

New York State Regents Examination in English Language Arts

Part 3 Rubric

Text-Analysis: Exposition

Criteria	4 Responses exhibit	3 Responses exhibit	2 Responses exhibit	1 Responses exhibit
Content and Analysis: the extent to which the response conveys complex ideas by: - establishing a central idea or theme - analyzing the author's writing strategy usage	- thorough central idea or theme - thorough writing strategy analysis	- appropriate central idea or theme - appropriate or sufficient writing strategy analysis	- general or emerging central idea or theme - limited, surface-level writing strategy analysis	- unclear or confused central idea or theme - confused, inaccurate, or no writing strategy analysis
Command of Evidence: the extent to which the response supports analysis by: - incorporating supporting evidence - establishing a link between writing strategy-related evidence and central idea or theme	- thorough support of ideas - clear link between specific and relevant evidence and central idea or theme	- sufficient support of ideas - reasonable link between adequate evidence and central idea or theme	- attempted support of ideas - emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme	- minimal or no support of ideas - little or no evidence
Coherence, Organization, and Style: the extent to which the response addresses the task as a cohesive, unified whole by: - maintaining focus on task - organizing ideas - optimizing language style	- clear and appropriate focus on task - logical organization of ideas - precise language and sound sentence structure	- acceptable focus on task - acceptable organization of ideas - appropriate language and sentence structure	- lack appropriate focus on task, but suggest organization of ideas - suggest a focus on task, but lack organization of ideas - basic, inappropriate, or imprecise language	- little or no focus on task - little or no organization of ideas - predominantly incoherent, or copied language - minimal original writing, making assessment unreliable
Control of Conventions: the extent to which the response establishes a framework for clear communication by: - displaying control of 9-12 band grammar, usage, capitalization, punctuation, and spelling - maintaining control relative to language characteristics	- considerable control - rare errors that do not hinder comprehension	- partial control - errors that do not hinder comprehension	- emerging control - errors that hinder comprehension	- lack of control - errors that make comprehension difficult - minimal original writing, making assessment unreliable
- A response that is predominantly a verbatim copy from the task or text with negligible student writing must be scored a 0. - A response that is entirely unrelated to the task, indecipherable, incoherent, unrecognizable as English, or blank must be scored a 0.				

In "The Year of Silence," the author uses diction to represent how human behavior changes drastically when aspects of everyday life are removed. In the beginning, we are first introduced to the "incident" of sudden silence throughout the city. The author uses ~~words~~ phrases such as "the boom," "scraping," and "shouting" to describe the noises that had disappeared. All of these reveal the significance that noise had on the city, because they all serve to exaggerate the loudness and liveliness of it. When they suddenly disappear, it is called an "incident," which implies that the event is problematic.

By the middle of the passage, however, the residents have changed to become acclimated to the silence. The same "incident" as before has turned into a source of satisfaction. The author writes that they were "exultant," "pleased," and that "even the slightest tap or ripple began to seem like an assault against the violence." The two words used to describe the residents solidify their content amidst the silence. They become so used to it, that any kind of noise is violent for them.

But by the end, yet another change takes place. Essentially in opposition to the beginning, the prolonged absence of noise in the city causes the residents to change yet again. The author writes that people were "longing" for noise, and they heard "the pulse of an ambulance siren." These phrases show both the desperation that these people developed for noise, and that when it came, it revived the livelihood of the city.

When the residents were faced with nonstop sound, they became exhausted and longed for silence. When silence

eventually took over and became normal, they grew desperate for noise to return. These changes throughout the passage demonstrate the behavioral changes humans undergo when normalcy is withdrawn from everyday life.

Anchor Level 4–A

Holistically, the response meets the criteria for a Level 4.

Note: This response provides a thorough analysis of the use of diction throughout the passage. Additionally, the student utilizes an incidental analysis of text structure, creating a response that exceeds criteria expectations for this task.

Content and Analysis	Response exhibits: • thorough central idea or theme: In “The Year of Silence,” the author uses diction to represent how human behavior changes drastically when aspects of everyday life are removed • thorough writing strategy analysis: The two words used to describe the residents solidify their content amidst the silence. They become so used to it, that any kind of noise is violent for them / These phrases show both the desperation that these people developed for noise, and that when it came, it revived the livelihood of the city
Command of Evidence	Response exhibits: • thorough support of ideas: The author uses phrases such as “the boom”, “scraping”, and “shouting” to describe the noises that had disappeared / When the residents were faced with nonstop sound, they became exhausted and longed for silence. When silence eventually took over and became normal, they grew desperate for noise to return • a clear link between specific and relevant evidence and central idea or theme: The choice of wording “incident”, “exultant”, and “pleased” links to the change of human behavior. When they suddenly disappear, it is called an “incident,” which implies that the event is problematic / The two words [“exultant” and “pleased”] used to describe the residents solidify their content amidst the silence
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: throughout • logical organization of ideas: With an opening paragraph that introduces the central idea, the writing strategy of diction and preliminary examples. Following are two paragraphs analyzing respective examples of diction aligned to their appearance chronologically within the text. A final paragraph re-examines a link between the central idea and the examples presented • precise language and sound sentence structure: By the middle of the passage, however, the residents have changed to become acclimated to the silence. The same “incident” as before has turned into a source of satisfaction / But by the end, yet another change takes place. Essentially in opposition to the beginning, the prolonged absense of noise in the city causes the residents to change yet again
Control of Conventions	Response exhibits: • considerable control: throughout • rare errors that do not hinder comprehension: no errors observed

Silence, or the absence of sound, can often instill a sense of calmness in humans, allowing many to feel at peace. In a bustling, large city, moments of silence are short and seemingly rare. In his work, Kevin Brockmeier uses vivid imagery to promote the idea that humans long for silence and peace without realizing it. By explaining the feeling of silence in a chaotic scene in great detail, it uplifts the central idea by prompting the reader to imagine the experience being described.

Brockmeier begins his passage with a scene that many have experienced, or continue to experience in their day-to-day lives. He describes the characteristics of a bustling city in great detail by mentioning commonly-seen scenes that create loud noises. For instance, he speaks about jackhammers rattling, car alarms blaring, and trains, all coming to a halt. By doing so, the reader develops an image of the setting he's describing: a busy city in which silence overtakes all noise for a short period of time. He then describes the feeling as if one is enlightened and surprised to find a brighter, more cheerful world after experiencing such moments of silence. Through this vivid description, Brockmeier allows the reader to picture what is taking place and mimic the sensory feeling of the halt in noise. This makes the reader feel peace in the midst of a chaotic scene, developing the central idea that silence brings serenity to humans, even if the longing for silence

is unknown. Vivid imagery gives the reader a sensory experience, conveying the message of the story effectively.

Kenn Blackmer further expands his claim through the description of the winter season in a city. He explains how the snowflakes pad the ground, instilling a sense of calm in citizens by suppressing noise. His further use of vivid imagery allows the reader to deeply connect with the central idea and understand what he's saying; when noise is absent one's day feels less intense, promoting relaxation and causing a longing for it.

Anchor Level 4–B

Holistically, the response meets the criteria for a Level 4.

Note: Note also how various handwriting traits such as capitalization may momentarily hinder comprehension, but do not interfere with a holistic score of 4.

Content and Analysis	Response exhibits: • thorough central idea: <i>Kevin Brockmeier uses vivid imagery to Promote the idea that humans long for silence and peace withought realizing it. / Silence brings serenity to humans, even if the longing for silence is unknown</i> • thorough writing strategy analysis: <i>For instance, he speaks about jackhammers rattling car alarms blaring ... By doing so, the reader develops an image of the setting he's describing / Through this vivid description, Brockmeier allows the reader to picture what is taking place and mimic the sensory feeling of the halt in noise</i>
Command of Evidence	Response exhibits: • thorough support of ideas using paraphrased information from the text: <i>He describes the characteristics of a bustling city in great detail by mentioning commonly-seen scenes that create loud noises / He then describes the feeling as if one is enlightened and surprised to find a brighter, more cheerful world after experiencing such moments of silence / He explains how the snowflakes pad the ground, instilling a sense of calm in the citizens by surpressing noise</i> • a clear link between specific and relevant evidence and central idea: <i>By explaining the feeling of silence in a chaotic scene in great detail, it uplifts the central idea by prompting the reader to imagine the experience being described / This makes the reader feel peace in the midst of a chaotic scene, developing the central idea that silence brings serenity to humans ... Vivid imagery gives the reader a sensory experience, conveying the message of the story effectively</i>
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: throughout • logical organization of ideas: With an introductory paragraph which applies general observations about cities and humans to a central idea and writing strategy of imagery. A second paragraph contains analysis of imagery and its effect on the reader in light of the central idea. A third paragraph provides further analysis of imagery and impact on the central idea • precise language and sound sentence structure: <i>Brockmeier begins his passage with a scene that many have experienced, or continue to experience, in their day-to-day lives</i>
Control of Conventions	Response exhibits: • partial control: throughout • errors that do not hinder comprehension: <i>humans allowing / peace. in / Promote / withought / jackhammers rattling car alarms blaring / halt By / Idea / surpressing / hes</i>

Throughout the text "Year of Silence" written by Kevin Brockmeier a central idea is developed and supported by the ways in which Brockmeier uses language to express the main central idea. The central idea that Brockmeier develops is that all people have a need and waiting for silence until there is too much, there needs to be a balance between the noise and the silence in life. In order to convey the central idea throughout the text Brockmeier uses comparison methods of similes and metaphors as well as Brockmeier's word choice or diction. Using these literary devices Brockmeier created a text about people wanting moments of silence and feeling a need for them to having too much silence they have to create a noise club to escape the silence.

Brockmeier's use of similes and metaphors throughout the text help to support the central idea. Stated in the text, "There was another silence... a much shorter silence, like a hiccup, the day after that". (Line 17-19) This quote shows how the silence started short and enough for a person to deal with there not being too much silence. As the text continues the silence periods begin to get longer where even the slight quiet noises became loud. Stated in the text, "The sound of our footsteps creaking... was like a horde of crickets

Scraping their wings together in a empty room.” (Lines 59-60) This shows how as the silence periods got longer and the normal times of noise got shorter everything seemed loud. Making it so too much silence can be a bad thing if there is not a balance between the noise and the silence.

Anchor Level 3–A

Holistically, the response meets the criteria for a Level 3.

Note: Although this response introduces several writing strategies, but only analyzes one, it still meets the parameters of the task; consideration of this anomaly must remain holistic, as evidenced in the notes below.

Content and Analysis	Response exhibits: • thorough central idea: <i>all people have a need and wating for silence until there is too much, there needs to be a balance between the noise and the silence in life</i> • appropriate writing strategy analysis: <i>This quote shows how the silence started short and enough for a person to deal with there not being to much silence / This shows how as the silence periods got longer and the normal times of noise got shorter everything seemed loud</i>
Command of Evidence	Response exhibits: • sufficient support of ideas: <i>“There was another silence ... a much shorter silence, like a hiccup, the day after that” / “The sound of our footsteps creaking ... was like a horde of crickets scraping their wings together in a empty room.”</i> • clear link between specific and relevant evidence and central idea or theme: <i>This shows how ... everything seemed loud. Making it so too much silence can be a bad thing if there is not a balance between the noise and the silence</i>
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: throughout • acceptable organization of ideas: With one paragraph introducing a central idea, several writing strategies and passage overview, followed by a paragraph of analysis centered on simile • appropriate language and sentence structure: <i>As the text continues the silence periods begin to get longer Where even the slight quiet noises became loud / This shows how as the silence periods got longer and the normal times of noise got shorter everything seemed loud</i>
Control of Conventions	Response exhibits: • partial control: throughout • errors that do not hinder comprehension: <i>ways in whick / need and wating / too much, there needs / In order ... throughout the text Brockmeier uses / to deal with there not being / noise got shorter everything seemed loud. Making it</i>

The theme of this passage is just because you like something does not mean you should constantly do it. The author uses ~~cause~~ Cause/effect to show this.

The author talks about how fun the silence is, until that was all they had. In the text it says, "Everytime one of the silences came to an end we felt as though we had passed through a long transparent passageway a tunnel of sorts one that made the world into which we emerged appear brighter and cleaner than it had before, less trouble, more humane" (lines 20-22). As shown when a moment of silence happened everyone thought it made the world a better place. That is the cause of this, the effect is, "if more than a few days passed without some minor lull to interrupt the cacophony we would become irritable and over tender" (lines 35-36). They were so addicted to the silence that it effected them if they didn't get silence. Another cause was when the author said, "it wasn't long before a measure was passed decreeing that the city would make every possible effort "to muffle all the sources of noise within its borders" (lines 45-46). The community relied on silence so bad they started to take away noises from anything and everything. The effect of that cause was, "So many of us shared in this desire that a noise club began" (line 64). They took it so far just because they thought they liked it so it resulted in them making a club for noise. Yes you may like something but you most likely like it because you are only doing it once and a while.

Anchor Level 3–B

Holistically, the response meets the criteria for a Level 3.

Note: The brevity of explanations to lengthy quotations in this response results in excessive reliance on reader interpretation rather than explicit analysis.

Content and Analysis	Response exhibits: • appropriate central idea or theme: <i>The theme of this passage is Just because you like Something does not mean you should constantly do it</i> • sufficient writing strategy analysis: <i>As Shown when a moment of ScIENCE happened everyone thought it made the world a better place. That is the cause of this / the effect is ... They were so adicted to the ScIENCE that it effected them if they didnt get ScIENCE</i>
Command of Evidence	Response exhibits: • sufficient support of ideas: <i>Another cause was when the author said, “it wasn’t long before a measure was passed decreeing that the City would make every possible effort ‘to muffle all the sources of noise within it’s borders’” / The effect of that cause was, “So many of us shared in this desire that a noise Club began” (line 64)</i> • reasonable link between adequate evidence and central idea or theme: <i>The community relied on ScIENCE So bad they started to take away noises from anything and everything / They took it So far just because they thought they liked it So it resulted in them making a club for noise, with the connection between examples being implicit rather than explicit</i>
Coherence, Organization, and Style	Response exhibits: • acceptable focus on task: throughout, favoring identification of cause and effect over development of theme • acceptable organization of ideas: With an introduction that states the theme and the writing strategy of cause and effect, followed by a paragraph that explains <i>how fun the SIENCE is, until that was all they had</i> as the effect, using text examples. The response concludes with a sentence that reflects the theme • appropriate language and sentence structure: <i>As Shown when a moment of ScIENCE happened everyone thought it made the world a better place / The community relied on ScIENCE ... they started to take away noises from anything and everything / effected for “affected”</i>
Control of Conventions	Response exhibits: • partial control: throughout • errors that do not hinder comprehension: <i>constintly / SIENCE / Shown when / cause of this, the effect / adicted / didnt / within it’s borders / effort “to muffle ... within it’s borders”” / noises / liked it So it / Yes you / something but</i>

Part 3 – Anchor Paper – Level 3 – C

This text is about ~~the~~ times of silence. The particular city experienced several episodes of silence, which later made them realize that they were hungry for it. At these moments, everything and every sound would ~~be~~ just stop, and when it all resumed, people longed for it to happen again. The author uses imagery to portray the central idea that when ~~the~~ people get too caught up in everyday life, they seem to appreciate the silence when it comes.

Brockmeier ~~is~~ ~~describes~~ describes what happens in the city very clearly, using details ~~that~~ which help put an image in the reader's mind. For example, in line 2, the text states, "The rattle of the jackhammers, the boom of the transformers, and the whirr of the ventilation fans all came to a halt." The detail and examples the author brings helps show what the city was experiencing, and it helps the reader get an idea of what the silence was. ~~When~~ When the text states "Not until we walked through the snow did we really discover how accustomed we had grown to the silence", it ~~shows~~ helps prove the central idea that the people truly got used to the silence after experiencing these episodes of silence. The fact that the author adds a description of the snow flakes falling on the city in the early winter is detail that helps the reader visualize ~~what~~ what the city was like. The imagery that the author uses is useful in allowing the reader to "see" ~~what~~ what the people of the city felt, and helps them realize ~~how~~ how the people got ~~accustomed~~ accustomed to the ~~city~~ silence after a while. ~~That~~ they even wanted to create episodes of their own. Especially when the author brings a description about the newspaper headings and the headings being put into every mailbox. That detail adds to the ~~central~~ ~~image~~ image of the action the people took to experience moments of ~~the~~ pure silence.

Anchor Level 3–C

Holistically, the response meets the criteria for a Level 3.

Note: This response establishes an emerging central idea about people getting *caught up in everyday life* that is not clarified, and a surface-level writing strategy analysis that relies on definitions of imagery rather than explanations of its use.

Content and Analysis	Response exhibits: • emerging central idea: <i>when people get too caught up in everyday life, they seem to appreciate the silence when it comes</i> • limited, surface-level writing strategy analysis: <i>The detail and examples the author brings helps show what the city was experiencing, and it helps the reader get an idea of what the silence was / The imagery ... is useful in allowing the reader to “see” what the people ... felt, and helps them realise how the people got accustomed to the silence after a while, presenting overviews of text which present imagery without providing analysis, relying on the reader to infer the proposed meaning</i>
Command of Evidence	Response exhibits: • sufficient support of ideas: <i>Brockmeier describes what happens ... using details which help put an image in the reader’s mind. For example ... “The rattle of the jackhammers, the boom of the transformers, and the whir of the ventilation fans all came to a halt” / Especially when the author brings a description about the newspaper headings and the headings being put into every mailbox</i> • emerging link between partial evidence and central idea: <i>it helps prove the central idea that the people truly got used to the silence after experiencing these episodes of silence</i>
Coherence, Organization, and Style	Response exhibits: • clear and appropriate focus on task: <i>throughout</i> • acceptable organization of ideas: <i>With an introduction that establishes a central idea that the people appreciated the silence and introduces the writing strategy of imagery, followed by a paragraph that introduces examples and analysis of imagery</i> • appropriate language and sentence structure: <i>This particular city experienced several episodes of silence, which later made them realise that they were hungry for it. At these moments, everything and every sound would just stop, and when it all resumed, people longed for it to happen again</i>
Control of Conventions	Response exhibits: • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>appreciate / halt / detail and examples / examples ... helps / states “Not / own. Especially</i>

The Central idea of the text "The Year of Silence" is Sometimes all you need to do is sit in silence and look around. The author conveys this message through the literary device of setting. She uses setting when she talks about the snow falling and what it means to her.

One way the author shows us that sometimes all we need to do is sit in silence and look around is when she is talking about the early winter that was coming. "Every afternoon a snow of soft, fat flakes would drift gently down from the sky, covering the trees and the pavilions, the mailboxes and the parking meters, the streets and the sidewalks recalling the way the snow used to soften the noise of the traffic made us experience a flutter of helpless nostalgia. Everything was different now. The sound of our footsteps creating over the fresh accumulation was like a horde of crickets scraping their wings together in an empty room" (lines 65-69). She later reveals that "Not until it was we walked through the snow did we fully discover how accustomed we had grown to the silence" (line 60-62). We see that you have to look around sometimes before we see that it had gone away.

Anchor Level 2–A

Holistically, the response meets the criteria for a Level 2.

Note: The extensive direct quotations included in this response are not student language and should not be factored into the assessment of language style and conventions.

Content and Analysis	Response exhibits: • emerging central idea or theme: <i>The central idea ... is sometimes all you need to do is sit in silence and look around</i> • limited, surface-level writing strategy analysis: <i>She uses setting when she talks about the snow falling and what it means to her and the implied analysis of the early winter that was occurring</i>
Command of Evidence	Response exhibits: • attempted support of ideas: <i>“Every afternoon a snow of soft, fat flakes would drift gently down ... accumulation was like a horde of crickets scraping their wings together in an empty room”</i> • emerging link between partial evidence and central idea or theme: <i>One way the author shows us that sometimes all we need to do is sit in silence and look around is when she is talking about the early winter that was occurring “Every afternoon a snow...</i>
Coherence, Organization, and Style	Response exhibits: • acceptable focus on task: throughout • acceptable organization of ideas: With an opening paragraph that introduces a central idea and a writing strategy, and a body paragraph attempting analysis of a central idea • basic language and sentence structure: With relatively little original phrasing, <i>we see that you have to look around sometime before we see that it had gone away</i> with about half of the response taken directly from the passage
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>conveys / divece / that was occurring “Every / revels that “not unltil / acustomed / groun / look around Sometime</i>

In the text, "The Year of Silence" by Kevin Brockmeier the theme is that you should always take time to reflect on life and your surrounding to make a good decision. The text states "In the wake of each fresh episode a new feelings flowed through us." Another detail is "It took us a while to recognize the feeling for what it was contentment. These details show how silence gives the narrator a sense of directions and closure.

The figurative language used in the text is symbolization to symbolize silence as a collective thing to clear your thoughts. The text states "The truth was that we enjoyed the silence, and more than that, we hungered for it." Another detail states "As we drove to work trying to hear something very faint beneath the clatter of sirens and engines. These details show the sign of symbolization being silence.

Anchor Level 2–B

Holistically, the response meets the criteria for a Level 2.

Note: This response makes use of a formulaic approach to combining text evidence to support an initial statement, but does not achieve the necessary continuity to explain reasoning.

Content and Analysis	Response exhibits: • general theme: <i>In the text ... the theme is that you should always take time to reflect on life and your surroding to make a good decicition</i> • limited, surface-level writing strategy analysis: <i>These details show the sign of symbolization being silence</i>
Command of Evidence	Response exhibits: • attempted support of ideas: <i>The text states “In the wake of each fresh episode a new feelings flowed through us” / “As we drove to work trying to hear something very faint beneath the clatter of sirens and engines”</i> • emerging link between inconsistent evidence and central idea or theme: <i>These details show how slience gives the narrator a sense of directions and closure</i>
Coherence, Organization, and Style	Response exhibits: • suggest a focus on task, but lack organization of ideas: With one paragraph that attempts to explain a theme about reflection <i>on life</i> and making a proper decision and a second paragraph that attempts to symbolize silence as <i>addective</i> (addictive) • basic and imprecise language: <i>The figurative language ... is symbolizaton to symbolize silence as addective thing to clear your thoughts / show the sign of symbolization being silence</i>
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>surroding / decicition / a new feelings / what it was contentment / sense of directions / addective / states “As we drove ... the clatter of sirens and engines</i>

The central idea nothing can see real with that the author use alot of allusion while the author was giving us the allusion while telling the story I can image when he was telling some parts.

Nothing can see real the author uses allusion in the story for example the author states "a few seconds of silence overlooks the city." This show how the author uses allusion to tell the story give the idea to imagen how the city sound silence and how in reality that can sound onreal. The author also states "Suddenly there were no car alarms cutting through the air no trains scraping over their rails no steam pipes exhaling their fumes no peddlers shouting into the streets. Even the wind seemed to hesitate." This also show again how the author uses allusion and how this sound onreal in the real life. The author also states "that the city whole immense carousel of sound should stop at one and the same moment was unusual" this show how everything can be seen onreal.

Anchor Level 2–C

Holistically, the response meets the criteria for a Level 2.

Note: This response likely uses the writing strategy of *allusion* in place of the word “illusion.” The response must be evaluated as written, based solely on rubric criteria.

Content and Analysis	Response exhibits: • an unclear central idea: <i>The central idea Nothing can see real</i> • a confused and inaccurate writing strategy analysis: <i>while the author was giving us the allusion while telling the story I can image when he was telling some parts demonstrates a misunderstanding of the word “allusion,” which is also evidenced in further analysis: the author uses allusion to tell the story give the idea to imagen how the city soond</i>
Command of Evidence	Response exhibits: • attempted support of ideas: <i>“a few seconds of silence overtook the city” / “Soddenly there were no car alarms cutting through the air no trains scraping over therir rails ... Even the wind seemed to hesitate”</i> • emerging link between partial evidence and the central idea: <i>the city soond silence and how in reality that can sound onreal / how this soond onreal in the real life</i>
Coherence, Organization, and Style	Response exhibits: • lacks appropriate focus on task, but suggests organization of ideas: With an introductory paragraph that states an unclear central idea and confused writing strategy followed by a paragraph with three text examples (that are misidentified as allusions) that attempt to explain how the evidence contributes to <i>how this soond onreal in the real life</i>. The response concludes with a repetition of the central idea • imprecise language: <i>The central idea Nothing can see real with that the authour use alot of allusion / I can image when he was telling some parts / to tell the story give the idea to imagen how the city soond silence / and see for “seem”</i>
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>idea Nothing / alot / allusion while / real the / For example the / the author states “a / This show / imagen / onreal / states “Soddenly / the air no ... therir rails no ... therr fumes no / peddlers shooting / This also show agoin How / this soond onreal / the city whole / unusal</i>

Part 3 – Anchor Paper – Level 1 – A

The theme is metaphore. The reason it is metaphore is because they are comparing silence and life. They also say how the weather is silence and makes life good. Lastly it says cocktails at parties so this shows parties is life.

Anchor Level 1–A

Holistically, the response meets the criteria for a Level 1.

Note: The identification of potential metaphors does not constitute analysis.

Content and Analysis	Response exhibits: • unclear or confused theme: <i>The theme is metaphore</i> • the response exhibits no writing strategy analysis: only identification is evident: <i>The reason it is metaphore is because they are comparing silence and life / They also say how the weather is silence</i>
Command of Evidence	Response exhibits: • minimal support of ideas: throughout • little evidence
Coherence, Organization, and Style	Response exhibits: • little or no focus on task: <i>Lastly it says cocktails at parties so this shows parties is life</i> • little or no organization of ideas: Response consists of one group of sentences combining loosely related ideas • basic language: <i>The reason it is metaphore is because they are comparing silence and life</i>
Control of Conventions	Response exhibits: • emerging control: throughout • errors that hinder comprehension: <i>metaphore / Lastly it says / Parties so / shows parties is life</i>

Part 3 – Anchor Paper – Level 1 – B

In "The Year of Silence", the author uses rhetorical questions to display the idea of human regret after taking advantage of what they have.

Anchor Level 1–B

Holistically, the response meets the criteria for a Level 1.

Note: The response is likely a case where the student ran out of time and produced minimal original writing. The response must be evaluated solely on rubric criteria language.

Content and Analysis	Response exhibits: • appropriate central idea: <i>human regret after taking advantage of what they have</i> • no writing strategy analysis: the writing strategy of <i>rhetorical questions</i> is only identified
Command of Evidence	Response exhibits: • no support of ideas • no evidence
Coherence, Organization, and Style	Response exhibits: • minimal original writing, making assessment unreliable • minimal original writing, making assessment unreliable • minimal original writing, making assessment unreliable
Control of Conventions	Response exhibits: • minimal original writing, making assessment unreliable • minimal original writing, making assessment unreliable

→ In "The Year of Silence" the central idea that people will always want what they don't have is explored in-depth through point of view. This theme is introduced when, after getting a taste of silence, it didn't take long for people to want it back. The narrator states, "The truth was that we enjoyed the silence, and more than that, we hungered for it" (Line 27). The second the privilege of silence was taken and it was no longer easily available, everyone collectively wanted it to return. Later, when this goal is achieved and the city is silent, "It turned out that in spite of everything the silence had brought us, there was a hidden longing for sound in the city" (Lines 63-64). In establishing silence, they took away noise, meaning that now they couldn't have noise anymore it became desirable. Its unobtainability is what drew people to it, ~~like~~ like with the silence.

This central idea of humanity always wanting what they don't have is specifically developed using point of view. The narrator acts as the collective, illustrating that "We were exultant when the rands fell silent, and pleased when the elephants stopped crying out on their cables" (Lines 48-49). The personal pronouns used in this point of view are intentional, to show the widespread appeal the silence has over the entire city that has been denied it.

Part 3 – Practice Paper – A

This collective mind is seen again when the focus changes back to the noise, and it's said that "So many of us shared in this desire that a noise club began operating, tucked away in the depths of an abandoned recording studio" (lines 64-65). The point of view is once again used to emphasize the sheer amount of people with this desire, but now in the opposite direction. Sticking with the collective tells the audience that it is in human nature to want what one doesn't have.

Part 3 – Practice Paper – B

The central idea of the excerpt "The Year of Silence" is silence isn't always a good thing. Being silent changes how the environment feels like how the author use the mood of ~~uncheerful~~, uncheerful and no ~~excitement~~ excitement. There was no sounds at all and no sort of happy feeling. It feels less humane with silence than with sounds.

In lines 20–23 of the excerpt "The Year of Silence" It stated that "every time one of the silences came to an end we felt as though we had passed through a long transparent passageway, one that made the world into which we emerged appear brighter and cleaner than it had before, less troubled; more humane." This long quote means that when there are many sounds happening it felt like theres humanity and less feeling of being in troubled. when there are cheering after a long time of silence, people will feel the thrill of joy. As it is stated in lines 72 and 73 "They lay on their pillows unable to fall asleep, their minds spinning with joy". This shows how happy someone can be after hearing cheers and excitement from others.

In the short story "The Year of Silence" we notice a theme that a change in our everyday life is enjoyable for a little while. For example, the author uses irony through the story to show us that originally people in the city enjoyed the presence of silence, but after a while they began to miss it. In lines 20-23 we see that the people are amazed with how the presence of silence affects them. "Every time one of the silences came to an end we felt as though we had passed through a long transparent passageway... we emerged ~~appear~~ brighter and clearer." This quote proves the fact that they like the silence in the city.

Later in the story however we see that the citizens in the city begin to miss the noise that they used to hear every day. For example, "It turned out that in spite of everything the silence had brought us, there was a hidden longing for sound in the city. So many of us shared in this desire that a noise club had begun operating." (Lines 63-65) This quote proves the irony of the claim by showing us how even though they loved the silence, after a while, they needed to have the noise back.

Part 3 – Practice Paper – D

A central idea of the story "The Year of Silent" by "Kevin Brockmeier" is the loud that can be the city. When the author describe the setting always to mention the silent that been and collision things like phones or cars no sound. "suddenly there were no cars alarms cutting through the air, no trains scapping over their rails, no steam pipes exhaling their fumes, no peddlers shouting into the streets. Even the wind seemed hesitate."

In his science fiction work, "The Year of Silence", Kevin Brockmeier writes about the experience of him and the people of his city when a wave of silence entered into their lives. He begins by expressing the unexpected feeling of warmth from these "episodes" of silence. Then, after months of silence, the people of the city began to realize their loss of sound and how ~~the~~ the wake of the new warmth, they had lost their normalcy in sound. Brockmeier uses ~~this~~ ~~the~~ first person, inclusive pronouns ~~and lists~~ in order to convey a sense of unity in the new feelings ~~and~~ ~~of~~ of the people and to fully describe the magnitude of the change that occurred in their city.

Brockmeier uses first person inclusive pronouns to illustrate the unity in the new feelings of comfort and warmth. ~~that~~ In the ~~24~~ ~~and 25~~ ~~lines~~ fifth paragraph after an "episode" of silence, he writes, "A new feeling flowed through us, full of warmth and lazy equanimity." He describes the new feelings that the city felt after silence erupted. Brockmeier uses the pronoun "us" as he

Part 3 – Practice Paper – E

explains the new ~~season~~ feelings of everyone and united us one city. Then, when portraying the shift in view ~~of~~ ^{from} the new silence to sound, he writes "The sound of our footsteps... was like a horde of cicadas scraping their wings together in an empty room." Brock Meier displays the experience of stepping in the snow as one that everyone experienced. He also uses a simile when comparing the people's ^{sounds} to crickets sounds. Brock ~~meier~~ ^{meier} creates a discription a ~~an~~ shift in perspective of an entire community as one. He does this through the use of pronouns like "us", "we" and "our". A sense of unity and oneness is created through the experiences of "The Year of Silence".

Practice Paper A Score: 4	Holistically, this is a Level 4 response, with a thorough analysis of point of view with <i>the narrator</i> acting <i>as the collective</i> to show the universality of human nature, although conventions tend to lean more towards partial control.
Practice Paper B Score: 2	Holistically, this is a Level 2 response, with a generalized central idea and limited, surface-level analysis of mood. There is an attempted support of ideas, but evidence used is inaccurate in showing the link to the central idea that <i>silence isn't always a good thing</i>. There is a suggested focus, but the response lacks organization of ideas, and language is basic and imprecise, although convention errors do not hinder comprehension.
Practice Paper C Score: 3	Holistically, this is a Level 3 response, with an appropriate theme, appropriate analysis of irony, and sufficient support of ideas. The response provides a reasonable link between evidence and the theme, with an acceptable focus throughout and an acceptable organization of ideas. The language is appropriate and there is considerable control of conventions with only two spelling errors in the response.
Practice Paper D Score: 1	Holistically, this is a Level 1 response. Although the response provides a writing strategy, it opens with an unclear central idea and offers one piece of evidence. Ideas are not developed and language is incoherent at times.
Practice Paper E Score: 3	Holistically, this is a Level 3 response, fulfilling all criteria for a Level 3 paper, with an appropriate central idea on the <i>unity</i> of the people in their desire for silence that is supported by the use of the <i>first person, inclusive pronouns</i>. Two examples of the strategy are discussed with an extraneous comment on the use of a simile. The organization and language is acceptable with partial control of conventions, using some erratic capitalization.

Map to the Learning Standards
Regents Examination in English Language Arts
June 2026

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

The *Chart for Determining the Final Examination Score for the June 2026 Regents Examination in English Language Arts* will be posted on the Department's website at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> no later than June 26, 2026.

Online Submission of Teacher Evaluations of the Test to the Department

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

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