

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Tuesday, June 17, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

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

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

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

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

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



New York State Regents Examination in English Language Arts

Part 2 Rubric

Writing From Sources: Argument

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

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

There were no video games when Michelangelo, Da Vinci and Raphael were alive during the Renaissance, yet the world's greatest marvels in art, architecture and music were produced. These unparalleled feats in "creative mediums" (Text 4, line 15) were achieved solely through human exploration without the need for technology like video games. Video games are a negative and unnecessary thing for adolescents. Young people do not need them to be successful, and frankly their addictive features can render many more failures.

Claims such as "medical and military training programs both use simulation-style games to teach tools and strategy" (Text 1, lines 11-12) were made to promote the benefits of video games to adolescents, yet the facts about the program used for such training were barely mentioned. These programs have to be different than the games adolescents play as they are not made with entertainment in mind; they are actual medical and military simulations used purely for practice purposes. Paralleling simulations for instruction to those played for entertainment purposes is an attempt to prove the benefits of video games could bring about negative consequences. One does not actually die fighting in a tank on a video game, but not being able to operate one successfully on a battlefield can have serious consequences. Additionally, the idea that these simulation games can help in practicing "challenging or extraordinary activities, such as flight simulators or simulated operations" (Text 2, lines 35-36) is misleading. Games can not really take the place of the actual act of doing. A person will still have to get in a plane to fly and go to a medical school to operate on someone. Games can not duplicate the feeling of really fighting for one's life landing a plane in order to save passengers, or transplanting organs to save a patient's life.

Another claim put forth by those who feel videogames are beneficial is that "when children play video games following chemotherapy they need fewer painkillers than others" (Text 2, lines 39-40). While this is certainly helpful for cancer patients, not everyone is in need of such a powerful "drug". For most, constantly playing video games slows down brain functions "Gamers... can play for 18 hours straight" (Text 3, lines 50-51), ignoring basic life functions such as "food, sleep, and hygiene" (Text 3, line 49). The release of dopamine that occurs during gaming prevents gamers from spending time on more logically beneficial activities like eating and exercise. It becomes an addiction with "the same reward structure as a slot machine" (Text 3 line 27). Gambling on the possible benefits of videogaming is almost a certain loss, like gambling on a slot machine.

The claim that "video games [can] tap into the reaches of emotional and moral faculties that traditional arts and entertainment can't reach" (Text 4, lines 7-8) is not ultimately advantageous. It is evident from watching clips of gameplay that when players lose, violent behavior almost always occurs. Video gaming reduces activity in the frontal lobes [of the brain] associated with emotion regulation and executive control." (Text 3, lines 47-48), so players have no check on their "emotional faculties". Traditional arts and entertainment expand the brain's activity without negative consequences. Additionally, literature provides a medium that allows readers to feel an emotional and moral connection to what they are reading. When a reader finds out that a character who they hated and believed to be a villain is in fact a good character, it can make one feel guilty and sorry for the character. This nullifies the claim that "only a game can."

make you feel guilty for what you've done or were compelled to do" (Text 4, lines 10-11). This same feeling of engagement can happen when reading a book without the negative consequences associated with videogaming.

In the past, great accomplishments were not produced in a short amount of time and society functioned at a much slower pace. Not so for today's world, when the quicker something happens, the more it is valued. According to some, videogames can help further this objective, "[games] help us make split-second decisions" (Text 1, line 17). However, meaningful moments in life require more than a "split second."

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Video games are a negative and unnecessary thing for adolescents. Young people do not need them to be successful, and frankly their addictive features can render many more failures*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Paralleling simulations for instruction to those played for entertainment purposes ... could bring about negative consequences* and *The release of dopamine that occurs during gaming prevents gamers from spending time on more logically beneficial activities like eating and exercise*) and to distinguish the claim from alternate or opposing claims (*Claims such as “medical and military training programs both use simulation-style games ... were made to promote benefits of video games to adolescents. Yet the facts ... were barely mentioned* and *This nullifies the claim that “only a game can make you feel guilty for what you’ve done or were compelled to do”*).

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 (*“Gamers ... can play for 18 hours straight” ... ignoring basic life functions such as “food, sleep, and hygiene”; “It becomes an addiction with “the same reward structure as a slot machine”; video gaming reduces “activity in the frontal lobes [of the brain] associated with emotion regulation and executive control”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 2, lines 35–36)* and *(Text 1, line 17)*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that states a negative claim, followed by three body paragraphs that present and refute counterclaims that focus on arguments that discuss video games as simulation tools for training, their value of being “helpful” as opposed to addictive, and as a means of tapping *into reaches of emotional and moral faculties*, and a concluding paragraph that reaffirms the claim by reflecting on how, despite changing times, *meaningful moments in life require more than a “split second.”*
- The essay establishes and maintains a formal style, using sophisticated language and structure (*One does not actually die fighting in a tank on a video game, but not being able to operate one successfully on a battlefield can have serious consequences* and *Additionally, literature provides a medium that allows readers to feel an emotional and moral connection to what they are reading*).

CONTROL OF CONVENTIONS:

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

Video games have become increasingly more prevalent since their creation. From Pong to titles like Call of Duty, World of Warcraft, and Minecraft, the video gaming world has grown exponentially as their popularity continues to rise. More and more adolescents are spending free time at a computer exploring the multitude of different and diverse worlds and stories video games have to offer. Many point out how this activity has no benefits except for wasting time, however video gaming has many positive educational, social, and mental benefits. As such, gaming is a positive activity for adolescents due to video games' ability to motivate learning, connect people, and improve brain activity.

Many see video gaming as a waste of time, and point out its usage of valuable time normally set aside for studying, doing homework, and completing other educational activities. However, this idea of gaming being a waste of time is incredibly wrong. Mark Griffiths, the author of "Playing Video Games is Good For Your Brain - Here's How", points out that "because video games can be so engaging" and some are "designed to address a specific problem or teach a specific skill", video games have amazing educational potential as "they are motivating, engaging, interactive, and provide rewards and reinforcement to improve" (Text 2, lines 37-44). This text demonstrates how, due to video games' inherent engaging ability, games that are designed to teach skills and educate give adolescents more motivation to learn. This also increases the quality of the education, as adolescents are more engaged and focused, improving how much information the student can learn and understand. The educational benefits of gaming are endless, games can help adolescents learn anything from chemistry

to a whole other language.

Another positive benefit of gaming is the positive effect gaming can have on an adolescent's social life skills. Games bring together people from all around the world, connecting people who would've never met in real life. As Mark Griffiths puts it, "Video games have an appeal that crosses many demographic boundaries, such as age, gender, ethnicity; or educational attainment" (Text 2, lines 29-30). This bringing of people together expands the world of adolescents, allowing them to befriend millions of people worldwide. Additionally, as Jonathon Bartholomew, author of "Video Games: Pros and Cons", puts it, "Video games teach kids how to delegate, work as a team, and prioritize" as well as letting adolescents learn "collaboration" and "division of tasks" to move on to new levels as they play with and against their "real-life friends" (Text 1, lines 13-15). The mentioned skills such as collaboration, delegation, and working as a team highlight video games' ability to teach important social skills to adolescents. The social skills learned from video gaming can apply anywhere, from leadership positions such as managerial work to simply making new friends as adolescents grow up and meet new people. These valuable skills demonstrate how video games can help adolescents in any stage of their lives.

On the other hand, there are some who focus on the negative aspects of gaming. Some, such as Amy Paturel MS, MPH, point out how gaming can reduce "activity in the frontal lobes associated with emotion regulation and executive control" (Text 3, lines 46-48). However, this impediment on brain activity is temporary and only causes serious issues when adolescents play for long periods every day. In fact, moderate

video gaming can have a positive effect on adolescent brain development. Brian Gallagher, author of "Playing Video Games Makes Us Fully Human", alludes to a study which determined that playing video games allows "gamers to tap into brain areas associated with improved attention spans, visiospatial skills, and motor systems" (Text 4, lines 35-36). This demonstrates how moderate gaming has little to no negative effect on adolescent brain development and, if anything, has positive benefits for adolescents as their brain learns motor skills, visiospatial skills and can hold attention for longer time periods. These brain developments will help adolescents later in their lives as they navigate school, work and through everyday life.

Playing video games is a fun and enjoyable hobby for many adolescents. In addition, it provides opportunities to improve learning, social skills and brain development. The positive benefits of playing video games are numerous and, as such, video gaming should be accepted as a positive activity for adolescents.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*gaming is a positive activity for adolescents due to video games' ability to motivate learning, connect people, and improve brain activity*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This also increases the quality of education, as adolescents are more engaged and focused, improving how much information the student can learn and understand and The social skills learned from videogaming can apply anywhere, from leadership positions ... to simply making new friends ... These valuable skills demonstrate how video games can help adolescents in any stage of their lives*) and to distinguish the claim from alternate or opposing claims (*Many see video gaming as a waste of time, and point out its usage of valuable time normally set aside for studying ... However, this idea ... is incredibly wrong and On the other hand ... some ... point out how gaming can reduce "activity in the frontal lobes ... However, this inpediment ... is temporary*).

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 (*"because video games can be so engaging" and some are "designed to address a specific problem or teach a specific skill"; video games have amazing educational potential as "they are motivating, engaging, interactive, and provide rewards and reinforcement to improve"; "Video games have an appeal that crosses many demographic boundaries, such as age, gender, ethnicity, or educational attainment"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 37–44) and (Text 1, lines 13–15)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and a positive claim, followed by a paragraph that presents and refutes a counterclaim that focuses on how playing video games can be a *waste of time*. A third paragraph supports the claim by discussing how playing video games can positively affect adolescent social skills and is followed by a paragraph that presents and refutes a second counterclaim that focuses on the negative effect video gaming has *on adolescent brain development*. The essay concludes with a paragraph that reiterates the claim.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*This text demonstrates how, due to video games' inherent engaging ability, games that are designed to teach skills and educate give adolescents more motivation to learn and This bringing of people together expands the world of adolescents, allowing them to befriend millions of people worldwide*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*prevelant; time, however video; time, and; lifes skills; inpediment; visiospatial*) only when using sophisticated language.

For decades the debate on whether or not videogames are harmful has raged on. One usually only sees the harmful effects of gaming in the news, since those are the stories that garner the most attention. Unfortunately, all of this negative press gives videogames a bad reputation, when in reality they are a safe and even beneficial activity. The benefits of videogames outweigh the negatives. ~~and therefore~~ Therefore, videogames are a positive activity for adolescents due to their ability to improve brain function.

It has been known for quite some time now that videogames rewire ~~a~~ a person's brain, if played for long enough. The ~~old~~ notion that games "rewire your brain" (Text 3, line 9) ~~s~~ sounds dangerous to some people and it is only human nature to push away things that scare us. However, almost every activity a person can do can rewire their brain, it's called learning, and the brain does it without ~~needing~~ needing to be told to. The brain will learn the particular set of rules for a game and it will remember said rules for as long as it needs to. ~~It~~ It is nothing harmful that needs to cause worry. In fact, the drastic changes that happen to the brain when gaming are usually positive. According to several studies, the use of educational videogames in schools helps ~~engage~~ engage students in the activity.

more, which made, "teachers see improved test scores." (Text 1, line 10). It is no secret that many kids enjoy video games, so using them to teach skills makes students more likely to learn since they enjoy the activity. ~~It is~~ Videogames can also improve learning by increasing attention span. In the modern world, many teens suffer with short attention spans ^{especially in school}, but ~~using~~ using videogames for educational purposes gives a "pupil's undivided ~~and~~ attention for longer" (Text 2, line 26). Due to the exciting and fun nature of these games, students can actively enjoy learning, rather than doing bookwork all day.

With all the negative press about videogames, at least some of it must be true right? ~~Not exactly~~ This is not exactly the case. Most of ~~the negative~~ Videogames' negative reputation comes from the fact that society is intrinsically scared of new, ~~or~~ world-altering technologies. For ~~examples~~ example it is mentioned that, "Even the novel faced much the same criticisms [to videogames] in their time" (Text 2, lines 2-3). This criticism ^{may} ~~would~~ seem odd to people in today's society, considering the fact that many video game addicts are told to do something productive, like reading a

book. If the novel, one of the ~~the~~ main icons for education and learning was ostracised ~~the~~ with similar criticisms ~~as~~ ~~videogames~~, dangerous criticisms, videogames were bound to face the same. People are just scared of new things, it is just natural.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*videogames are a positive activity for adolescents due to their ability to improve brain function*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*It is no secret that many kids enjoy video games, so using them to teach skills makes students more likely to learn since they enjoy the activity* and *This criticism may seem odd to people in today's society, considering the fact that many video game addicts are told to do something productive, like reading a book*) and to distinguish the claim from alternate or opposing claims (*The notion that games "rewire your brain" ... sounds dangerous to some people and it is only human nature to push away things that scare us* and *Most of videogames' negative reputation comes from the fact that society is intrinsically scared of new, world-altering technologies*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*According to several studies, the use of educational videogames in schools helps engage students in the activity more, which made, "teachers see improved test scores" and For example it is mentioned that, "Even the novel faced much the same criticisms [to videogames] in their time"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 10) and (Text 2, line 26)], despite misquoting *your* for "the" for (Text 3, line 9).

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 establishes a claim that video games are a positive activity for adolescents, followed by two body paragraphs of support that present a counterclaim and then refute the counterclaim (*However, almost every activity a person can do can rewire their brain, its called learning, and the brain does it without needing to be told to*), ending with a summative statement (*People are just scared of new things, it is just natural*).
- The essay establishes and mostly maintains a formal style, using sophisticated language and structure (*One usually only sees the harmful effects of gaming in the news, since those are the stories that garner the most attention; The brain will learn the particular set of rules for a game and it will remember said rules for as long as it needs to; If the novel, one of the main icons for education and learning was ostracised with similar criticisms ... videogames were bound to face the same*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*brain, its; learning, and; made, "teachers; true right?; ostracised; things, it*) only when using sophisticated language.

video games are statistically more common among adolescents + teens, therefore have been a relatively new thing to study. Psychologists have only really been studying this since the 90s, leaving only 3 decades of research. but with their research, much information has been uncovered, positive and negative. The cons far outweigh the pros for me, therefore I do not think video games are a positive activity for adolescents.

many video games contain scenes of violence, and depending on the age of the player, it's okay. but when an impressionable brain of a teen is exposed to a glamorized and "perfect" violence with none of the necessary attachment of empathy, it can lead to big problems. "children playing violent video games show decreased activity in areas of the brain dedicated to self control and an increase in emotional arousal. (text 1, lines 33-34). "moreover when playing the games, ^{while} ~~when~~ "winning", which often requires violence, the player is rewarded with a flood of dopamine, making them feel good and keeping them hooked on the game.

In addition, the brain's very chemistry and physical structure can be altered permanently with excessive use of video games. "... scientists warned that because video games only stimulate brain regions that control vision & movement, the other parts of the mind responsible for ^{behavior, emotion, and learning} ~~brain regions that control~~ ^{ing} could be underdeveloped.

(text 3, lines 14-16). "if one part of the brain is being ^{improved} ~~reflected~~ at the expense of the others, then that doesn't lead to anything good. additionally with the "reward structure" playing gives you with dopamine, ~~the~~ "the player develops an unshakeable faith (text 3 line 28)". this can lead to withdrawal symptoms if the game is taken away, which is obviously not good. the prefrontal cortex is an important area of the brain, especially for teens, because it helps with judgement, decision making, and impulse control. however, "playing violent video games for only 30 minutes immediately lowered activity in the prefrontal areas of the brain... (text 3, lines 42-44)". playing doing something too much so that so it impacts your daily life ~~neg~~ ^{negatively} isn't good, and video games do exactly that.

now while some limited positive effects of playing can't be ignored like, "...improved learning... improved test scores... how to delegate, work as a team, + prioritize... (text 1, lines 9, 10, 13)", and improvement in "tasks such as pattern discrimination... (text 2, line 22)", they all come with a big notice attached: only if use is controlled, and other important things are put first such as real life socializing, life, and education. many who play are hooked onto the dopamine rewarding cycle, ~~the~~ whether they realize or not, and for some, it's easier to overcome/ignore. it's hard to regulate video game exposure because well, they are teenagers, but also in order to see positive effects, the game

must have some hours put into it. When teens try something new that's rewarding and always evolving, they want to get good at it, spending more and more time on it.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*The cons far outweigh the pros for me, therefore I do not think video games are a positive activity for adolescents*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Moreso, when playing the games while “winning”, which often requires violence, the player is rewarded with a flood of dopamine, making them feel good and keeping them hooked on the game and Many who play are hooked onto the dopamine rewarding cycle, whether they realize or not, and for some, it’s easier to overcome/ignore*) and to distinguish the claim from alternate or opposing claims (*Now while some limited positive effects of playing can’t be ignored like, “...improving learning ... improved test scores ... how to delegate, work as a team ... they all come with a big notice attached: only if use is controlled*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“Children playing violent video games show decreased activity in areas of the brain dedicated to self control and an increase in emotional arousal” and “playing violent video games for only 30 minutes immediatly lowered activity in the prefrontal areas of the brain”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 33–34) and (Text 3, lines 14–16)], although the essay misquotes *areas* for “regions” for (text 3, lines 42–44).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and establishes a claim that videogames are not a positive activity for adolescents, followed by two paragraphs of support (*Many video games contain scenes of violence ... but when an impressionable brain of a teen is exposed to a glamorized and “perfect” violence ... it can lead to big problems and In addition, the brains very chemistry and physical structure can be altered permenently with excessive use of video games*) and a third paragraph that presents and refutes the counterclaim, concluding with a statement that further explains the problems with teenagers playing video games.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Psychologists have only really been studying this since the 90s, leaving only 3 decades of research and When teens try something new thats rewarding and always evolving, they want to get good at it*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*research. but; uncovered, positive; player...them; brains very; permenently; withdrawel; (text 1, lines 9, 10, 13)”, and; ignore. its; thats*) as well as ambiguity in capitalization throughout, that do not hinder comprehension.

Despite the innovative and exciting nature of video games, because of their addictive capabilities and their limit on the social sphere, video games are not positive for teenagers. Doctors and researchers alike agree that in general, the good does not outweigh the bad.

Parents in the United States show concern for the addictive properties which video games have, and scientists back this up. One pediatric article explains—"what makes video games addictive? Playing releases dopamine into our systems, which gives us a feeling of pleasure and tells our brain to "do it again". (Text 1, lines 35-36). Once kids are addicted it can be incredibly difficult to reverse. One doctor explains the withdrawal symptoms kids can go through—"Take a game like that away from addicted adolescents and they often show behavioral problems, withdrawal symptoms, even aggression". (Text 3, lines 23-24). Many parents choose to limit video games in an effort to combat an addiction they can prevent.

Video games may allow interaction, but they are not a social replacement. Many of these games bond kids over violence and fighting, rather than shared experiences. Jonathon Bartholomew says—"Virtual hangouts rob kids of the opportunity to practice their social skills". (Text 1, lines 45-46). Parents and doctors agree that kids need practice interacting with peers in real life.

There are valid arguments saying that video games are both acceptable and good for kids, yet

they do not measure up. One writer explains that "there is now a wealth of research which shows that video games can be put to educational and therapeutic uses". (Text 2, lines 9-10). While this is true, it is clear that the majority of games are not educational or therapeutic, they are children who are abusing a resource which could be used much better. "Kids plop themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours". (Text 3, lines 51-52).

We may like video games as a hobby, but researchers agree that if the resource of technology is left to young minds, addiction and loneliness are likely effects. Parents agree that in order to keep their children in the best condition they can be, video game use must be limited.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Despite the innovative and exciting nature of video games, because of their addictive capabilities and their limit on the social sphere, video games are not positive for teenagers. Doctors and researchers alike agree ... the good does not outweigh the bad*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Many parents choose to limit video games in an effort to combat an addiction they can prevent* and *Parents and doctors agree that kids need practice interacting with peers in real life*) and to distinguish the claim from alternate or opposing claims (*Video games may allow interaction, but they are not a social replacement*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“Take a game like that away from addicted adolescents and they often show behavioral problems, withdrawal symptoms, even aggression”* and *“Virtual hangouts rob kids of the opportunity to practice their social skills”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 35–36) and (Text 3, lines 23–24)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that presents a claim asserting that video games are not a positive activity for adolescents, followed by two paragraphs that focus on the addictive nature of video games (*Once kids are addicted it can be incredibly difficult to reverse*) and the social aspect of playing video games (*Many of these games bond kids over violence and fighting, rather than shared experiences*), a fourth paragraph that refutes a counterclaim (*the majority of games are not educational or therapeutic*), and concludes with a paragraph of summation.
- The essay establishes and maintains a formal style, using fluent and precise language and structure (*Parents in the United States show concern for the addictive properties which video games have, and scientists back this up* and *We may like video games as a hobby, but researchers agree that if the resource of technology is left to young minds, addiction and loneliness are likely effects*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*explains — “what; again”*. (Text 1 ... 36).; *addicted it; replacment; oppurtunity; arguements; therapuetic, they; lonliness*) that do not hinder comprehension.

Anchor Paper – Part 2 – Level 4 – B

The popularity of video games is widespread amongst adolescents. Many arguments arose debating whether video games were/are beneficial or negative in a person's youth. Based off of the different provided texts, video games have been proven to have more benefits than negative factors.

Video games are not only entertaining, but can be educational. According to "Text 2" video games can be used for learning purposes. "Because of the excitement, video games may also be a more appealing way of learning than traditional methods for some." (line 27-28) This proves that video games can be helpful and don't only hinder adolescents. The appeal of video games may also cause problems in a child's life. "Text 3, lines 51-52" state "Kids plap themselves in front of a computer and they'll stay there for 8, 10, 23, 36 hours." The text explains that the appeal of video games comes from a release of dopamine in the brain when playing. While this can cause children and teens to want to play games for hours, this may aid video games' purpose in schools/education. Under the section "Video Game Pros" in "Text 1", it is evident that video games improve learning. "When video games have been used in the classroom, teachers see improved test scores." Although the negative effects of video game appeal are not ideal, they can be used towards student education, therefore allowing students to enjoy learning more.

Based off of the different provided texts, video games have been proven to have more benefits than negative factors. Video game effects on adolescents have been debated for years, but it's how we use video games and how often we use them that affects us more than the game itself. Adolescence falls victim to video games, but with modern studies and knowledge about the effects society can reduce the negative factors that come with gaming.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Based off of the different provided texts, videos games have been proven to have more benefits than negative factors*).
- The essay demonstrates some analysis of the texts (*This proves that video games can be helpful and don't only hinder adolescents and it is evident that video games improve learning*) but insufficiently distinguishes the claim from alternate or opposing claims (*While this can cause children and teens to want to play games for hours, this may aid video games' purpose in schools/education*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"Because of the excitement, video games may also be a more appealing way of learning than traditional methods for some"* and *"Kids plop themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotations and paraphrased material, properly citing two sources [*"Text 2" ... (line 27–28)* and *"Text 3, lines 51–52" state*] but the quoted evidence from Text 1 provides no line numbers and the evidence about *dopamine* is only loosely associated to Text 3 by stating *The text explains*.

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 a paragraph in support of the argument that video games *can be educational and improve learning* that also briefly addresses a counterclaim (*Although the negative affects of video game appeal are not ideal, they can be used towards student education*) followed by a summative concluding paragraph.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*The appeal of video games may also cause problems in a child's life and it's how we use video games and how often we use them that affects us more than the game itself*), although there is repeated imprecision: (*based off of*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*arose...were/are; but can be; "Text 2"; some.* (line 27–28) *This; video game appeal; the effects society*) that do not hinder comprehension.