” [digital manager for iHeartRaves, Brandon] Chopp said. “Our team has improved the customer experience by creating customized promotions and special offers based on customer data. Since each customer is going to have their own individual preferences, personalization is key.”

---

<sup>1</sup>proliferate — expand

<sup>2</sup>contextualize — to consider something together with the information related to it

<sup>3</sup>appending — adding

## 2. Refining marketing strategy

35 Contextualized data can help companies understand how consumers are engaging with  
and responding to their marketing campaigns, and adjust accordingly. This highly predictive  
use case gives businesses an idea of what consumers will want based on what they have  
already done. Like other aspects of consumer data analysis, marketing is becoming more  
about personalization as a result, said Brett Downes, SEO manager at Ghost Marketing.

40 “Mapping users’ journeys and personalizing their journey, not just through your website  
but further onto platforms like YouTube, LinkedIn, Facebook or on to any other website is  
now essential,” Downes said. “Segmenting data effectively allows you to market to only the  
people you know are most likely to engage. These have opened up new opportunities in  
industries previously very hard to market to.”

## 3. Turning data into cash flow

45 Companies that capture data also stand to profit from it. Data brokers, or companies that  
buy and sell information on customers, have risen as a new industry alongside big data. For  
businesses that are capturing large amounts of data, this represents an opportunity for a new  
stream of revenue. ...

## 4. Using data to secure data

50 Some businesses even use consumer data as a means of securing more sensitive  
information. For example, banking institutions will sometimes use voice recognition data to  
authorize a user to access their financial information or protect them from fraudulent  
attempts to steal their information.

55 These systems work by marrying data from a customer’s interaction with a call center  
and machine learning algorithms that can identify and flag potentially fraudulent attempts to  
access a customer’s account. This takes some of the guesswork and human error out of  
catching a con. ...

—Adam C. Uzialko  
excerpted and adapted from “How Businesses Are Collecting Data  
(And What They’re Doing With It)”  
[www.businessnewsdaily.com](http://www.businessnewsdaily.com), August 3, 2018

## Text 3

### How Companies Profit and Use Your Personal Data

#### ...Freedom Isn't Free

In order to continue to receive services like Facebook and Google for no fee, the use of our personal data seems to be a price users are forced to pay as companies that do not produce any actual products seek profitability. But are a few targeted ads an acceptable price to pay for access to the largest library of knowledge and communal space in human existence?

5 Without the ability to sell us products and services using our personal information, users would be faced with either being confronted with a scatter-gun approach to advertising or having to pay a fee— as for Netflix— for traditionally free services such as search engines and social media. By using our personal data, companies can argue that they are giving us a better customer experience and keeping the internet largely free at point of entry. The inherent  
10 concept of our personal sentiments and interests being used to increase up-selling<sup>1</sup> opportunities is one that many people will find distasteful and would prefer not to participate in, despite the possibility of a change in the way they can make purchases, as they feel their data is being used without their consent and is a violation of privacy. However, it is worth remembering that monetisation<sup>2</sup> of customer data is as old as the grocery store loyalty card  
15 and hardly a new invention of the internet; the only difference being that we notice the advertising online as we use it almost constantly, as compared to just once a week at a grocery store. ...

#### What Exactly is Personal Data?

Personal data can be broken up into three distinct categories:

20 Volunteered data: Content which is created and shared by individuals, including their social media profile data, such as what music and movies they like, football teams they support and general interests.

Observed data: This information is captured by recording the actions of the consumer/individual, such as where they live, their socio-economic status and if they are married or single.

25 Inferred data: This category is the one with the most practical value. Using the first two types of data brands can work out your sex, age, sexual orientation, interests, employment status, hobbies, etc. Using this information allows them to pre-empt your interests and offer you goods and services that would fit in the “box” of the specific person that they are targeting.

30 As much as consumers may want to opt-out of this type of data-mining and targeted marketing, many do not know or even realise what and when data is being collected about them, or by whom. The truth is that the internet as we know it has been built on this agreement between user and provider and should either [party] exploit<sup>3</sup> and retract their position *too* much, the whole infrastructure<sup>4</sup> could come tumbling down. ...

---

<sup>1</sup>up-selling — a sales technique used to persuade a customer to purchase a more expensive item

<sup>2</sup>monetisation — creating profit

<sup>3</sup>exploit — take advantage of

<sup>4</sup>infrastructure — underlying system

## The Future of the Internet

35 We are now in the cross-over period in the history of the internet. Up to now it has largely  
been free to use and relied on people either being happy to give over their personal  
information or not caring or knowing enough about it to prevent it. With the increasing  
business costs and potential money to be made, it's likely that in the near future things could  
40 be somewhat different. In the future, data will power everything and be the most valuable  
commodity in the world. As such, governments are going to get involved and regulate and  
control every aspect of the world wide web completely, including companies' ability to harvest  
it and use it for their own financial gain. The situation will either see personal data being  
treated as confidential information that cannot be accessed by outside agencies (such as  
personal medical data is now) or governments will demand a sizable cut, forcing big internet  
45 companies to diversify their revenue stream in order to increase profiles: i.e. charging for  
"free" services.

This could then present a class system of internet users, with the best and most useful  
websites only available to those who can afford them. This will leave the poor and less  
advanced societies unable to access the "A-Grade web" and forced to root around in bargain  
50 basement webpages and access questionable and hacked content that could be full of bugs  
and viruses. ...

—excerpted and adapted from "How Companies Profit and  
Use Your Personal Data"

CBS Screening

<https://cbscreening.co.uk>, 2019



## Text 4

### The Secretive World of Selling Data About You

You've probably had the experience of receiving mail, paper or electronic, from companies that obviously obtained your name from another company's list of customers. But what if you were to have a medical operation refused, without knowing it was because the hospital obtained a secret report that listed you as unlikely to pay? What if a college covertly<sup>1</sup> turned you or your child down because they suspected you were unlikely to complete four years of payment? What if you didn't get a job, without knowing it was because of a report that listed you as a possible drug addict?

Those are the claims being made by critics of data brokers, companies which collect personal information on people through both public and private sources—from court records to websites to store sales—and provide it to a wide range of buyers. A large portion of data brokerage is used for identity verification or fraud prevention. Much of it is used for traditional marketing.

But data brokers are serving a growing clientele eager to know a person's ethnicity, spending habits, sexual orientation, and specific illnesses such as HIV, diabetes, depression or substance abuse. This information may be found directly in data broker records, or, increasingly, it may be predicted from other data. It's practically impossible for anyone to find all the information being passed around about themselves, or to correct it. As shady as it might sound, the entire industry is completely legal. . . .

World Privacy Forum has prepared a lengthy report on consumer scoring. [Executive Director, Pam] Dixon summarizes a key story in the report: "A major national health plan came to the quants<sup>2</sup> wanting to know how they could figure out how much to charge people. If a woman did a lot of online shopping, she was predicted to be a much higher health risk. If a couple bought hiking boots, that was considered a good factor. I doubt that when someone goes online to buy a scarf they think, 'This is going to affect my healthcare.' People could be paying more for healthcare, but we'll never know. Acxiom and Experian sell lists of people with diseases. They claim it's a propensity<sup>3</sup> [instead of a numeric score], but there's your name."

It's easy to see why an insurer, a college, or another high-price business would want scores on those they are considering doing business with. Just like a FICO<sup>4</sup> score, a consumer score could save a business from losing money. It could save an insurer from undercharging someone who then needs expensive coverage. But consumer scores could also create a secret blacklist.

In that shadow, there are three causes for concern. First, consumer scores are a secret. If those who sell them are evasive about explaining details, those who use them usually are almost totally unknown. Second, collected data is often incorrect. "We found a 50 percent accuracy rate in Acxiom data we looked at," says Dixon, "and they are considered among the best."

[Privacy Clearing House director, Paul] Stephens agrees: "For the most part, the information is not vetted.<sup>5</sup> The cost of vetting it would be prohibitive. There's a recognition within the industry and among the people who buy the data that the information is not 100%

---

<sup>1</sup>covertly — secretly

<sup>2</sup>quants — financial traders who use computer programs to identify trading opportunities

<sup>3</sup>propensity — a tendency to act a certain way

<sup>4</sup>FICO — a credit agency

<sup>5</sup>vetted — authenticated

correct.” Clients use it anyway, because inaccurate data is more helpful than no data. But you don’t have to be a computer scientist to realize that a score calculated from incorrect data can be misleading.

45 Third, and most disturbing, there’s nothing consumers can do about any of this. They don’t know what data is being collected, or by whom. They don’t know what’s being done with it. They don’t know where it is going. They probably imagine specific lists being sent around, not calculated scores that may seem unrelated to the original data. And if they are concerned, there’s no way to see or correct the information about themselves being passed around. . . .

50 It seems likely that data collection and consumer scoring will only increase, at a fast-growing rate. Trying to escape it seems futile. A better focus might be to try to define what is and isn’t acceptable to collect, what is and isn’t acceptable use, and how to keep data brokers from keeping their information about us a secret from ourselves.

—Paul Boutin  
excerpted and adapted from “The Secretive World of  
Selling Data About You”  
[www.newsweek.com](http://www.newsweek.com), May 30, 2016

---

## 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

## Text

### Ordinary Light

...We were heading to Mr. Gus’s ranch, because my father loved to eat two pieces of toast with his breakfast and to fold each slice around pears cooked to an impossible sweetness and spiced with cinnamon and cloves or two figs swimming in thick amber syrup. My father’s love of breakfast had turned the morning meal, for all of us, into a ritual, a rite we enacted with joy every single day. To that end, every summer, I helped my mother stir vast pots of the summer’s harvest into the thick magic we’d later ladle into the glass canning jars. And every morning, practically, I’d spoon some of the stuff from summers past onto my own toast or biscuit, hardly thinking that so much of what the jams and preserves were made of was her.

10 The Gustafssons lived in a modest red ranch house just over the hill on the other side of the interstate, but they had a whole hillside’s worth of fig trees and orchards of pears, peaches, apricots (which we called “ape-ricots,” though just about everyone I met later in life would say “app”), and bitter black walnuts, along with a few old work mules and some chickens and cows. And there were cats and dogs that wandered the acres in obedience to their own sense of purpose, barely interested in stopping to let you pat their thistle-ridden fur. When they got to be a little older, my brothers helped out at the Gustafssons’ place to earn spending money in the summer months. Once, they watched in anxious disbelief as a bull scratched the dirt with his front legs and blew out a cloud of hot steam before charging straight for where they stood filling his water trough. They hopped the fence to safety in time, but even when they told the story years later, there remained the shadow of terror just beneath their laughter.

At the top of the Gustafssons’ drive, there were bags of picked fruit waiting for us on the porch, but Mr. Gus took us on a tour of the ranch before packing them into our car. We’d just come from church. I was wearing one of my favorite outfits, a blue-and-white dress with a white cardigan and socks and brown Buster Brown shoes. Our ankles and feet got dusty following Mr. Gus through the parched grass and sun-baked dirt, but no one seemed bothered by it. Even my sisters and mother walking in high heels and pantyhose didn’t seem to mind.

As we came to each different variety of tree, Mr. Gus would pull down a bough and offer everyone a piece of fruit. My mother split open an apricot with her thumbs and handed it to me. The flesh was warm and sweet, with a bright tang that reminded me of sunlight. Later, she gave me a bite of a small peach and bits of a walnut Mr. Gus had cracked between his bare hands. Mischievousness flashed on her face as she tore a fig in two and put half of it into my father’s mouth. When she offered some to me, I said, “No, thank you,” and shook my head, repulsed by the white pith<sup>1</sup> and the pulpy flesh. It looked like a venomous sea creature, but when she lifted the fruit to her own lips, she practically swooned, like a woman on television who had just lowered herself into a bathtub full of bubbles.

When we approached a hen and her cluster of chicks, I instinctively began to reach out toward the downy babies, but Mr. Gus stopped me. Without speaking, he placed his hand near the chicks and held it there a moment. Immediately, the mother began to flap her wings in agitation and moved in angrily to peck him. She bobbed up and down, driving her beak into his bare hand like the needle in my mother’s sewing machine. He didn’t recoil right away, but when he finally did and gave me his hand to examine, there was a purpled

---

<sup>1</sup>pith — spongy tissue lining the rind of fruit

45 and bloody patch of skin the diameter of a gobstopper.<sup>2</sup> I pulled the sleeves of my cardigan  
down over my own hands and walked on.

We came to a clearing where a few cows and one calf stood grazing. The cows were  
unbothered and slow, larger than any other living thing I'd seen up close. Mr. Gus laid a  
hand on one, who didn't stop her jaws from their slow grind of a clump of grass, though her  
head swung around to face him. Her eyes were deep and kindly, rimmed in black and  
50 shaded by thick long lashes, like a lady's. I couldn't help it; her placid femininity backed by  
quiet strength—not like the frantic hen whose love had made her nervous but rather calm,  
grounded in a steadfast, sturdy certainty—reminded me of my mother. Instantly, I trusted  
her, would have lifted my own hand to the thick mottled<sup>3</sup> wall of fur were it not for her calf,  
which was watching us from farther away. Small and brown, with new fur I could already  
55 imagine the plush of against my cheek, the calf saw me, too, and she (I decided it was a she)  
stood still, having also just grasped our shared affinity<sup>4</sup> (at least it seemed that she had),  
eyeing me in a way I took to mean that my own feelings were mirrored in hers. I forgot all  
about the wicked chicken as I ran toward the calf, who took a few lively steps away, but  
cooly, as if to suggest we play a game of tag.

60 *This is for me*, I remember telling myself, meaning the sweet young calf and the  
strong, serene mother. I knew that I knew them, understood their bond, and that they knew  
me, too. I knew that I could slip in among them for a moment and revel in the love that  
spread out around them. It was all I knew, and so I dashed after the calf, laughing, wanting  
to show her, to step into their version of the language my mother and I spoke, and to carry  
65 that joy, that giddy out-of-breath knowing, back over into the human.

Then, before I could tell myself what had happened, the calf was lowering her two hind  
legs back to the ground and casting a quick look over her shoulder as she pranced off. And  
I was doubled into myself, clutching my stomach, which throbbed and burned where the  
calf's hooves had struck me, ashamed for the sobs that any second, I knew, would begin to  
70 issue from my throat.

I felt betrayed, stunned by this first taste of cruelty. It was my first collision with the  
world's solid fist. ...

—Tracy K. Smith  
excerpted from *Ordinary Light*, 2016  
Vintage Books

---

<sup>2</sup>gobstopper — a large, round hard candy

<sup>3</sup>mottled — spotted

<sup>4</sup>affinity — like-mindedness









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

**Scoring Key: Part 1**

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

MC = Multiple-choice question

**Regents Examination in English Language Arts – August 2024**

**Scoring Key: Parts 2 and 3**

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

ES = Essay R = Response

The chart for determining students' final examination scores for the **August 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

Monday, August 19, 2024 — 8:30 to 11:30 a.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:
<b>Content and Analysis:</b> 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 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
<b>Command of Evidence:</b> 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
<b>Coherence, Organization, and Style:</b> 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
<b>Control of Conventions:</b> 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.

## Anchor Paper – Part 2 – Level 6 – A

The internet as ~~known~~ it's known today only really came to be in the past thirty to forty years, evolving and developing to keep up with the ever changing society around us. As the ~~rate~~ use of the internet gained traction and more people started to move ~~over~~ to ~~use~~ be online, companies that ~~had~~ perhaps had previously been thriving in person realized that a new source of revenue was emerging and was possibly necessary for ~~the~~ <sup>their</sup> continued survival: moving their businesses online to reach more people. But in order to earn the most profit, the audience and consumers had to be interested in the product, which was where personal data came in. By using personal data, companies could reach their target audience efficiently and easily, wasting less resources in the long run and providing a better experience ~~extra~~ for people online. While somewhat morally grey, companies' use of personal data is beneficial for both parties and should remain a part of their online presence.

One of the main reasons that people object <sup>to</sup> the use of personal data by companies is that the idea of a disembodied company having personal information that's supposed to be for their eyes alone ~~is~~ is unsettling. It can be a bit odd ~~to~~ to think that someone/something other than you holds ~~information~~ personal information but realistically, that ~~is~~ ~~is~~ has always been a possibility. Many people have the ability to hack into your devices and steal/read your information and it has always been possible, just not something that a lot of people choose to focus on. Companies typically collect or buy that data from those people or data brokers and use it for better purposes. The type of information collected is also public, being volunteered data or observed data. Volunteered data is "created and shared by the individuals," it's information on social media and information that you could usually find by just looking online (Text 3, line 19). Observed data is a bit more personal, being data gathered through "the actions of the consumer/individual," but it's also information that many people could figure out without any complex technology skills (Text 3, lines 22-23). These pieces of information are easily accessible and have always been at risk of being found and exploited, because "as much as consumers may want to opt-out of ... data-mining," and believe that they can be on the internet without dangerous risks, it's the way that the internet was developed (Text 3, line 30). The internet has evolved to be the way it is because of the way that companies use personal data.

## Anchor Paper – Part 2 – Level 6 – A

People enjoy being on the internet so much because it interests them; there are things to look at and click on that don't bore them. But part of that experience comes from the fact that companies use collected personal data to "improve [their] website functionality" ... creating customized promotions <sup>and</sup> as special offers " that will interest the consumer ~~more~~ (Text 2, lines 31-33). By seeing advertisements that you want to actually see, perhaps about things that will actually be of use to you, your experience online is that much better. Without using personal data, companies blindly guess at what you might want, which always leads to the possibility of some very odd things. ~~Personal data~~ The use of personal data doesn't only benefit the consumer either, as it allows companies to market things that they want to market but didn't know how or who to market to. Data brokers, people or companies who buy or sell data, also benefit from this as the demand for more data rises. It "represents an opportunity for a new stream of revenue" in a new industry (Text 2, lines 47-48). Collected data can even help secure your data, using things like voice recognition that comes from examining your voice on call centers to add an extra layer of security to something like a bank account (Text 2, paraphrased lines 49-53).

~~The internet~~ It seems more and more that the internet has grown to be somewhat reliant on personal data, which is somewhat true. The way that the internet is formatted now includes many free websites and free services. As the internet was in the process of development, the foundation of it became the data that was collected. Using that data, websites and companies made money without requiring consumers to pay much, and stopping the use of that data would inevitably force companies and websites to start "charging for "free" services," the "whole infrastructure [of online businesses] ... tumbling down" (Text 3, lines 34, 45-46). The internet depends on your data to maintain the way it is now. But with the modernity of the internet comes things like VPNs and companies developed to protect your data if you truly wanted to. The use of personal data should force more on accepting it and figuring out ways to work around any uncomfortability (Text 4, lines 50-52 paraphrased).

## Anchor Level 6–A

### CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*While somewhat morally grey, companies’ use of personal data is beneficial for both parties and should remain a part of their online presence*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*By seeing advertisements that you want to actually see, perhaps about things that will actually be of use to you, your experience online is that much better and The use of personal data doesn’t only benefit the consumer either, as it allows companies to market things that they want to market but didn’t know how or who to market to*) and to distinguish the claim from alternate or opposing claims (*One of the main reasons that people object to the use of personal data by companies is that the idea of a disembodied company having personal information that’s supposed to be for their eyes alone is unsettling ... but realistically, that has always been a possibility ... Companies typically collect or buy that data ... and use it for better purposes*).

### 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 (*Volunteered data is “created and shared by the individuals”; companies use collected personal data to “improve [their] website functionality ... creating customized promotions and special offers”; It “represents an opportunity for a new stream of revenue”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, lines 22–23*), (*Text 2, lines 31–33*), (*Text 4, lines 50–52 paraphrased*)].

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that provides background to the issue and establishes a positive claim, followed by a paragraph that presents a counterclaim (*It can be a bit odd to think that someone/something other than you holds personal information*) and then refutes it (*These pieces of information are easily accessible and have always been at risk of being found and exploited*). A third paragraph offers further support by focusing on how data collecting is beneficial to both companies and users and the essay concludes with a summation of how *the internet has grown to be somewhat reliant on personal data* which leads to a reiteration of the claim.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*As the use of the internet gained traction and more people started to move to be online, companies that perhaps had previously been thriving in person realized that a new source of revenue was emerging and was possibly necessary for their continued survival and The way that the internet is formatted now includes many free websites and free services*).

### CONTROL OF CONVENTIONS:

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



In the modern day and age, technology and specifically the internet had developed to become a huge part of our lives. It is unbelievable how much time we spend on the internet, and the amount of entertainment available to us overshadows the fact that we are being tracked when we use it, and companies are collecting our personal data. Because we do not know what companies are doing with the data they have collected about us, they should not be allowed to collect such personal data.

First off, personal data collection poses a "privacy issue." (text 1 line 48). "Consumers need to own their information and be compensated when it's used" (line 43-44). Companies use a lot of information that they collect from us to find out more about us, such as age, gender, hobbies, etc. This poses a threat to our privacy because it is legal for companies to discover certain facts about us and then profit off of that info by selling it. Companies should not be able to make profit by invading our privacy.

Similarly, "Data brokers, or companies that buy and sell information on customers, has risen as a new industry alongside big data.. this represents an opportunity for a new stream of revenue." (text 2 lines 45-48). It is concerning that a whole new industry has been created because companies can make a profit off of spying on people essentially and selling that information. If a whole industry has been created off of this, it is hard to know whether the government will be able to regulate our right to privacy if similar things events continue to unfold in the future.

Despite arguments against personal data collection, arguments for it are very relevant in today's world. One such argument is: "Segmenting data effectively allows you to market to only the people you know are most likely to engage. These have opened up new opportunities in industries previously very hard to market to" (text 2 lines 42-44). "By using our personal data, companies can argue that they are giving us a better customer experience and keeping the internet largely free at point of entry" (text 3 lines 8-1). This argument is made so that companies can show the positive benefits of such data collection and how this personalization helps and interests the user. However, the privacy issues and our lack of knowledge of what is happening with the data overshadows the benefits. The reason for concern is a very reasonable one.

The complexity and capabilities of our world have opened a window of possibility and problems as well. Privacy, should however, remain a priority, and we can protect it by prohibiting companies from collecting personal data.

## Anchor Level 6–B

### CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Because we do not know what companies are doing with the data they have collected about us, they should not be allowed to collect such personal data*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This poses a threat to our privacy because it is legal for companies to discover certain facts about us and then profit off of that info by selling it and If a whole industry has been created off of this, it is hard to know whether the government will be able to regulate our right to privacy*) and to distinguish the claim from alternate or opposing claims (*Despite arguments against personal data collection, arguments for it are very relevant in today’s world*).

### 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 (*“Consumers need to own their information and be compensated when it’s used”; “Data brokers ... has risen as a new industry ... this represents an opportunity for a new stream of revenue”; “By using our personal data, companies can argue that they are giving us a better customer experience and keeping the internet largely free at point of entry”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*text 1 line 48*] and [*text 3 lines 8–9*].

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a coherent essay, with an opening paragraph that introduces a negative claim, followed by two paragraphs of support that focus on the “*privacy issue*” whereby companies and data brokers profit from the data collected that is being bought and sold. A fourth paragraph addresses and refutes a counterclaim regarding the *benefits of such data collection and how this personalization helps and interests the user* and is followed by a concluding paragraph that returns to the claim.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*It is unbelievable how much time we spend on the internet, and the amount of entertainment available to us overshadows the fact that we are being tracked; It is concerning that a whole new industry has been created because companies can make a profit off of spying on people essentially and selling that information; The complexity and capabilities of our world have opened a window of possibility and problems as well*).

### CONTROL OF CONVENTIONS:

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

Living in the age of the Internet, personal data is something that's constantly being collected. The data is often prioritized and collected by businesses to learn about their customers. Should we be concerned about our personal information? Well personal data had long before already been ~~collected~~ when the internet had yet to exist. Companies collecting our data had given us more positive results than negative results, giving us reasons to why they should be allowed to collect our data. Companies should be allowed to collect personal data because it would improve the services that they provide people and that personal data allows such companies to provide free services.

Companies value the personal data they we give, shaping their services to match our preferences. Thus they should be allowed to collect personal data for the sake of improving their businesses. In Text 2 it says "For many companies, consumer data offers a way to better understand and meet their customers demands... modify their digital presence, goods or services to better suit the current marketplace." (lines 26-29) This talks about how companies use the customers behavior and feedback to better meet their demands. Meeting their demands will result in more satisfied customers and sales. Products would improve according to the customer's feedback which would reduce the amount of unnecessary products wasted.

Using a company's services would usually result in a fee, but what would that fee be? Some companies would let you use their services in return for using your personal data to create targetted ads. But what would occur if they weren't allowed to use personal data? In Text 3, lines 47-51 it says "This could present a class system of internet users with the best and most use ful websites only available to those who can afford them... questionable and hacked content that ~~would~~ be full of bugs and viruses." This text answers the question of what would happen, explaining that websites that rely on ads would no longer be ~~accessable~~ accessible

to everyone. This would create a gap between those who can afford it and those who couldn't. It would negatively impact society by leaving the poor and less advanced societies to dangerous, malicious websites instead of the safe and reliable websites.

But when it comes to collecting personal data, people can be concerned about their privacy. People wouldn't know what data is being collected and who the data is going to. While this may be concerning in Text 4, lines 8-12 it says "Those are claims being made by critics of data brokers, companies which collect personal information on people... verification or fraud protection. Much of it is used for traditional marketing." This shows us how while you may not know where your personal data is heading off to, the majority of the time it isn't being used in a harmful intent. It's usually just used to market products to us and sometimes used to protect our identity. ~~This shows~~ Letting companies collect our personal data is more beneficial than harmful.

With this we can conclude how we should let companies collect our personal data. It does more good this way, providing us products we want and even protecting our identities. Concerns about privacy aren't too serious as it mostly used for marketing. Personal data provides targeted ads to people, in return the companies would sometimes provide free services, making it more accessible to everyone.

## Anchor Level 5–A

### CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Companies should be allowed to collect personal data because it would improve the services that they provide people and that personal data allows such companies to provide free services*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Meeting their demands will result in more satisfied customers and sales. Products would improve according to the customer’s feedback which would reduce the amount of unessacary products wasted and This would create a gap between those who can afford it and those who couldn’t*) and to distinguish the claim from alternate or opposing claims (*But when it comes to collecting personal data, people can be concerned about their privacy*).

### COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“For many companies, consumer data offers a way to better ... suit the current marketplace”* and *“Those are claims being made by critics of data brokers, companies which collect personal information ... Much of it is used for traditional marketing*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*In text 2 ... (lines 26–29)* and *In Text 3, lines 47–51 it says*].

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a positive claim, followed by two paragraphs of support that focus first on the argument that companies *should be allowed to collect personal data for the sake of improving their businesses* and then on the fact that letting companies collect personal data allows for free access to their sites in return. A fourth paragraph addresses the counterclaim’s concern regarding privacy issues by noting that *It’s usually just used to market products to us and ... to protect our identity* and is followed by a concluding paragraph of summation.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The data is often prioritized and collected by businesses to learn about their customers and Using a company’s services would usually result in a fee, but what would that fee be?*). Although the selected evidence is appropriate throughout, the improper use of the ellipsis within the quoted material interrupts the coherency by creating a slight disconnect.

### CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*customers behavior; unessacary; targeted; accessiible; it says “Those; Persanol*) only when using sophisticated language.

Companies around the world today have many means of collecting data on their clients or consumers. Many people who use online sites or go into stores know that information about them is being collected but often we don't realise how much ~~the~~ data or how specific the data is. Often data is used to personalize websites and advertisements but it can be sold to others as well. Companies and businesses should not be allowed to collect personal information from people because it is a violation of privacy and can really affect people's lives.

First, companies that collect information often gather more than the ~~person~~ individual is aware of. Every action online is tracked and used to generate data on you. Text 4, line 44 states, "most disturbing, there's nothing consumers can do about any of this." We often accept Terms and Conditions allowing access to certain data but once that happens, what companies can access is out of the person's control. This information that is gathered is used by companies to profit off you through ads, etc. Text 2, lines 21-22 reads that ~~the~~ "companies also purchase ~~it~~ from or sell it to third-party sources." The data then ~~"regularly changes hands"~~ is "regularly changing hands in a data marketplace." (Text 2, line 22). Once companies have our data, it can go anywhere ~~to~~ to be used by anyone and we are usually unaware of how much data was truly collected on us.

Also, this data collected by companies can be used to

make decisions on your life, including jobs and schools. who use the data for acceptance/mining. The bad thing is the data can be incorrect, leading the wrong information to be used by an organization. In Text 4, Pam Dixon speaks about how a company that uses data to calculate consumer scores ~~is~~ <sup>has</sup> only "50 percent accuracy rate" (lines 35-36). This shows information calculated about a person cannot only be inaccurate, but it has a chance to be completely untrue. Purchases <sup>on activities</sup> you ~~make~~ <sup>do</sup> online can ~~also~~ effect healthcare and acceptance in your life. Dixon also says that "a woman did a lot of online shopping, she was predicted to be a much higher health risk" (line 22). Based on this information from Text 4, this prediction could cause the woman to pay more in healthcare because of something she did online completely unrelated.

Despite these negative effects, the data can be used for good. Companies that we use often, are able to collect data to then personalize the experience on that platform. Text 3, lines 8-9 supports this by saying, "By using our personal data, companies can argue that they are giving us a better customer experience and keeping the internet largely free at point of entry." With access to the internet and the resources on it ~~is~~ for close to nothing, more people can use it making the lives of many easier for day to day things.

The negatives outweigh the positives though because for the most part companies use collected data to



exploit the consumers. This uncontrolled collection of data has large effects on what we see advertised daily. The amount of data collected by these companies is often unknown to the user which violates their privacy. With this information constantly spreading across datamarketplaces, it is never certain where your data is being used or for what which can create serious issues for people in their lives.

## Anchor Level 5–B

### CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Companies and businesses should not be allowed to collect personal information from people because it is a violation of privacy and can really affect people’s lives*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*We often accept Terms and Conditions allowing access to certain data but once that happens, what companies can access is out of the person’s control*) and to distinguish the claim from alternate or opposing claims (*Despite these negative effects, the data can be used for good. Companies ... are able to collect data to then personalize the experience on that platform*).

### COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“companies also purchase it from or sell it to third-party sources.” The data then is “regularly changing hands in a data marketplace” and “By using our personal data, companies can argue that they are giving us a beter customer experience and keeping the internet largely free at point of entry”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 4, line 44 states and (Text 2, line 22)*].

### 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 (*Once companies have our data, it can go anywhere to be used by anyone and we are usually unaware of how much data was truly collected on us and Also, this data collected by companies can be used to make decisions on your life*), a paragraph that addresses the counterclaim, and a concluding paragraph of summation.
- The essay establishes and maintains a formal style, using mostly precise and appropriate language and structure (*First, companies that collect information often gather more than the individual is aware of; This shows information calculated about a person cannot only be inaccurate, but it has a chance to be completely untrue; close to nothing; has large effects*).

### CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*realise; advertisements but; individual ... you; healthcare; often, are; beter; acess; part companies; user ... their*) that do not hinder comprehension.

The internet is a huge part of the lives of many. So, for companies to want to enhance the experience of online surfing is not odd. Companies use of personal data is crucial to improving the experience of online browsing for the user and creating more privacy.

The first reason why companies should be allowed to collect personal data is that it would be fundamental in improving the online experience for users. In text 2, lines 27-29 it states "By analyzing customer behavior, as well as vast troves of reviews and feedback, companies can nimbly modify their digital presence, ~~and~~ goods or services to better suit the current marketplace...". People browse the internet for items they need, so by companies using personal data from their customers they are making their products more accessible, therefore making the lives of the consumers easier. It states in Text 3 lines 27-29 "Using this information allows them to pre-empt your interests, ~~employment states, hobbies, etc.~~ and offer you goods and services that would fit in the "box" of the specific person that they are targeting". Doing this makes the product or service more relatable to the person. It also creates more profit for the companies.

The second reason why companies should be allowed to collect personal data is that it would create more privacy. Text 2, lines 50-52 state "... banking institutions will sometimes use voice recognition

data to authorize a user to access their financial information or protect them from fraudulent attempts to steal their information." This type of info is saving people from losing money. It's also keeping other info secure from ~~me~~ getting stolen. Also in text 2, lines 53-56 it says "These systems work by marrying data from a customer's interaction with a call center and machine learning algorithms that can identify and flag potentially fraudulent attempts to access a customer's account. This takes some of the guesswork and human error out of catching a con...". By storing personal data, it's keeping users from getting scammed & saving their money.

Many on the opposing side though would argue that collecting personal data is an invasion of privacy. Text 1, lines 28-29 states "They may also gather your medical records, browsing history, social media connections and online purchases." Many may find this creepy but nobody ever told them their life was going to be completely private. This business is completely legal and you'll probably be the first one to know if it's being used for the wrong purposes. People are also worried not the right information is being shared. Text 4, lines 41-43 state "Clients use it anyway, because ~~NAAN~~ inaccurate data is more helpful than no data. But you don't have to be a computer scientist to realize that a score calculated from incorrect

data can be misleading." While this may be true, depending on what the info is being used for it does not matter. Your info should not be sent to anyone other than those companies using it.

In conclusion, the use of personal data should be allowed for companies and should not be raised as a concern. The consumer should trust the company. If they don't want their info being shared to better their experience then they shouldn't purchase from that company at all.

## Anchor Level 4–A

### CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Companies use of personal data is crucial to improving the experience of online browsing for the user and creating more privacy*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*People browse the internet for items they need, so by companies using personal data from their customers they are making ... the lives of the consumers easier and By storing personal data, it's keeping users from getting scammed & saving their money*) and to distinguish the claim from alternate or opposing claims (*Many on the opposing side though would argue that collecting personal data is an invasion of privacy ... This business is completely legal*).

### COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“By analyzing customer behavior, as well as vast troves of reviews and feedback, companies can nimbly modify their digital presence, goods or services to better suit the current marketplace” and banking institutions will sometimes use voice recognition data to authorize a user to access their financial information or protect them from fraudulent attempts to steal their information*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 2, lines 27–29 and Text 4, lines 41–43 state*).

### 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 paragraphs of support that respectively focus on how companies collecting personal data is *fundamental in improving the online experience for users* and how this would *create more privacy*. A fourth paragraph presents and refutes a counterclaim that raises concerns regarding privacy issues and is followed by a concluding paragraph that reaffirms the initial claim.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Doing this makes the product or service more relatable to the person and In conclusion, the use of personal data should be allowed for companies and should not be raised as a concern*), although the response uses & for “and” in one instance.

### CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*Companies use of; states “By; information.” this; Many ... their life was ... you’ll; its being used; experience then*) that do not hinder comprehension.

In a world where the internet and computers are all anyone is ever on it can be a very dangerous place. Companies take peoples personal data constantly making a profit off it. ~~They claim its to k~~ The ironic part about it is that it's not even completely accurate. The other thing people have to watch out for is not the companies with their terms of service but the data brokers. Buying peoples personal data solely for a profit. Companies should not be allowed to collect personal data.

When companies get ahold of personal data they put it all together and try and figure out that specific person. Mainly to just slap them with ~~ads~~ ad's, but they are personalized based on what the computer found out through the data. The thing to watch out for is accuracy, "Second, collected data is often incorrect. 'We found a 50 percent accuracy rate in Acxiom data we looked at,' says Dixon, 'and they are considered among the best'" (text 4 lines 35-37). If ~~the~~ one of the best data collection results aren't more than 50 percent accurate how can it be so popular to spread around. People and companies are making banks on this personal data

and these configurations of who these people are as a person. Yet, it's not even over half accurate. People don't want the wrong image of themselves out there even if it's just in the data.

As well as the accuracy there are other major problems with companies taking personal data. For example the data brokers who work outside of companies buying data only to make a profit. How easily ~~my~~ <sup>someones</sup> personal information gets around is ~~is~~ not good. Normally companies will have a trade off of sorts for ~~the~~ personal data. People get to use their site or app and the company gets all the data from it both free of charge. Data brokers are not part of big companies which ~~is~~ makes it worse. "The trade-off between the data you give and the services you get may or may not be worth it, but another breed of business amasses, analyzes, and sells your information without giving you anything at all: data brokers. These firms compile info from publicly available sources like property records, marriage licenses, and court cases" (Text 1 lines 25-28). This system is not the best. Computers have to be working all the time



collecting data from different companies. Money constantly switching hands. All for something that doesn't turn out completely accurate. People don't appreciate being stalked this is a similar idea but the computer stalking the data doesn't care what comes out of it only that it's making a profit.

Not everyone is a believer that collecting personal data through companies is a bad thing. These people, specifically, the ones benefiting from the trade of free use of the site and ~~the~~ the data collection, don't see it as harmful. ~~the~~ A lot of people just enjoy the free stuff and live in ignorance, "Without the ability to sell us products and services using our personal information, users would be faced with either being confronted with a scatter-gun approach to advertising, or having to pay a fee—as for Netflix—for traditionally free services such as search engines and social media." (Text 3 lines 5-8). Some people see this as a major upside, who doesn't like free stuff but it's not as great as it seems, "In the future, data will power everything and be the most valuable commodity in the world." (Text 3 lines 39-46) and, "The situation will either see personal data being treated as confidential information that cannot

be accessed by outside agencies (such as personal medical data is now) or governments will demand a sizable cut, forcing big internet companies to diversify their revenue stream in order to increase profits: i.e. charging for "free" services" (Text 3 lines 42-46). Everyone loves free stuff but if data is the hot commodity then prices will be put on it. Then where will the lower class be? Nothing is free there is always a price tag ~~with~~ if it be money or something else entirely.

Companies should not be allowed to collect your personal data. The data brokers buy it from them ~~for~~ for profit. While everything the data leads to about a person is only 50 percent accurate. Not only that but in a couple of years, some more ~~the~~ evolution, will people be paying just to ask Google a question?

## Anchor Level 4–B

### CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*the internet and computers ... can be a very dangerous place ... Companies should not be allowed to collect personal data*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*People don't want the wrong image of themselves out there even if it's just in the data; How easily someones personal information gets around is not good; if data is the hot commodity then prices will be put on it. Then where will the lower class be?*) and to distinguish the claim from alternate or opposing claims (*Not everyone is a believer that collecting personal data through companies is a bad thing*).

### COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"Second, collected data is often incorrect. 'We found a 50 percent accuracy rate in Acxiom data ... and they are considered among the best'" and "The trade-off between the data you give and the services you get may or may not be worth it, but another breed of business amasses, analyzes, and sells your information ... data brokers. These firms compile info from publicly available sources like property records, marriage licenses, and court cases"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 4 lines 35–37*] and [*Text 3 lines 5–8*].

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing the idea of how the world of *the internet and computers ... can be a very dangerous place* that leads to the negative claim, then supporting the claim with one body paragraph that focuses on the inaccuracy of the data being collected and a second body paragraph that focuses on *the data brokers who work ... only to make a profit*, although some confusion exists as to what a data broker actually is. A fourth paragraph addresses the counterclaim regarding how users benefit from *free use of the site* and is followed by a summative conclusion. The lack of transitions when moving from original text to quoted material disrupts fluency.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Mainly to just slap them with; The thing to watch out for; are making bank; the free stuff*) that is sometimes inexact (*some more evolution*).

### CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*constantly; for if not ... service but; brokers. Buying peoples; ad's; one ... aren't; If ... around; example the; someones personal; from it both; worse, "The; stalked this; benifiting; but if; free there; that but*) that do not hinder comprehension.

Since a long time companies have used our personal data to make our experience better. Companies use our data to see what consumer ~~want~~ want and it help they to know what could they change to make the consume experience better. Although it is helpfull for companies some people think that companies should not be allowed to collect ~~the~~ personal data because Data Broker can get information about us that ~~the~~ consumers may not want they to know. In text 1, text 2, and text 4 you will see why ~~the~~ ~~the~~ companies should or should not be allowed to collect personal data. Companies should be allowed to collect personal data because they don't take your information if you do not allow it and it helps to make service better for consumers.

One reason why companies should be allowed to collect personal data is that they ~~don't~~ do not take your information if you do not allow it. In other wordys you need to give permission to the companie for they to be able to see or collect your personal data. An example of this can be seen in text 1 when it says "All this information is collected on a wide spectrum of consent," (lines 7). This relly says that

the consumer have to ~~give~~ permit it to the company use the personal data. this shows that the personal data will not be used if you don't want to.

Another reason why companies should be allowed to collect personal data is that it helps companies to make the service better. It helps companies to know what the consumer wants. An example of it can be seen in text 2 when it states "for many companies, consumer data offers a way to better understand and meet their customers' demands," (lines ~~26-27~~ 26-27). This really says that it helps the company to do what consumers want. ~~The show~~ This ~~show~~ show that it helps companies to be better.

### Anchor Level 3–A

#### CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Companies should be allowed to collect personal data because they don't take your information if you do not allow it and it help to make service better for consumer*).
- The essay demonstrates appropriate and accurate analysis of the texts as necessary to support the claim (*this show that the personal Data will not be used if you don't want to and This relly says that it help the companie to do what consumers want*) and to distinguish the claim from alternate or opposing claims (*Althought it is helpfull for companies some people think that companies should not be allowed to collect personal Data because Data Broker can get information about us that consumer mey not want they to know*).

#### COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"All this information is collected on a wide spetrum of consent"* and *"For many companies, consumer data offers a way to better understand and meet their customers' demands"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by nominally referencing three texts (*In text 1, text 2 and text 4*) but properly citing only two [*in text 1 ... (lines 7)* and *text 2 ... (lines 26–27)*] even though information from Text 4 regarding data brokers is included.

#### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces both sides of the issue and leads to a positive claim, followed by two brief paragraphs of support (*One reason why ... is that they do not take your information if you do not allow it and Another reason why ... is that it help companies to make the service better*), but lacks a conclusion other than stating *This show that it help companie to be better*, thus changing the focus from making *service better for consumer* to a focus on the companies.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Since a long time companies have used our personal data to make our experience better and It help companies to know what the consumer want*).

#### CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*conpanies; consumer want; it help they; Althought; helpfull; because Data Broker can; want they to; permission; for they to be; says "All; relly; consumer have to; data. this; it state "For; ofers*) that hinder comprehension.

Companies should not be allowed to collect personal data. In text #1 The Wired Guide to your Personal Data (and who is using it) the author Louise Matsakis, tells us that companies like 23andme sell our DNA and information. "When someone sends a vial of saliva to 23andme. The person knows their sharing DNA with genomic company, but they may not realize it will be resold." This shows that customers only know the surface of the truth. Selling DNA off to "pharmaceutical firms," which is used and resold again. Some companies even hide the information in hopes people sign. ~~at~~ "Clear something is being collected, but the specifics are hidden from view or buried in hard-to-parse." Because of it hidden in plain sight seeing them would lead to them winning because of the telling you what might happen with the information giving. Another way companies can get information without invading privacy is asking. In "How Businesses Are Collecting Data (And what they do with it)" "Customer data can be collected in 3 ways - by directly asking customers." Instead companies sell or invade people's privacy to gather information.

In text #3 How companies profit and use your personal Data freedom isn't free, "data will ~~be~~ power everything." The meaning is that Companies that sell our information is getting more money, status, and power. The reason is because they have information that attracts our attention. This makes us give our money to them which helps their ~~business~~ Companies grow.



### Anchor Level 3–B

#### CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*Companies Should not be allowed to collect personal data*).
- The essay demonstrates an unclear analysis of the texts (*Some compaines even hide the information in hopes people sign*) that is sometimes contradictory to the supportive evidence provided (*Because of it hidind in plain sight* and *Companies can get information without invading privacy ... Instead Companies Sell or invade people’s privacy to gather information*), failing to distinguish the claim from alternate or opposing claims.

#### COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“When Someone sends a vial of Saliva to 23and me. The person knows their sharing DNA with genomic company, but they may not realize it will be resold”* and *“data will power everything”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, providing three texts but omitting line numbers [*text #1; In “How Businesses Are Collecting Data (And what they do with it); In text #3*], miscopying within some quotes, and ending one quote before the thought is completed (*or buried in hard-to parse.”*).

#### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay begins with a negative claim and continues on to support the claim with a focus on the privacy issue that *customers only knows the surface of the truth* because *Some Compaines even hide the information* and ends with a second supportive paragraph that focuses on how companies use their information to attract users’ attention so they can get *more money, status, and power*. There is no concluding paragraph.
- The essay lacks a formal style, using some language that is imprecise (*their* for “they’re”; *selling ... of to; in hopes ... sign; “Clear something is being collected; because of the telling; with the information giving; the have*).

#### CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*customers ... knows; firms. “which; veiw; hindind; sueing; wining; Instead companies; companies ... is*) that may hinder comprehension.

In our daily lives we use the internet and technology to help us in our daily tasks. In most cases we are influenced by the items or events we see on the internet. In terms of companies being allowed to take our personal data many argue that by companies taking our data we are given a better experience online. However where do we place the limit in terms of our own privacy being violated, where we draw the line? Despite the positives of companies giving us better service, companies should not be allowed to collect personal data as it's a violation of our right to privacy.

Many companies use our in personal data for the benefit of themselves while disregarding the harm it can bring to people. In most cases companies sell our information to other sources without our knowledge, as a result it benefits their pockets while exposing us to the world. In text 4 paragraph 2, this action is displayed as "companies which collect personal information on people through public and private sources... provide it to a wide range of buyers used for traditional marketing. The act of marketing to clients seems like an innocent neutral cause for receiving a persons personal data, however this extraction of information becomes more dangerous when it targeted at certain people. This is shown in text 4 paragraph

3 as "cliente eager to know a person's ethnicity, spending habits, sexual orientation and specific illnesses such as HIV, diabetes, depression, or substance abuse". Based on this kind of information extracted from a person companies can sell this data to whoever they would like. As a result other corporation can choose to target these people for the wrong reasons, and places like colleges can choose based only on this data to accept you or not. Many of these services wish to use people for their financial gain and disregard the person completely for who they are.

Many argue that companies use this data to give a better experience to their customers. On the other hand by companies targeting people on their data they can give them things they are actually interested in rather than just giving their customers a general of advertisements. In text lines 26-29 it presents an argument that "For many companies, consumer data offers a way to better understand and meet their customer's demands... Companies can modify their digital presence, goods or services to better suit the current market place." Many people can see this as a win, win of companies benefiting by knowing what to target and as the consumer we get more information on the things we like and are interested in.

### Anchor Level 3–C

#### CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Despite the positives of companies giving us better service, companies should not be allowed to collect personal data as it's a violation of our right to privacy*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*companies Sell our information to other sources without our knowledge, as a result it benefits their pockets while exposing us to the world and companies can sell this data to whoever they would like. As a result other corporation can choose to target these people for the wrong reasons*).

#### COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"clientele eager to know a person's ethnicity, spending habits, sexual orientation and specific illnesses such as HIV, diabetes, depression, or substance abuse"* and *"For many companies, consumer data offers a way to better understand and meet their customer's demands ... Companies can modify their digital presence, goods or services to better suit the current market place"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 4 paragraph 2* and *In text 2 lines 26–29*), although only two texts are used and one quote is missing a necessary ellipsis and end quotation mark.

#### 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 against companies selling personal data as well as a counterclaim, followed by a second paragraph that supports the claim (*The act of marketing to clients seems like an innocent natural cause for receiving a person's personal data, however this extraction of information becomes more dangerous when it targeted at certain people and Many of these services ... disregard the person completely for who they are*). The final paragraph addresses an opposing claim (*Many people can see this as a win, win of companies benefiting ... and as the consumer we get more information on the thing we like*) without a return to the original claim.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*where do we place the limit in terms of our own privacy being violated* and *Many argue that companies use this data to give a better experience to their customers*) that is sometimes inexact (*use our in personal; their* for "they're" and *a* for "an").

#### CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*data many; themselves; Knowledge, as a result it; "companies ... marketing. The; natural; receiving; persons personal; however this; diabetes; to whoever; other corporation; reasons; financial; completely; customers; actually; interested; general of advertisements*) that hinder comprehension.
- \* Although the essay is holistically a Level 4, it addresses fewer texts than required by the task and can be scored no higher than a 3.

The question everybody asking is Should companies be able to collect your data? I say companies should not be able to collect your data because it's possible people could hack in there ~~data~~ data files and take or link that person picture or ~~card~~ <sup>card</sup> number. Also they can maybe track you from your data. in text one it states the web knows there being tracked but fewer people likely understand that companies may be recording not just there clicks. This is showing that by your location data people can track you. Also I feel like that's unsafe.

On the other hand text 2 states as companies do not produce any actual products seek profitability. This is showing us that some companies is saying that people are not able to seek people's data, but I still feel that people are still able to find ~~away~~ a way in people's data. because text 2 states customer data can be ~~at~~ collected in three way by directly asking customers by indirectly tracking customer. I feel like all those ways is risking taking. But still ~~at~~ feel like there data is safe because of the

terms of servers agreements. text  
I states it's clear something  
is being collected because of  
servers agreement Also say's people  
might not understand there not  
giving up anything at all. this is  
show how they want them to trust  
them because of terms agreement.

To sum everything up I still feel's  
that data is not safe with companies  
because it's risk ~~taking~~<sup>taking</sup> with hackers  
~~because of~~ and also because  
you giving up your <sup>location</sup> ~~location~~?

## Anchor Level 2–A

### CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*I say companies should not be able to collect your data because it's possible people could hack in their data files*).
- The essay demonstrates confused and unclear analysis of the texts (*this is showing us that some companies is saying that people are not able to seek people's data and this is showing how they want them to trust them because of their agreement*). Although the phrase *On the other hand* suggests an alternate or opposing claim, the analysis that follows does not support the quote or the claim.

### COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently in an attempt to support analysis (*the web knows there being tracked, but fewer people likely understand that companies may be recording not just their clicks*) and includes evidence that is incomplete (*customer data can be collected in three ways by directly asking customers by indirectly tracking customer*) and inaccurate as the result of the miscopying of a quote (*people might not understand there not giving up anything at all*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, misidentifying the second quote which came from Text 3 as being from *text 2* and not including line numbers for any of the quotes. Some parts of quoted material are also miscopied.

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an opening paragraph that introduces a negative claim and a supportive argument that states how *unsafe* it is that *people can track you*, followed by a paragraph that suggests it will be discussing a counterclaim but, through a string of loosely connected sentences, becomes contradictory to its initial intent. A third paragraph appears to be one of support though it actually implies an opposing argument by stating that *data is safe because of the terms of their agreements* and is contradicted in the conclusion (*To sum everything up I still feel that data is not safe with companies*) which does return to the initial claim.
- The essay lacks a formal style, using some language that is inappropriate (*Also they can maybe; Also I feel like; I still feel*) and imprecise (*there* for “their”; *find a way in people; risking taking; there* for “they’re”; *this is show; you giving up*).

### CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*collet; flie; presen; Also they; tack; it states the; click's; hand text; compaines ... produces; peoples data; data. but; ways is; severs; agreement Also says's; trem; up I*) that make comprehension difficult.

Some people say they don't no were data go. But they shud company's shud be aloud to collect data, because they use your data they have took so they could hide more personal data. Company's using personal data to buy things for you and help you with college and employment.

It say user received something in return allowing a corporation to monetize there data. So user sharing there data can make money. When user share there data they get what they asked for to. Like genetic ancestrey in the past and pharmacy help today.

So yes! Company's shud be aloud to collect data.



## Anchor Level 2–B

### CONTENT AND ANALYSIS:

- The essay introduces a claim (*company's shud be aloud to colected data*).
- The essay demonstrates confused or unclear analysis of the texts (*because they use your data they have took so they coud hide more personal data and Like genetic ancestry in the past and farmecy help today*), failing to distinguish the claim from alternate or opposing claims.

### COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts (*It say user recieved something in return allowing a corporation to monetize there data*), including a single quote without using quotation marks.
- The essay does not make use of citations, with only one reference to a text (*It say*) that does not identify its source or include any line numbers.

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay opens with a paragraph that introduces a claim in favor of companies' use of personal data, but provides inaccurate reasons (*they coud hide more personal data and Company's ... buy things for you and help you with colege and empolyment*), followed by a second paragraph of loosely connected sentences that shift from corporations making money, to users making money, to users who *got what they asked for* and providing examples that are unclear as stated, concluding with a one-sentence reiteration of the claim.
- The essay lacks a formal style, using language that is imprecise (*no* for “know”; *were* for “where”; *aloud* for “allowed”; *there* for “their”; *to* for “too”).

### CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*dont; data go. But; shud company's; colected; they have took; coud; colege; empolyment; It say user; So user sharing there; Wen user share ... data they; farmecy*) that make comprehension difficult.

The Businesses for collecting data is for adept at pulling in data sources or other data sources. In companies many of empelevo would help the customer to put on collect data so you won't lose what you are doing of used. The businesses for this is to force on what you are basic are doing ever if it not you doing if they just want to collect it just in case.

**Anchor Level 1-A**

**CONTENT AND ANALYSIS:**

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

**COMMAND OF EVIDENCE:**

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

**COHERENCE, ORGANIZATION, AND STYLE:**

- The essay exhibits a lack of organization of ideas and information in a single paragraph that opens with an incoherent sentence (*The Businesses for collecting data is for adept at pulling in data Sources or other data Sources*), followed by a series of loosely connected ideas that are incoherent in regard to the task.
- The essay is predominantly incoherent (*data is for adept at; to put on collect; to force on What you are; ever* for “even”).

**CONTROL OF CONVENTIONS:**

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors that make comprehension difficult (*Businesses ... is; empelevo; customer ... you; businesses for this is; it not; it they; and inappropriate capitalization*).

---

## Anchor Paper – Part 2 – Level 1 – B

---

Personal data is shared between many people and companies without the person knowing, using the data for benefits or income depending on the situation.

### Anchor Level 1–B

#### CONTENT AND ANALYSIS:

- The essay does not introduce a claim, but simply states a fact about personal data being shared.
- The essay does not demonstrate any analysis of the texts.

#### COMMAND OF EVIDENCE:

- The essay presents no evidence from the texts.
- The essay demonstrates no use of citations.

#### COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, consisting of a single sentence, making assessment unreliable.
- The essay is minimal, making assessment unreliable.

#### CONTROL OF CONVENTIONS:

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

Companies should be allowed access to personal data. They should be able to use it to make the online experience better. For example, any online shopping site can use your data and find more things that you'll be interested in.

These companies can better improve themselves with access to our personal data. It provides us with targeted ads to better meet our interests. ~~The targeted ads that are~~ The internet is mainly free to use, there is no subscription for Google. Or some online stores "you pay with your personal data for these websites (Text 1 lines 23-24). In order to avoid paying for your entire internet usage, these websites use the targeted ads as a way to pay. The ads use your personal data to decide what you'll be more interested in, leading to better/faster online shopping. ~~The~~ With these companies using the personal data, they are also making it safer. Voice recognition is used in some banks to protect [people] from fraudulent attempts [on their information.] (Text 2 Lines 51-52). Companies being able to access and use personal data will help the online experience, and it should be able to.

On the other hand, people believe that it would be an awful thing for these companies to do. They claim that "there's nothing consumers can do about any of this" (Text 4, line 44). This is not entirely true. Consumers don't have to use the internet or put any information out there. They can choose not to allow companies to gain access to their information.

Therefore, companies should have access to personal

---

Part 2 – Practice Paper – A

---

information. It is avoidable if the idea frightens you, ~~but~~  
~~which makes the entire experience a better more targeted~~  
~~place~~ Yet it would be beneficial in many ways for the  
Consumer.

---

Companies can collect the personal data from people. If the people allow them to do it is not a problem but if the people don't allow the companies do not need to do it. In "The Wired Guide to Your Personal Data" by Louise Matsakis, text 2, "And What They're Doing With It" by Adam C. Uziarko, and text 3, "How Companies Profit and Use Your Personal Data" by unknown it seems some good things and bad things. Others people things that give the companies to collect the personal Data is good because the companies will pay for the data. Companies should not be allowed to collect personal data because they companies watching what the people is doing and they not respect the privacitie.

Companies should not be allowed to collect personal data because they not respect the privacy. An example of this occurs when the author states, "The internet of things and artificial intelligence are two critical tools for companies in data capture and analysis, from better understanding day-to-day operations, making business decisions and learning about their customers," (text 2, lines 4-6). This means that the companies ~~what each~~ see the people without their permission. This emphasizes because the companies are watching the people because they

---

Part 2 – Practice Paper – B

---

want no because people want. This develop that companies need to talk with the costumers to have access to enter in their things. This is important because it shows that some companies don't care about people privacy.

As the world advances towards a more digital age, questions arise as to what is and isn't acceptable. People become more concerned for their privacy and what is being shared on the internet. ~~This~~ <sup>This</sup> issue of personal information raises a very important question: Should companies be allowed to share personal data? In short, companies should be allowed to share personal data because it improves customer experience, is a key component in the way the internet functions, and it is beneficial for businesses.

Personalization and customer service has become a huge deal on the internet. People expect to see things they like and that's exactly what sharing personal data can provide. It "offers a ~~better~~ way to better understand and meet ~~their~~ <sup>[the]</sup> customers' demands" (Text 2, 26-27). Sharing personal information makes customers significantly happier while online because they feel satisfied and their needs are met. ~~By~~ Sharing data has a very positive impact on general experience. ~~It also~~ Additionally, ~~as~~ "Since each customer is going to have their own individual preferences, personalization is key" (Text 2, 33-34). Sharing data allows customers to see unique and tailored advertisements that they want to see. Customers



would much rather see something they're interested in than something irrelevant. Finally, and possibly most importantly for consumers, businesses are "giving us a better customer experience [by] keeping the internet largely free ~~at~~ at point of entry" (Text 3, 8-9).

Without sharing personal information, people would have to pay to access just about every thing online. This is seriously unreasonable and impossible for most people. By allowing personal information to be shared, the internet remains largely free and customers remain happy with their experience.

The sharing of personal information is partially the backbone of much of the internet. It is even used to keep other people or information safe. Some may call data brokerage "shady" (Text 4, 17) or "skirting the law" (Text 1, 37) but in reality, "A large portion of data brokerage is used for identity verification or fraud prevention" (Text 4, 10-11).

Although some parts of it may be immoral, most of this practice goes towards keeping people safe. Without sharing personal data, the internet could be at risk of more criminal activities. It also "[uses] consumer data as a means to securing more sensitive information" (Text 2, 49-50). Just like with the

data broker businesses, companies using consumer data protect other information that ~~it~~ could be dangerous if released. Sharing consumer data ~~is~~ is a key part of the internet in that it keeps other people safe and holds the web together.

Sharing consumer data is beneficial for the consumers but also for the companies. By seeing scores, "it could save an insurer from undercharging someone who then needs expensive coverage" (Text 4, 30-31) or, ~~the~~ generally, "could save a business from losing money" (Text 4, 30). Sharing personal information/scores is important for businesses to protect their finances and make sure they're giving fair deals. It also helps by ~~help~~ assisting companies to "understand how consumers are engaging with and responding to their marketing campaigns, and adjust accordingly" (Text 2, 35-36). Without ~~share~~ information, it is impossible for companies to know if they are successful advertisers or if they're understanding their customers. And even if this data is inaccurate, "inaccurate data is more helpful than no data" (Text 4, 41) and companies understand that. Without sharing data, it would be extremely difficult for companies to function successfully on the internet.

Sharing info assists businesses in their marketing and advertisements.

Sharing personal data on the internet is a difficult debate. However, when considering what all that data does, it is clear that sharing personal information is the right move.

It ensures customer satisfaction, is a key component in internet functions, and also helps businesses thrive. Personal information should be shared by companies on the internet.

In the documents, it is talking about personal data, and I think our personal data should not be public. Here are the reasons; One who leaks it, two selling or buying, & three help. People shouldn't be able to purchase or sell personal data. Our personal data shouldn't be breached without consent or a warrant in some cases.

So ~~add~~ ads are all over social media then when you click on it you just open yourself up for data brokers. They can scam you for your credit card information, social security card number, ect.. Louise Matsakis states that "data brokers might even purchase your information from the department of motor vehicle." (text 1) People are allowed to purchase our personal data on websites, work place, ect..

People could have many resources to get information they need. There are a lot of people that buy things from more than two parties. In text two it states "In addition to collecting data, companies can also purchase it from or sell it to third-party sources." People could purchase your data and steal your things.

I understand that people need to make a living, but get a regular job and ~~not spend~~ sell peoples personal data for money. I understand how it can be helpful in some ways but its not right if the owner doesn't have a say. In text four it states "Third, and most disturbing, theres nothing consumers can do about any of this." I just think that people shouldn't be able to put your

data out there because its against the constitution / amendments, of the right to privacy some amendments are 1, 3, 5, 9, 13, 14 if I remeber correctly. But I do understand the data brokers side to a certain extent.

Data brokers can sell your information to anyone. Saying that means you could not get same treatment as others if they have your data. In text 4, it states, "what if you were to have a medical operation refused, without knowing it was because the hospital obtained a secret report that listed you unlikely to pay?" I feel as is that you shouldn't be able to judge or think someone can't or won't pay right now.

In some of the documents I collected information. I feel as our data shouldn't be leaked without knowledge or consent. Or be selling it or buying at all. We shouldn't have to worry our data is out in the open for people to see, sell, and buy.

No one wants to feel like their every move is being watched. Companies should not be allowed to collect personal data because that's exactly what they're doing, they know all. There are many reasons why companies shouldn't be able to collect personal ~~data~~ data such as the fact that it violates privacy rights, other people profit from it, and just the fact that these things ~~are~~ are very personal and should be kept private.

There are many people unaware of their privacy being violated. In text 3 it states, "As much as consumers may want to opt-out of this type of data-mining and targeted marketing, many do not know or even realize what and when data is being collected about them, or by whom" (text 3, lines 30-32). This is unfair that people are not informed about who is taking their info and what they're doing with it. Companies should have to get consent from consumers and make it very clear what their intentions are. In text 4 ~~text 4~~ Boutin writes, "And if they are concerned, there's no way to see or correct the information about themselves being passed around..." (text 4, lines 47-48). Even the people who are aware they're being tracked are still in the dark about what exactly is being shared/collected about them. Consumers should be allowed to at least make sure the info being put out there about them is accurate. <sup>however,</sup> This isn't the only thing consumers aren't aware about.

Most consumers don't realize that by companies taking their data they are profiting from it. In text 2 Matsakis writes, "...another breed of business amasses, analyzes, and sells your information without giving you anything at all: data brokers" (text 1, lines 26-27). Consumers info is valuable to companies. ~~for~~ Consumers should be getting paid to give <sup>businesses</sup> ~~business~~ their info instead of businesses stealing their info and making money from it. In text 2 Uzialko writes, "Data

brokers, or companies that buy and sell information on customers, have risen as a new industry alongside big data" (text 2, lines 45-46).

Companies continue to grow and prosper from customers' data.

Companies could be selling ~~informa~~ info to anyone and if it gets into the wrong hands, things could get ugly. ~~Are people aware~~

Companies <sup>can</sup> find out very personal things about their customers.

A perfect example of this is in text 3 when the author writes, "Using the first two types of data brands can work out your sex, age, sexual orientation, interests, employment, status, hobbies, etc." (text 3, lines 25-27).

This information should be known by only people you trust. The fact that anyone can get this info and you have no idea who has it is scary. The opposing

claim to this is that by knowing all these personal details, companies can <sup>give a</sup> better experience for consumers. In ~~the~~ text 3 it states, "By using our

personal data, companies can argue that they are giving us a better customer experience..." (text 3, lines 8-9). By having an understanding

and knowledge of the consumers likes and dislikes, businesses can better target them with ads they know they will like. This is just

another way to make money from customers because companies know they will buy what's in the ad's. The real question is, is that

worth having your data stolen and passed around? The answer is no.

Companies should not be allowed to collect personal data. It ~~is~~ unethical and consumers should have a full knowledge of what's happening and they don't. Personal data should be kept private for many good reasons.

**Practice Paper A – Score Level 4**

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

**Practice Paper B – Score Level 2**

Holistically, this essay best fits the criteria for Level 2 because the essay introduces a claim, as directed by the task, demonstrating a confused and unclear analysis of the texts, hinting at a counterclaim that fails to make a clear distinction from the claim. The essay presents ideas inconsistently and inaccurately in an attempt to support analysis and demonstrates inconsistent citation of sources to avoid plagiarism, identifying two texts but referencing only one. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay and lacks a formal style due to the use of imprecise language. The essay demonstrates a lack of control of conventions that exhibits frequent errors, making comprehension difficult.

**Practice Paper C – Score Level 6**

Holistically, this essay best fits the criteria for Level 6 because the essay introduces a precise and insightful claim, as directed by the task, demonstrating in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas fully and thoughtfully, making highly effective use of specific and relevant evidence to support analysis and demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, establishing and maintaining a formal style while using sophisticated language and structure, and demonstrating control of conventions with essentially no errors.

**Practice Paper D – Score Level 3**

Holistically, this essay best fits the criteria for Level 3 because the essay introduces a claim, as directed by the task, and 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 while demonstrating inconsistent citation of sources in an attempt to avoid plagiarism when dealing with direct quotes. The essay exhibits some organization of ideas and information to create a mostly coherent essay that establishes but fails to maintain a formal style, using primarily basic language and structure while demonstrating partial control of conventions that exhibit occasional errors that do not hinder comprehension.

**Practice Paper E – Score Level 5**

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





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

**Text Analysis: Exposition**

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

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

In the text "Ordinary Light," by Tracy K. Smith, the reader experiences a coming-of-age story written from the perspective of a narrator whose family lives in close proximity to a neighboring ranch. The narrator, dressed in her Sunday Best, interacts with the animals of the farm, particularly the mothers and their offspring, eventually learning a lesson that becomes the central idea of the piece; Failing to apply lessons previously learned to new situations is part of the passage to adulthood. A significant literary technique used by the author to develop this central idea is foreshadowing.

The narrator's family explores the ranch along with its owner, Mr. Gus. An idyllic scene is presented throughout the text, with the family being led to enjoy beautiful sights, delicious fruits and seemingly cute animal families. When the young narrator tries to interact closely with the animals, things go awry that interfere with this peaceful scene. When she attempts to play with a mother hen's chicks, Mr. Gus steps in to show her that the hen is prone to vicious attacks to anyone who tries to touch them, "... I instinctively began to reach out to the ~~downy~~ Downy Babies... the mother began to flap her hands in agitation and moved in angrily to peck him." The resulting damage to Mr. Gus' hand should have been a red flag to the narrator, leading her ~~to~~ to approach animals with caution. Instead, however, the narrator moves ~~to~~ <sup>on</sup> to the next paddock, where a mother cow stood, ready to be misunderstood by the narrator, "... her placid femininity backed by a quiet strength—not like the frantic hen whose love had made her nervous..." Ironically, the narrator also applied this childish interpretation of the mother cow's

Personality to the calf, proceeding to initiate a game of tag, not realizing that the mother cow's relative calm may have been coming from the fact that the calf was more than capable of protecting herself. In a truly eye-opening moment, the calf misunderstands the narrator's chase as a threat, kicking the narrator with its hind legs. Finally, the narrator has grown up, "I felt betrayed, stunned by this first taste of cruelty. It was my first collision with the world's solid fist." The central idea is apparent in this moment; failing to apply lessons learned to new situations is part of the passage to adulthood.

Tracy Smith forewarns the reader of this central idea using the literary device of foreshadowing. Even before the narrator witnessed first-hand the violence of the animal kingdom, the narrator references her older brother's experience learning the same painful lesson, "Once, they looked in anxious disbelief as a bull... charged straight for where they stood filling a water trough... even when they told the story years later, there remained a shadow of terror just beneath their laughter." This anecdote, on its face, bears a striking resemblance to the narrator's own story; youthful, carefree characters being attacked by animals they were interacting with. That "shadow of terror" cast upon the beautiful image of the farm should have been a forewarning to the ~~the~~ narrator; had her passage to adulthood been more perfect, this lesson would have been learned ahead of time; she

---

**Anchor Paper – Part 3 – Level 4 – A**

---

Failed to apply her brothers' lesson. READERS, ADULTS AND YOUTHS ALIKE, SHOULD HAVE RECOGNIZED THE AUTHOR'S USE OF FORESHADOWING AND PREDICTED THAT A SIMILAR EXPERIENCE WAS AWAITING THE NARRATOR.

---

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

- The response introduces a well-reasoned central idea (*Failing to apply lessons previously learned to new situations is part of the passage to adulthood*) and a writing strategy (*Tracy Smith forewarns the reader of this central idea using the literary device of foreshadowing*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author's use of foreshadowing to develop the central idea (*The resulting damage to Mr. Gus' hand should have been a red flag to the narrator, leading her to approach animals with caution and That "shadow of terror" cast upon the beautiful image of the farm should have been a forewarning to the narrator; had her passage to adulthood been more perfect, this lesson would have been learned ahead of time; she failed to apply her brothers' lesson*).

**COMMAND OF EVIDENCE:**

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Finally, the narrator has grown up, "I felt betrayed, stunned by this first taste of cruelty. It was my first collision with the world's solid fist." The central idea is apparent in this moment; and even when they told the story years later, there remained a shadow of terror just beneath their laughter.* This anecdote, on its face, bears a striking resemblance to the narrator's own story).

**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 a central idea focusing on *learning a lesson* and *a significant literary technique ... of foreshadowing*, followed by one paragraph that discusses the development of a central idea and another that examines the author's use of foreshadowing in developing this central idea.
- The response establishes and maintains a formal style, using precise language and sound structure (*Ironically, the narrator also applied this childish interpretation of the mother cow's personality to the calf, proceeding to initiate a game of tag, not realizing that the mother cow's relative calm may have been coming from the fact that the calf was more than capable of protecting herself and Even before the narrator witnessed first-hand the violence of the animal kingdom, the narrator references her older brothers' experience learning the same painful lesson*).

**CONTROL OF CONVENTIONS:**

- The response demonstrates control of conventions with infrequent errors.

Tracy K. Smith is the author of *Ordinary Light*, and in one excerpt she takes the reader through her travels <sup>to</sup> Mr. Bus's ranch with her family during the summer. She emphasizes the impact this trip has on her and the endless memories it brings from past to present. Also, Smith uses symbolism to emphasize the value she has for both her mother and the relationship they have.

Smith uses jam as a symbol of her mother because it highlights ~~the realization~~ a realization the narrator has. Every summer she would make this <sup>special</sup> jam, that would be spooned on her toast no matter the ~~time~~ <sup>time of</sup> year. The narrator comes to realize that so much of what the jams "were made of was her." This realization illustrates the timeless quality of the jam. No matter when she was eating it, it would always reflect her longstanding relationship with her mother. Additionally, it portrays the value this jam holds as it is a re-occurring event and it holds memories of the shared enjoyment between the narrator and her mother. For the audience it evokes pathos because it allows them to reflect on the importance a singular object can hold. Also, the importance ~~of~~ of family and how those memories are long-standing even after a family member is gone.

Ultimately, the symbol of the jam holds many memories ~~of~~ for the narrator, memories of the time shared with her mother. This symbol highlights the importance of family relationships and how they reflect in many ways in the world.

## Anchor Level 4–B

### CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*Smith uses symbolism to emphasize the value she has for both her mother and the relationship they have*).
- The response demonstrates a thoughtful analysis of the author’s use of symbolism to develop the central idea (*This realization illustrates the timeless quality of the jam. No matter when she was eating it, it would always reflect her longstanding relationship with her mother and Ultimately, the symbol of the jam holds many memories for the narrator, memories of the time shared with her mother*).

### COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Every summer she would make this special jam, that would be spooned on her toast no matter the time of year and The narrator comes to realize that so much of what the jam’s “were made of was her”*).

### 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 writing strategy of symbolism and a central idea that focuses on the mother-daughter relationship, followed by a paragraph that discusses how *Smith uses jam as a symbol of her mother*, and a concluding paragraph of summation (*This symbol highlights the importance of family relationships*).
- The response establishes and maintains a formal style, using precise language and sound structure (*She emphasizes the impact this trip has on her and the endless memories it brings from past to present and For the audience it evokes pathos because it allows them to reflect on the importance a singular object can hold*).

### CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*of Ordinary Light; symbolism; jam, that; jam’s; would ... reflects; re-curring; how those memories on*) that do not hinder comprehension.

In the text "Ordinary Light", a central idea was to not trust everything. The narrator of the story believed she felt an immediate connection to the cows. She believed they had a similar relationship to her and her mom. Without thinking it through, she let her trust gain control. It states, "Instantly, I trusted her", and, "I knew that I knew them, understood their bond, and that they knew me, too." (Paragraph 50 and 60) ~~so and 60~~ When she began to run towards the cows, she had no regrets. That was until the calf threw her to the floor. It states, "... the calf was lowering her two hind legs back to the ground and casting a quick look over shoulder as she pranced off." She trusted the calf. She believed they had this connection. But that wasn't true. The calf didn't feel the same way.

In the story "Ordinary Light", the author used point of view to develop the text. ~~The author used~~ Tracy K. Smith used this ~~writing~~ writing strategy because it helped the reader understand what was going through the narrator's head. The girl believed there was this bond between her and the cows. When she let her trust take over, it didn't turn out well. She ended up being attacked. First person point of view let the reader ~~see~~ (60) her thoughts, like when she said, "This is for me", this shows how much she enjoys watching the animals and that her trust is building. When it attacks her the point of view lets the readers experience what it was like to be kicked by the calf. She says she felt "betrayed" (70). She's lost her trust.

### Anchor Level 3–A

#### CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*a central idea was to not trust everything*) and a writing strategy (*the author used point of view to develop the text*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of point of view to develop the central idea (*it helped the reader understand what was going through the narrator’s head ... like when she said, “This is for me”, this shows how much she enjoys watching the animals and that her trust is building and point of view lets the readers experience what it was like to be kicked by the calf. She says she felt “betrayed” ... She’s lost her trust*).

#### COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“I knew that I knew them, understood their bond, and that they knew me, too” and “... the calf was lowering her two hind legs back to the ground and casting a quick look over shoulder as she pranced off”*).

#### COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and examples of the narrator being too trusting (*She believed they had a similar relationship to her and her mom ... she let her trust gain control and She believed they had this connection. But that wasn’t true*) and a second paragraph that focuses on how point of view developed the idea that *when she let her trust take over, it didn’t turn out well*.
- The response establishes and maintains a formal style, using appropriate language and structure (*The narrator of the story believed she felt an immediate connection to the cows and When she began to run towards the cows, she had no regrets*).

#### CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors (*her”, and, “I knew; narrator’s*).



Ordinary Lights by Tracy K. Smith is about a girl going to Mr Gus's ranch for breakfast because they loved how he did breakfast. She reminisced about going to his ranch after ~~seen~~ church and Mr Gus showing them around. As they were walking she saw a baby chicken and went to pick it up but was stopped by Mr Gus showing the aggressive mother chicken watching the chicks. As they were walking in the clearing she saw a cow that reminded her of her mother who was calm and strong. She saw a calf and ran towards it forgetting about the cruel chicken before only to be kicked. She felt a feeling of betrayal stunned by the cruelty. The central idea of the text is that there would always be unexpected cruelty in this world. A literary device used in the text is ~~metaphor~~ Irony.

The author showed ~~metaphor~~ Irony in the text by stating "So I dashed ~~for~~ after the calf laughing, wanting to show her, to step into their version of the language my mother and I spoke, and to carry that joy, that giddy out-of-breath knowing back over into human. Then before I could tell myself what happened, the calf was lowering her two hind legs back to the ground and casting a quick look over her shoulders as she pranced off. I was ~~shook~~ doubled into myself clutching my stomach where ~~the~~ ~~eye~~ which throbbed and burned where the calf's hooves had struck me." This shows Irony because you were expecting her to run and play with the calf but she was hit in the the stomach instead. The author use of irony develops the central idea because in the ~~world~~ world people will expect good things but in the end they could end up ~~getting~~ receiving unexpected cruelty. ~~subtext~~

### Anchor Level 3–B

#### CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*The Central Idea of the text is that there would always be unexpexted cruelty in this world*) and a writing strategy (*A literary device used in the text is Irony*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of irony to develop the central idea (*The auther use of irony devolps the central idea because in the world people will expext good things but in the end they could end up reciving unexpexted crulty*).

#### COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*I dashed after the calf laughing, wanting ... to step into their version of the langueges my mother and I spoke ... Then before I could tell myself what happend ... I was doubled into myself clutching my stomoche which throbbed and burned where the calf’s hooves had struck me*”), although there is some miscopying within the quote.

#### COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that discusses the events that lead to the central idea (*She saw a calf and ran towards it forgetting about the crul chicken before only to be kicked*) and introduces a writing strategy (*Irony*). The second paragraph discusses how irony supports the central idea (*This shows Irony because you were expecting her to run and play with the calf but she was hit in the the stomoche insted*).
- The response establishes and maintains a formal style, using appropriate language and structure (*As they were walking in the clearing she saw a cow that reminded her of her mother who was calm and strong and She felt a feeling of betrayal stunned by the cruelty*).

#### CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*mr gus’s; remaniced; walking she; stoped; agressive; wathing; clearing she; forgetting; crul; Cental Idea; unexpexted; is Irony; auther; by stating “So; langueges; happend; stomoche; throbbed; insted; auther use; devolps; good things but*) that hinder comprehension.

The main idea was that there was a family that visited a ranch. Mr. Gus the owner of the ranch had a bag of fruit in the front porch. But before they put the bag of fruits in the car Mr. Gus give them a tour around the ranch. Like in lines 22-23 says "At the top of the Gustafsson's drive, there were bags of picked fruit waiting for us on the porch, but Mr. Gus took us on a tour of the ~~rest~~ ranch before packing them into the car." So in this lines of the text is like trying to say that Mr. Gus wanted to put that bag of fruits on the front porch so he can show the ranch to the family.

A conflict in the text was that the author ~~was~~ said that he was playing with a young calf. He was having fun with the young calf and playing around. Him and his mother were talking about the joy and the loved been around the calf. But something happened in lines 66-70 "Then, before I could tell myself what had happened, the calf was lowering her two hind legs back to the ground and casting a quick look over her shoulder as she pranced off. And I was doubled into myself, clutching my stomach, which throbbed and burned where the calf's hooves had struck me, ashamed for the sobs that any second, I knew, would begin to issue from my throat." This means that you can have fun with anything with a animal, a person or a family member and them things can get around.

## Anchor Level 2–A

### CONTENT AND ANALYSIS:

- The response introduces a central idea (*The main idea was that there was a family that visited a ranch*) and a writing strategy (*A conflict in the text was that the author said that he was playing with a young calf*).
- The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*This means that you can have fun with anything with a animal, a person or a family member and them things can get around*).

### COMMAND OF EVIDENCE:

- The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*He was having fun with the young calf and playing around. Him and his mother were talking about the joy and the loved been around the calf*).

### COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response with an opening paragraph that identifies a detail of the setting (*a tour around the ranch*) as a central idea and a second paragraph that introduces conflict as the writing strategy and includes a quote of intended support, followed by an imprecise sentence that implies an alternate central idea.
- The response lacks a formal style, using language that is basic (*you can have fun with anything*) and imprecise (*the text is like trying; the joy and the loved been around; them things can get around*).

### CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*Gus give; says “At; this lines; Him and his mother; a animal; them things*) that do not hinder comprehension.

In the excerpt from Ordinary Light it describes the afternoon of young girl after church spent at a family friends farm. The author describes her time in detail leading up to her troubling experience. The author describes ~~her~~ in hope to show the safety and comfortability she felt at the farm. She uses imagery to - in depth describe her experience to ~~the~~ support her first opinions about the farm.

The use of imagery in this excerpt was used to describe her experience. She uses descriptive words such as sweet, kindly and jolly in hope to show the sense of safety she has felt at Mr. Guss farm. The author descriptive writing provides ~~an~~ reasoning to her family going so often to the farm. Furthermore the ~~descrip~~ use imagery helps to set the stage for what happens in the final paragraphs. Transitioning from the authors feelings of safety and comfortability to feel of betrayal. Overall the use of imagery helps to ~~the~~ support the central idea of safety and comfort that the author felt. ~~The~~ The descriptive words had a positive tone to her story and had

---

**Anchor Paper – Part 3 – Level 2 – B**

---

The character feels during her time at the farm. Overall the author uses imagery to support her central idea of the feelings of safety and comfortability.

**Anchor Level 2–B****CONTENT AND ANALYSIS:**

- The response introduces a central idea (*The author describes in hope to show the safety and comfortability she felt at the farm*) and a writing strategy (*The use of imagery in this excerpt was used to describe her experience*).
- The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*The author descriptive writing provides reasoning to her family going so often to the farm and imagery helps to set the stage for what happens in the final paragraphs ... from the authors feeling of safety and comfortability to feel of betrayal*).

**COMMAND OF EVIDENCE:**

- The response presents ideas inconsistently and inaccurately in an attempt to support analysis as the evidence provided does not exemplify imagery (*She uses descriptive words such as sweet, kindly and giddy in hopes to show the sense of safety she had felt at Mr. Gus’s farm*).

**COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces a central idea and a writing strategy, and a second paragraph that attempts to explain how *the use [of] imagery helps to set the stage for what happens*. However, the explanation reflects the use of diction rather than imagery, and the central idea is expanded upon to include the *feel of betrayal* which is never expanded upon. A concluding sentence restates the original central idea and writing strategy.
- The response lacks a formal style, using language that is basic and imprecise (*of young girl; in hope to show; reasoning to her family; the use imagery*).

**CONTROL OF CONVENTIONS:**

- The response demonstrates a lack of control of conventions with frequent errors (*from ordinary Light; friends farm; detial; orrcence; comfortability; in depthy; opipions; descriptive; farm The; author descriptive writing; Furthermore the; Transing from the authors; durning; Overall the*) that make comprehension difficult.

The text is about a boy that enjoy with his father and her mother. In the line 1 and 2 say "because my father loved to eat two piece of the toast with breakfast. Also in the line 5 and 6 say "I helped my mother stir vast post of the summer's harvest into the thick magic weed later had into the glass canning jars. This two evidence shows that the boy is enjoying with her family and then loved pass that moment. In conclusion if you have your mom and your dad living, you have to enjoy with they because when you want pass time with they can be late.

## Anchor Level 1–A

### CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*The text is about a boy that enjoy with his father and Her mother*) but no writing strategy.
- The response demonstrates a minimal analysis of the central idea with no reference to a writing strategy (*This two evidence shows that the boy if enjoying with her family and then loved pass that moment*).

### COMMAND OF EVIDENCE:

- The response presents ideas inconsistently and inadequately in an attempt to support analysis, making use of some evidence that may be irrelevant (*“because my father Loved to eat two piece of the toast with breakfast and “I helped my mother stir vast post of the summer’s Havest*).

### COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, with a single paragraph that introduces the idea of enjoying a child-parent relationship, followed by two quotes in an attempt to support the confused central idea and concludes with another attempt at rewording the central idea (*if you Have your mom and your dad living, you have to enjoy with they be cause when you want pass time with they can be late*).
- The response uses language that is predominantly incoherent as the result of frequently leaving out necessary words (*the boy if enjoying with her family and you have to enjoy with they*).

### CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*boy that enjoy; line 1 and 2 say; two piece; because ... breakfast. Also; post; Havest; thirck; hadle; In con clu sion if; with they*) and contradictory pronouns that make comprehension difficult.



---

**Anchor Paper – Part 3 – Level 1 – B**

---

The central idea of this text is that not all things  
seem as they appear,

---

**Anchor Level 1–B****CONTENT AND ANALYSIS:**

- The response introduces a central idea with no writing strategy (*The central idea of this text is that not all things seem as they appear*).
- 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 no evidence from the text.

**COHERENCE, ORGANIZATION, AND STYLE:**

- The response is minimal, making assessment of organization unreliable.
- The response is minimal, making assessment of the use of language unreliable.

**CONTROL OF CONVENTIONS:**

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

In the passage *Ordinary Light* by Tracy K Smith, a girl and her family are at Mr. Gus's Ranch, taking a tour of all the variety of trees and looking at animals. A common central idea for this passage could be there's nothing like a motherly ~~band~~<sup>Bond</sup>. On lines 50 through 57 it says, "I couldn't help it; her placid femininity backed by quiet strength - not like the frantic hen whose love had made her nervous but rather calm, grounded in a steadfast, sturdy certainty - Reminded me of my mother." (Lines 50-57, Smith). She is looking at a mother cow, explaining the feeling she got from that cow, how ~~the cow~~<sup>the cow</sup> was calm and grounded, it made her feel sturdy, and it reminded her of her mother. In lines 60-67 it says, "This is for me, I remember telling myself, meaning the sweet young calf and the strong serene mother. I knew that I knew them, understood their bond." (Lines 60-67, Smith) She's explaining here the connection between the mother cow and the calf, how it reminds her so much of her and her mother. There's nothing like a motherly bond is a good central idea because she sees these two ~~cows~~<sup>Cows</sup> and it reminds her of her mother, the strong connection they have and how it made her feel calm around the mother cow and the calf.

Imagery would support there's nothing like a motherly bond because in lines 54 through 57 it says, "Small ~~brown~~<sup>off</sup> and brown, with

Part 3 – Practice Paper – A

for I could already imagine the plush against my cheek, the calf saw me too, and she stood still, having also grasped our shared affinity, eyeing me in a way I took to mean that my own feelings were mirrored in hers. (lines 54-57, Smith)

this is giving you an image in your head of a girl and a calf, a beautiful brown calf. Staring at each other, she feels the deep connection between the mother cow and the calf, feeling like the calf is a mirrored reflection of her. This goes back to there's nothing like a motherly bond because the imagery is giving an image of a connection. Calf and mother cow are very close, and she feels like the cow. and the calf represent them.

Part 3 – Practice Paper – B

The author use characterization on this passage because of how lives goes in ~~the~~ the Gustafssons a modest red ranch, the author use characterization because of the farms and ways that he describe the animals and how he referent to it.

Tracy K. Smith decide to use characterization on this passage since animals seem to see more bigger than usually which is not true in real life so i guess that is just happen inside of his or her mind. According to the onychite "they hopped the fence to safety time, even when he told the story years later just remained the shadow of terror just beneath their laughter" so basically the main idea of this passage is that there was something kind not natural is Gus ranch so when they talk about this it just remaind everyone about dark day and bad thing going on.

Part 3 – Practice Paper – C

Through her use of ~~simple~~ figurative language, in this excerpt from "Ordinary Light," Tracy K. Smith emphasizes the nature of the universal bond between a parent and their child. ↵ (No A)

Smith introduces the narrative ~~with~~ by ~~recounting~~ telling the reader of her father's love for breakfast. She describes ~~a~~ his favorite meal saying that it was "cooked to an impossible sweetness" and it "[swam] in thick amber syrup." ~~Smith's~~ ~~explicit~~ The author's ~~about~~ description of the meal ~~leads the reader to believe, which she later confirms, that although the meal was her father's favorite, it belonged to her family brought her family together when he chose to share it with his family, it served as a representation or symbol of his love for his children.~~

Later on in the narrative, the author comes across a hen and her chicks. Initially driven to reach out towards the chicks, she is stopped ~~and~~ ~~she~~ ~~realizes~~ ~~that~~ ~~the~~ ~~Mr. Gus, who shows her that the hen is very protective of her kin. The author describes the hen's reaction to Mr. Gus's hand, saying that her pecking was similar to that of a ~~pecking~~ ~~machine~~ ~~rather~~ the repetitive bobbing of the needle of a sewing machine. This comparison allows the reader to conceptualize the interaction, which in turn displays the ~~love~~ devotion that the ~~mother~~ mother has for → her chicks, as she sought to protect them.~~

The author finally comes across a family of cows. She first spots the mother, who's "eyes" were deep and kindly," which leads her to trust her,

Part 3 – Practice Paper – C

as she'd reminded her of her own mother. Furthermore she compares the behavior of the cow to the behavior of the hen, coming to the conclusion that her motherly love is "rather calm, grounded in a steadfast, ~~me~~ sturdy certainty," as opposed to the rather "frantic" <sup>display of</sup> love from the hen. Then seeing the calf, the author instantly feels a connection, as she saw herself in this animal. She says that "my own feelings were mirrored in hers," confirming this connection. Enamored by the moment, the author forgot about her interaction with the chickens & approached the calf, ~~saying "this is warm"~~ she craves to "step into their version of the language my mother and I spoke," as though it is something tangible. In portraying their love in this way, she highlights the strength of it, moreover, emphasizing the fact that it is universal. <sup>Ultimately, her use of figurative language relays the idea that</sup> the love between a parent and a child is unique from <sup>other types of love</sup> ~~and~~ but ~~and~~ is intrinsic, and exists everywhere, <sup>cow, or human adult,</sup> whether the parent is a ~~the~~ hen, and the child a chick, calf or child.

The author in this story sets a tone throughout of the story really give us a picture of a ordinary life. This story (Ordinary ~~light~~) talks a lot about a family who lives on a nice ranch, the author gives us the picture of this red ranch by describing things that surround it "like nature. In line 10 it states "The Gustafssons lived in a modest red ranch house just over a hill... they had a whole hillside worth of fig trees and orchards of pears." In the story was really good with setting the tone by giving us the little detail to help draw a picture in our minds.

The detail the author gave us was details about what color cloths they had on, what type of trees were around, ~~but just giving us the~~ the animals that were on the farm etc. On line 25 it states "I was wearing one of my favorite outfits, a blue and white dress with a white cardigan and socks and Rust or brown shoes." So in the story the author was really good at giving us the most detail and setting the tone of the ~~st~~ story.

In the text, "Ordinary Light" the author talks about things she loved about Mr. Gus's ranch.

On lines 1-2 it says "We were heading to Mr. Gus's because my father loved to eat two pieces of toast with his breakfast." The author is expressing her love about Mr. Gus's ranch and the excitement for going over there. With heading over to Mr. Gus's ranch she repeatedly talks about the trees with fruit and the farm animals kept there. She didn't expect negative things to happen.

One central idea in the text is that things are not how it appears to be. The central idea was shown by the literary technique, situational irony. Evidence from lines 61-62 expressed "I knew that I knew them, understood their bond, and that they knew me, too". Those lines matter because the author thinks that she can understand the cows and is safe around them. The author completely misread the situation. Lines 68-69 talks about how when she went close to the cows she was kicked in her stomach. The situational irony was shown because the author thought she understood the cows and was safe enough to pet them but instead she was attacked.



**Practice Paper A – Score Level 3**

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

**Practice Paper B – Score Level 1**

Holistically, this response best fits the criteria for Level 1 because the response introduces a confused central idea and demonstrates a minimal analysis of the author’s use of characterization to develop the central idea. The response presents little evidence from the text with little organization of ideas and information. The use of language is predominantly incoherent. The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult.

**Practice Paper C – Score Level 4**

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

**Practice Paper D – Score Level 2**

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea and demonstrates a superficial analysis of the author’s use of tone to develop the central idea. The response presents ideas inadequately and inaccurately in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise, demonstrating emerging control of conventions with some errors that hinder comprehension.

**Practice Paper E – Score Level 3**

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

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

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.2 (11-12)
2	MC	1	1	L.4 (11-12)
3	MC	1	1	RL.3 (11-12)
4	MC	1	1	RL.3 (11-12)
5	MC	1	1	RL.5 (11-12)
6	MC	1	1	RL.4 (11-12)
7	MC	1	1	RL.5 (11-12)
8	MC	1	1	RL.4 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	L.4 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	RL.6 (11-12)
13	MC	1	1	RL.4 (11-12)
14	MC	1	1	RL.5 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	L.5 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.4 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	RI.6 (11-12)
22	MC	1	1	L.4 (11-12)
23	MC	1	1	RI.4 (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	RI.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 August 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 – August 2024

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

(Use for the August 2024 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	50	1
53	99	5	24	47	1
52	98	5	23	44	1
51	96	5	22	42	1
50	94	5	21	39	1
49	93	5	20	36	1
48	91	5	19	33	1
47	90	5	18	30	1
46	89	5	17	27	1
45	88	5	16	24	1
44	86	5	15	21	1
43	85	5	14	18	1
42	84	4	13	15	1
41	83	4	12	12	1
40	82	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	57	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)