

New York State Testing Program

Regents Examination

in

English Language Arts

Next Generation English Language Arts Learning Standards

Written Response Sampler



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
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Introduction:

The Regents Examination in English Language Arts Written Response Sampler is a supplemental resource developed by New York State educators that provides an opportunity for stakeholders to further engage with the writing tasks on the new exam measuring the New York State Next Generation English Language Arts Standards.

Based on requests from English teachers, this Response Sampler includes a model Part 2 Argument Essay task consisting of four related sources, an updated rubric, and student papers with annotations illustrating the appropriate use of the rubric. For the Part 3 Text-Analysis Response, the Response Sampler includes the directions to the task, a model text, updated rubric, and student papers with annotations illustrating the appropriate use of the rubric.

A Note on Holistic Scoring:

Student papers must be evaluated based on their overall quality as indicated by the criteria descriptions in the Part 2 and Part 3 rubrics. The student papers in the Written Response Sampler serve as examples of what a student response at a particular score level could resemble.

Part 2

Argument Essay

Sample Topic: Is right-to-repair legislation in the best interests of the consumer?

Directions:

Closely read and analyze each of the four sources provided on pages 5 through 12. Using evidence from at least *three* of these sources, plan and write a well-developed argument regarding whether right to repair legislation is in the best interests of the consumer.

Be sure to:

- Establish your claim regarding whether right-to-repair legislation is in the best interests of the consumer.
- Distinguish your claim from alternate or opposing claims.
- Use specific, relevant, and sufficient evidence from at least *three* of the sources to support your argument.
- Cite your evidence by source number and line number(s) or graphic to avoid plagiarism. For example: (Source 1, lines 4–5), or (Source 2, graphic), or equivalent; do *not* simply summarize the sources.
- Organize your ideas in a cohesive and coherent essay.
- Maintain an appropriate style and tone, avoiding the use of casual or conversational language, symbols and/or abbreviations, unless quoting directly from a cited source.
- Use appropriate grammar and punctuation.

Source 1

“What You Should Know About Right to Repair”

Imagine that you spent over a thousand dollars on your laptop just a few years ago, but now it barely holds a charge. Without a new battery, you’re tethered to an outlet, which is both wildly inconvenient and not the point of a laptop. But it turns out that a new battery is impossible to install anyway, so you feel forced to drop another grand on a new laptop,

5 even though your old one works perfectly fine otherwise. This is actually a near-universal experience, whether it involves a laptop, a phone, or a car. . . .

The idea behind “right to repair” is in the name: If you own something, you should be able to repair it yourself or take it to a technician of your choice. People are pretty used to this concept when it comes to older cars and appliances, but right-to-repair advocates argue 10 that modern tech, especially anything with a computer chip inside, is rarely repairable.

Legally, American shoppers are mostly already allowed to repair whatever they buy (those warranty-voiding stickers you’ve probably seen on gadgets are usually bogus under the Magnuson Moss Warranty Act¹), but practically speaking, people are often denied the 15 information or the parts to do so. This is where the right-to-repair movement comes in. The Repair Association, a right-to-repair advocacy group, has several policy objectives, including some that can be corrected with laws and others that require a shift in buyer expectations. Those objectives are:

- **Make information available:** Everyone should have reasonable access to manuals, schematics,² and software updates. Software licenses shouldn’t limit support options and should make clear what’s included in a sale.
- **Make parts and tools available:** The parts and tools to service devices, including diagnostic tools, should be made available to third parties, including individuals.
- **Allow unlocking:** The government should legalize unlocking, adapting, or modifying a device, so an owner can install custom software.
- 25 • **Accommodate repair in the design:** Devices should be designed in a way as to make repair possible. . . .

Repair advocates focus on more than just consumer technology, too, as they have also highlighted the need to repair John Deere tractors, medical equipment, and more. . . .

There is the hope that with increased repairability, the world will see less e-waste. “You 30 can’t make them last if you can’t make them work,” said [executive director of The Repair Association, Gay] Gordon-Byrne. “Any time a manufacturer says that they are being good to the environment, and then they refuse to let you fix your stuff, I just cry foul.” Nathan Proctor, senior right to repair campaign director at U.S. Public Interest Research Group, a consumer-advocacy group, agrees: “We shouldn’t be recycling usable technology, we should

¹ Magnuson Moss Warranty Act — a 1975 U.S. federal law that regulates the quality assurance of products

² schematics — diagrams of electric appliances or electronic circuits

35 be reusing it. That's far better for the environment." An easy layup in this department for most companies would be offering some way to replace the battery, as Kyle Wiens, CEO of iFixit, says: "There's lots of things we would like, but that's the one that limits life spans the most and I think harms consumers the most." ...

What's the Case Against the Right to Repair?

Facebook, Toyota, Verizon, and other companies lobbied against a right-to-repair law in 40 New York State in 2018, according to The Markup. In 2017, an Apple lobbyist warned one Nebraska senator that the state would suddenly become a hotspot for bad actors if it passed right-to-repair legislation.

45 One letter signed by many industry lobbyists opposing Hawaii's SB425,³ including industry groups such as the Association of Home Appliance Manufacturers and the Consumer Technology Association, outlines the main points in opposition to right-to-repair legislation: security risks from giving criminals access to technical information, safety risks from unauthorized repair, and risks to intellectual property. ...

50 We haven't seen examples of security risks in practice, and some cybersecurity experts disagree with the claims manufacturers are making. Paul F. Roberts, founder of SecuRepairs.org, an organization of information security professionals who support the right to repair, says, "I think there are real issues with connected device security, but the right to repair is not really a part of that conversation." Roberts continues, "There's a lot to be done to make connected device ecosystems more secure, but the price of having connected devices can't be a monopoly on aftermarket service parts and repair."

55 In a May 2021 report, the Federal Trade Commission [FTC] looked at many of the examples against the right to repair and found that most manufacturers' reasoning, including statements about security and safety, was flawed: "Based on a review of comments submitted and materials presented during the Workshop, there is scant evidence to support manufacturers' justifications for repair restrictions." The FTC does leave room for some 60 of the copyright implications, though: "Commissioner Wilson and Commissioner Phillips note that the report excludes from the scope of its coverage an analysis of manufacturers' intellectual property rights, which may provide legitimate justification for some repair restrictions." ...

—Thorin Klosowski
excerpted and adapted from "What You Should Know
About Right to Repair"
www.nytimes.com, July 15, 2021

³Hawaii's SB425 — a bill that requires original equipment manufacturers of digital electronic devices to make diagnostic and repair information available to device owners and independent repair providers

Source 2

“What Is Right to Repair?”

...It wasn't so long ago that every cell phone battery could be replaced by hand—*without tools*—and every appliance came with schematics. But before we realized it, planned obsolescence¹ strategies became the norm.

Companies are against the Right to Repair for one simple reason: Controlling repair makes them money. They profit when you use their dealer repair services. They profit when independent repair shops can't get the parts to fix your stuff. And they profit when you decide to buy something new because you're too frustrated by the hassle of fixing what you've already got.

Manufacturers will say they're trying to protect customer safety, even though repair is *six times safer* than the average job and independent repair technicians come from the *same* trained, experienced labor pool as manufacturers' technicians. They'll say they're trying to protect customer data, even though the US Federal Trade Commission's investigation found nothing to suggest independent repair shops are any less trustworthy or careful. They'll say they care about device security, even though cybersecurity experts from the University of Maryland and Johns Hopkins have found “no cybersecurity risk in third-party repair.” Sounds like maybe, just maybe, they're only preventing repair because they *want* to. ...

Restricting Access to Parts, Tools, and Manuals

Many manufacturers restrict access to parts and tools, refusing to make them available to anyone but their own dealers' repair shops. This kind of control creates a repair monopoly, locking independent shops out of repairs and enabling manufacturers to set artificially high prices. It's not a coincidence that a smartphone screen repair is often about half the cost of a new device. The so-called “50% rule” is an arbitrary (but often-cited) point at which many customers will opt to replace instead of repair. In addition to controlling parts, most manufacturers refuse to publish the related instructions—instructions they have already created for their internal use. Withholding repair documentation makes DIY² repairs more difficult and more dangerous.

Blocking and Locking Third-Party³ Parts

Some manufacturers go even further than restricting access to original parts and actually block third-party options. HP [Hewlett-Packard] was caught using fake error messages to obstruct third-party ink cartridges; HP then paid out a hefty settlement to its printer customers. Apple discourages third-party parts with “unable to verify” warnings that show up as persistent messages on your lock screen and get added to your device information. John Deere puts their tractors into a slow-drive “limp mode” when some errors show up until those errors are cleared by dealer-only software. These disingenuous alerts and artificial feature limitations erode trust in independent repair, driving customers back into the manufacturer repair monopoly.

¹planned obsolescence — designing products to quickly wear out or become out-of-date or unusable

²DIY — do-it-yourself

³third-party — an aftermarket or non-original manufacturer, who makes parts to repair or upgrade previously-produced devices

Pairing Parts to the Motherboard⁴

35 An increasingly common and awfully effective strategy to block repairs is pairing parts to the device’s motherboard. If a faulty part is replaced with a new one, the main board will refuse to accept it. The only way to replace that faulty component is to find a new part paired to a new motherboard, which makes repair more expensive and complex. We first saw this in the Xbox 360, which “married” the game disc drive to the motherboard, driving up the
40 cost of a disc drive repair by 10 times. More and more manufacturers have started using this strategy to block independent repair. Apple’s Self Repair program locks parts to a device serial number, which dramatically limits the potential for independent repair and end-of-life refurbishment. Manufacturers generally have the ability to re-code these parts to accept new ones. Their own authorized repair shops use pairing software to do so. But keeping that
45 pairing software secret is another way to maintain a monopoly on repair.

Designing Unrepairable Products

Manufacturers make all kinds of unrepairable design decisions that block or discourage repairs. They use proprietary screwheads, so people have to special order the tools they need. Batteries get glued in with industrial adhesive, making basic maintenance ridiculously difficult. Components get soldered together into ungainly assemblies, meaning you have to replace, for instance, an entire top case just to replace a key on a keyboard. . . .

The Future Is Repairable ...

A legally protected Right to Repair will help us get our stuff fixed at reasonable prices. It will bolster jobs and healthy competition. It will expand our ability to choose more repairable things. The right to repair is the future, and it just makes sense. . . .

—Elizabeth Chamberlain
excerpted and adapted from “What Is Right to Repair?”
www.ifixit.com, June 9, 2022

⁴motherboard — the main printed computer circuit board

Source 3

“New CEI¹ Paper Outlines Problems with ‘Right to Repair’ Legislation”

At least 20 states have filed or refiled “right to repair” legislation since the start of the new year. Two states passed right to repair laws in 2022. Colorado passed a bill narrowly targeting powered wheelchairs, and New York passed a proposal that would more generally apply to personal electronic devices like smartphones and personal computers.

5 Both laws are variants of the Model State Right-to-Repair Law, also called the Digital Right to Repair Act. The legislation is advocated for by the Repair Association, a coalition of repair enthusiast and consumer advocates. Over the last decade, nearly 200 versions of the model legislation have been introduced in state legislatures that would force manufacturers to sell parts, tools, and diagnostic information to independent repair providers.

10 In a new CEI paper, I explain a few problems with the model legislation. Namely, it would raise prices for consumers, disincentivize innovation, and undermine property rights.

15 Manufacturing digital devices in an efficient and profitable way is not an easy task. Scott Lincicome and Alfredo Carrillo Obregon at the Cato Institute described the logistical² complexities of supply chains in a blog post last year, using the iPhone as an example. The production of an iPhone 13 included parts from 200 companies in 30 different countries.

20 Smartphones are the most commonly owned digital device in the U.S. and would be most affected by right to repair proposals. Consumers enjoy relatively low prices for smartphones, but right to repair laws threaten to prioritize repair over the initial development and production of these devices. In turn, consumers will see higher prices, less quality devices, or both. . . .

25 For manufacturers, compliance with the legislation will bring increased manufacturing and production costs. Therefore, to comply with that mandate, manufacturers will need to establish systems and processes to manufacture and distribute those repair products feasibly efficiently, and profitably. That includes paying for costs involving research, design, development, and implementation of parts, documents, and delivery.

Further, right to repair legislation implies that devices must be repairable. This could unnecessarily influence manufacturers’ design choices and lead to devices that are less resistant to the most common forms of damage: drops and water exposure.

30 The use of glue and adhesives have become commonplace in the construction of smartphones in response to consumer demand for more water resistant devices. While the use of sealants has created additional complexities in the repair of devices, these designs function to “resist the intrusion of dust and water into the internal electronics.” Thus, manufacturers are faced with a trade-off: construct tightly sealed electronic devices to increase resistance to water and moisture, or construct devices with more 35 easily replaceable batteries. Overemphasizing repairability could in turn make devices more prone to damage from drops and exposure to moisture.

¹CEI — the Competitive Enterprise Institute is a non-profit think tank that advocates for regulatory reform

²logistical — relating to organization or planning

From the looks of it, right to repair legislation isn't going away in 2023. State lawmakers should be cautious of slogans centered around repairability and consider the effects that such proposals will have on prices and the designs of digital products.

—Alex Reinauer

excerpted and adapted from “New CEI Paper Outlines Problems with
‘Right to Repair’ Legislation”
<https://cei.org>, March 1, 2023

Source 4

“Research: The Unintended Consequences of Right-to-Repair Laws”

The growing “right-to-repair” legislative movement seeks to make it easier and cheaper for consumers to fix their products by requiring manufacturers to share repair information, provide diagnostic tools, and supply service parts. Various right-to-repair laws have been considered and passed around the world. In Europe, manufacturers are legally required to supply spare parts for up to 10 years. In the U.S., [former] President Biden signed a sweeping executive order in July 2021 directing the FTC to draft new right-to-repair regulations, and various U.S. states have passed some version of right-to-repair legislation.

Repair advocates argue that such legislation will break manufacturers’ monopoly on the repair market and benefit consumers. They further contend that easier repair allows consumers to hold on to their old products longer, so they do not throw away used products and buy new ones as quickly. This would reduce the environmental impact by reducing e-waste and new production. Our research, forthcoming in the journal *Management Science*, challenges this conventional wisdom and finds that the right-to-repair legislation may not benefit either consumers or the environment. . . .

We built an economic model to analyze manufacturers’ reactive pricing strategies. Our model examined “durable goods” that are used repeatedly over time, such as cars, tractors, refrigerators, and cell phones. We considered features of durable goods in the model, such as the substitution between new products and used products and between manufacturer repair and independent repair. In addition to studying how manufacturers change prices in response to the right-to-repair legislation, our model tracks consumer surplus, a measure of how well consumers are doing, and assesses total environmental impacts over a product’s life cycle, including the impact in the production phase (e.g., water pollution), the impact during use (e.g., vehicle emissions), and the impact in the disposal phase (e.g., waste).

It turns out that how manufacturers respond depends crucially on how much it costs to produce the product in question. In the market for products that are relatively cheap to make — for example, smartphones and microwaves — our model predicts that a right-to-repair bill will likely see manufacturers lower new product prices and flood the market. This reduces the appeal of repair because consumers would rather buy a brand-new product at a low price than fix a used product. Therefore, slashing prices would help manufacturers avoid old products cannibalizing¹ the sales of new ones, i.e., allaying² the “demand cannibalization effect.” While a lower price benefits consumers, it also motivates more consumers to purchase new products that translate into higher new production volume and eventually more e-waste. As a result, the environmental impact increases.

In contrast, when production costs are high, new products inevitably come with a steep price tag. To overcome this and stimulate demand, manufacturers are likely to offer free repair services to whet consumers’ appetites. This is a “value enhancement effect,” i.e., the repair service could make the products last longer and hence, increase the consumers’

¹cannibalizing — consuming or depriving

²allaying — easing

valuation³ of the product. Since repair is offered free of charge, the right-to-repair legislation — along with its resulting lower independent repair costs — is unlikely to make much of a difference. ...

40 —Luyi Yang, Chen Jin, and Cungen Zhu
excerpted and adapted from “Research: The Unintended Consequences
of Right-to-Repair Laws”
<https://hbr.org>, January 19, 2023

³valuation — appraisal

New York State Regents Examination in English Language Arts
Part 2
Writing From Sources: Argument

Criteria	6 Essays exhibit	5 Essays exhibit	4 Essays exhibit	3 Essays exhibit	2 Essays exhibit	1 Essays exhibit
Content and Analysis: the extent to which the essay conveys complex ideas by: • introducing a claim • analyzing the sources and topic • distinguishing the claim from alternate or opposing claims	<ul style="list-style-type: none"> • sophisticated claim • insightful source and topic analysis • insightful evaluation of a counterclaim 	<ul style="list-style-type: none"> • thorough claim • thorough source and topic analysis • thorough evaluation of a counterclaim 	<ul style="list-style-type: none"> • specific claim • appropriate source and topic analysis • appropriate evaluation of a counterclaim 	<ul style="list-style-type: none"> • surface-level claim • emerging source and topic analysis • insufficient evaluation of a counterclaim 	<ul style="list-style-type: none"> • limited claim • unclear or confused source and topic analysis • confused or no counterclaim 	<ul style="list-style-type: none"> • unrelated or no claim • no source and/or topic analysis
Command of Evidence: the extent to which the essay supports analysis by: • incorporating relevant evidence from sources • avoiding plagiarism when citing the texts	<ul style="list-style-type: none"> • sophisticated support using a wide range of strategically chosen, relevant evidence • consistent avoidance of plagiarism with acceptable citation format(s) 	<ul style="list-style-type: none"> • thorough and accurate support using effective and relevant evidence • consistent avoidance of plagiarism with acceptable citation format(s) 	<ul style="list-style-type: none"> • sufficient and adequate support using relevant evidence • consistent avoidance of plagiarism with acceptable citation format(s) 	<ul style="list-style-type: none"> • basic support using relevant and/or generalized evidence • partial avoidance of plagiarism with emerging citation format(s) 	<ul style="list-style-type: none"> • insufficient support using limited, inaccurate, or irrelevant evidence • insufficient avoidance of plagiarism 	<ul style="list-style-type: none"> • provides no evidence • no use of citations
Coherence, Organization, and Style: the extent to which the essay addresses the claim as a cohesive, unified whole by: • maintaining focus on task • organizing ideas • optimizing language style	<ul style="list-style-type: none"> • strategic focus on task • strategic organization of ideas • sophisticated language and sentence structure 	<ul style="list-style-type: none"> • clear and appropriate focus on task • thoughtful organization of ideas • precise language and sentence structure 	<ul style="list-style-type: none"> • acceptable focus on task • logical organization of ideas • appropriate language and sentence structure 	<ul style="list-style-type: none"> • emerging focus on task • emerging organization of ideas • basic language and sentence structure 	<ul style="list-style-type: none"> • lack appropriate focus on task, but suggest organization of ideas -or- • suggest a focus on task, but lack organization of ideas • imprecise language 	<ul style="list-style-type: none"> • little to no focus on task • little to no organization of ideas • incoherent language -or- • minimal 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	<ul style="list-style-type: none"> • exceptional control • virtually no errors when using sophisticated language 	<ul style="list-style-type: none"> • considerable control • errors that do not hinder comprehension, even when using sophisticated language 	<ul style="list-style-type: none"> • partial control • errors that do not hinder comprehension 	<ul style="list-style-type: none"> • emerging control • errors that hinder comprehension 	<ul style="list-style-type: none"> • lack of control • errors that make comprehension difficult 	<ul style="list-style-type: none"> • significant lack of control • errors that severely interfere with comprehension -or- • minimal writing, making assessment unreliable
<ul style="list-style-type: none"> • An essay that uses information from fewer than 3 sources can be scored no higher than a 3. • An essay that is entirely unrelated to the topic and/or makes no reference to the sources or task can be scored no higher than a 1. • An essay that is predominantly a verbatim copy from the task or sources with negligible student writing must be scored a 0. • An essay that is indecipherable, entirely incoherent, unrecognizable as English, or blank must be scored a 0. 						

Part 2 Argument Essay

The information in the chart below outlines the changes to the Part 2 Argument Essay from the prior Regents Examination in English Language Arts to the June 2026 administration of the exam.

Changes	Notes
Visual simplification of the task, topic, and directions	These modifications facilitate student access to task explanation.
Introduction of “Be sure to” checklist	The previous “Be sure to” bullets were often used by students as a checklist.
Shift from “Text 1, Text 2” etc. designation to “Source 1, Source 2” etc.	While some “Sources” may be a combination of multiple excerpts from original texts or graphics, the directive to cite evidence remains the same.
Flexibility in “equivalent” citation format(s) to avoid plagiarism	This shift mandates that raters evaluate student citations based on the student’s consistent avoidance of plagiarism, not whether the student followed a suggested format. Students may use multiple citation formats and strategies in their argument essay.
Shift to explanation of appropriate style, tone, and conventions	This shift incorporates scaffolding to better inform the student of the preferred characteristics of “appropriate style and tone” and “appropriate grammar and punctuation.”

It stands to reason that the United States, a country known for its belief in rugged individualism, is now in the tech age considering the concept of "right to repair" laws. It is from firmly planted in American attitudes that an individual should be in control of his domain. In the 20th century, this ~~domain~~ domain includes advanced technologies like cellphones and other electronic devices. Indeed, the ever-presence of electronics in the workplace means that the average American interacts with complex, highly-engineered devices on a daily basis. When those devices fail the instinct of many Americans is to attempt to fix these devices themselves, with potentially disastrous consequences. Given that average individuals attempting to fix above-average electronics is more of an act of hubris than independence, legislatures developing "Right-to-Repair" laws is a misplacement of priorities.

Using the law to interfere with economics goes against the spirit of rugged individualism. While the concept was maybe simpler when the term was coined, the principle still applies — make something yourself, purchase it from someone who has made it, or make do without it. When it breaks, fix it if you can, or live without it. In the 21st century, however the US is a society where tech has far exceeded the ability of consumers to even understand what they are consuming. ⁴³ Elizabeth Chamberlain says in Source 2, "It wasn't so long ago that every cell phone battery could be replaced by hand — without tools." Chamberlain goes on to say ~~Parties got cheap~~
~~(R&D with industry)~~ argue that "... before we realized it, planned

obsolescence strategies became the norm.¹ This statement perfectly illustrates an example of a modern consumer seeing a conspiracy, where outdated, simplistic observations stand in for deep knowledge about the subject. When Chamberlain goes on to say: "Batteries get glued in with industrial adhesive, making basic maintenance ridiculously difficult," she is ignoring the capability of today's tech of the smartphone, ~~most~~ probably comparing it to one of her earliest interactions with the basic technology of the flip phone. As Alex Reiniger reports (Source 3, lines 5-26 thru 28), laws that assume that a modern phone "must be repairable" is a misunderstanding and will lead to "devices that are less resistant to the most common forms of damage: drops and water exposure." It does not follow logically that a phone with a removable battery is equivalent to one with a battery that is glued in. It is more likely the adhesive both protects the phone from impacts and submersion; something that designers of a 2002 Motorola didn't foresee as an issue. Writing a law that makes manufacturers make complex electronics user-servicable would likely slow or reverse the evolution of technology, a big-government interference the individualists would hate!

The U.S. economy is based on consumers who are motivated by the quality of innovative products; having the legislatures interfere with this by enacting far-reaching right-to-repair laws would impact economic prosperity that has been based on advancing tech. At the center of this

discussion is the consumer decision-making process. "The so-called "5D" rule" is an arbitrary (but oft-cited) point at which many ~~customers~~ will opt to replace instead of repair." (Source lines 31 + 22). On a larger scale, the rugged individualism of Americans has been replaced with what we could call "rampant consuming." Americans are no longer capable of making do on their own. They are much more interested in getting their hands on the latest device. This new culture is excellent for the economy and companies have taken advantage of this. Who could blame them? While a complaint throughout the four sources is that expensive technology can be rendered useless by the failure of basic components. In reality, Americans are going to replace that laptop ~~not~~ not because it doesn't charge, but because it isn't as cool and quick as a new one – a new laptop, phone or console is a symbol of SUCCESS. Furthermore, if we look at the research by Yang, Jin and Zhao (Source 4), they conclude: "our model predicts that a right-to-repair bill will likely see manufacturers lower new product prices and flood the market." (26-28) These researchers see that in a consumer economy, the actual price of a new product is negotiable to begin with – something consumers don't necessarily think about – so even if a company is forced by law to make cheaper parts available, they still have the flexibility to drop the prices, knowing that consumers, after that shiny new device, will ALWAYS go for the latest, even if fixing the old one is a little bit

cheaper.

Although while American consumers are focused on consumption, they are also worried about the environment and the legacy they are leaving for future generations. At the heart of this legislation is a noble drive to make electronics last longer as a way of reducing the negative impacts on the environment. We can see this through the comments of Gordon-Byrne of the Repair Association: "Any time a manufacturer says that they are being good to the environment, and then refuses to let you fix stuff, I just cry foul." Clearly the issue strikes a chord, and it makes sense that using a device for a longer period of time will cause less damage to the environment. However, the system is set up for sales, not serving environmental concerns.

According to Source 4, when new versions of products are expensive, the manufacturers tempt consumers with promises to repair "free of charge." So even if right-to-repair legislation is accepted, consumers will likely still decide to buy the new product, looking forward to free repairs in the future instead of having to fix it themselves or find someone who can. Ironically, they will likely forget this warranty next time they are in the situation, as any repair, free or not, takes time and effort, and that new device is available TODAY.

Opponents of right-to-repair legislation hold most of the cards in this debate and will likely win in the long run. When we look at legislation like the

Magnuson-Moss Warranty Act of 1975 (Source 1 definitions), we can see how slow-moving laws, though enacted, are still weakened by industry. After all, who hasn't seen those "warranty void if altered" labels and believed what they said? On the flip side, if seeing such a label gave an inapt consumer pause before digging into a piece of tech he ~~fully~~ didn't truly understand, maybe the loss was not so great after all.

Holistically, the essay meets the criteria for a Level 6.

Note: This Level 6 paper achieves insight by using source evidence, US history, and assertions about human nature strategically linked across sources to create an argument. Also note the variety of citation styles, one of which does not identify a text. Because the essay identifies authors and/or contributors when citing, the essay consistently avoids plagiarism despite the formatting error.

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sophisticated claim: <i>Given that average individuals attempting to fix demonstrably above-average electronics is more an act of hubris than independence, legislatures developing “Right-to Repair” laws is a misplacement of priorities.</i> • insightful source and topic analysis: <i>Writing a law that makes manufacturers make complex electronics user-serviceable would likely slow or reverse the evolution of technology, a big-government interference the individualists would hate. and When we look at legislation like the Magnuson Moss Warranty Act of 1975 ... we can see how slow-moving laws, though enacted, are still weakened by industry.</i> • insightful evaluation of a counterclaim: <i>At the heart of this legislation is a noble drive to make electronics last longer as a way of reducing the negative impacts on the environment. ... even if right-to-repair legislation is accepted, consumers will likely still decide to buy the new product, looking forward to free repairs in the future instead of having to fix it themselves or find someone who can.</i>
Command of Evidence	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sophisticated support using a wide range of strategically chosen, relevant evidence: <i>As Elizabeth Chamberlain says in Source 2, “It wasn’t so long ago that every cell phone battery could be replaced by hand—without tools.” ... When Chamberlain goes on to say: “Batteries get glued in with industrial adhesive, making basic maintenance ridiculously difficult,” she is ... probably comparing it to one of her earliest interactions with the basic technology of the flip phone...</i> • consistent avoidance of plagiarism with emerging citation format(s): <i>As Elizabeth Chamberlain says in Source 2; As Alex Reinauer reports (Source 3, lines 26 thru 28); furthermore, if we look at the research by Yang, Jin and Zho (source 4), they conclude... (26–28)</i>
Coherence, Organization, and Style	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • strategic focus on task: An argument against right-to-repair legislation is presented in the broader context of <i>rugged individualism</i> and human nature of <i>rampant consuming</i>. • strategic organization of ideas: With an introductory paragraph creating a contemporary context of the <i>ever presence of electronics</i>, a body paragraph using <i>misunderstanding</i> of technology by advocates as a basis of not pursuing legislation, followed by a paragraph arguing the US shift to consumerism and larger economic factors at work in <i>SUCCESS</i>; followed by an evaluated and refuted counterclaim based on <i>negative impacts on the environment</i>, concluding with an example of how industry has the power to circumnavigate legislature. • sophisticated language and sentence structure: throughout
Control of Conventions	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • exceptional control: throughout • virtually no errors when using sophisticated language: throughout

*legislation that makes the servicing

In the current technological world we inhabit, it is commonplace to have to purchase a new laptop computer, smartphone, or gaming system every two to three years. For consumers this is costly, but for manufacturers, this practice is lucrative. Enter the "Right to Repair" movement who advocates for the passing of legislation that makes the servicing of products easier and cheaper for consumers, while also reducing predatory manufacturing procedures that give companies a monopoly on repairing their own products. The passing of this legislation is in the best interest of consumers as it will make repairs easier and possibly cheaper, hopefully lessen exploitative business practices, and benefit the environment.

When a product does not work correctly, it is a common practice to try and repair it on one's own or take to a technician. However, much of the newer technological products on the market are not easily repairable because "people are often denied the information or the parts to do so" (Source 1, lines 13-14). Consumers should have access to product guides, as well as tools needed for the job, including ones such as computer based problem-solving programs. Replacement parts should also be easily identifiable and acquired. This would eliminate consumers having to buy new products. According to repair advocates "easier repair, allows consumers to hold onto their products longer, so they do not throw away used products and buy new ones as quickly" (Source 4, lines 9-12). Right to repair legislation

would save a significant amount of money for the average buyer, just with the elimination of the constant need to purchase a new product every time something like a new battery or another replacement part is needed.

Many companies thrive on controlling repair options and some have gone so far as to use 'unable to verify' warnings that show up as persistent messages on your lock screen and get added to your device information (Source 2, 29-30) when a third-party part is used for repair. The only option for the consumer ^{then} is to return to the original company to fix the problem.

Right-to-repair legislation would significantly break this monopoly on repairs and make companies accountable for producing quality products. Ethically, companies should be designing products that are the best they can be: resistant to damage, designed with easily replaceable parts if needed, but with the hope for increased longevity of use, and selling products at reasonable prices. Right-to-repair legislation would make sure of this.

With the increased repairability of products due to the passing of this legislation, electronic or e-waste would increasingly lessen. As stated by Thorin Klosowski of the New York Times "There is the hope that with increased repairability, the world will see less e-waste... Any time a manufacturer says that they are being good to the environment and then they refuse to let you fix

stuff, I just cry foul" (Source 1, lines 29-32). In significantly reducing the need to buy completely new devices as a result insufficient reparability, the Right-to Repair legislation would not only benefit the environment but also be in the best interests of consumers. When repairs are easier, consumers will keep their products longer. They won't throw away products as quickly, thus reducing e-waste, and reducing the environmental impact because recycled electronics need to be broken down or they simply stay in landfills.

However, there are those that mistakenly claim that the Right to Repair legislation is not beneficial to the consumer because there are "safety risks from unauthorized repair, and risks to intellectual property." (Source 1, lines 46-47). However according to data in Source 2, "repair is six times safer than the average job and independent repair technicians come from the same trained, experienced labor pool as manufacturers' technicians" (lines 9-11). With both technicians having the same training, there is no measurable difference in "safety risk" between the independent contractors and those working for the company. The Federal Trade Commission (FTC) could also find no measurable data to suggest that independent repair shops were less careful with peoples' data than a company-authorized technician. There are always going to be problems with device security in this age of technology, but it is highly unlikely that

Right-to-repair legislation is a cause.

Right-to-repair legislation holds many apparent benefits for consumers. From increasing the ease of repair to promoting the end of negative business practices while lessening environmental impact, this legislation can change how consumers and producers navigate the technology in our current society, hopefully making it better.

Holistically, the essay meets the criteria for Level 6.

Note: This paper achieves a holistic score of 6 with insightful analysis into the role of consumers and a company's public responsibility to develop the argument. Also note the wide range of strategically chosen evidence used to support the claim. There are some errors in conventions, albeit those errors are typically due to the use of sophisticated language.

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sophisticated claim: <i>The passing of this legislation is in the best interest of consumers as it will make repairs easier and possibly cheaper, hopefully lessen exploitive business practices, and benefit the environment.</i> • insightful source and topic analysis: <i>Right-to-Repair legislation would significantly break this monopoly on repairs and make companies accountable for producing quality products.</i> • insightful evaluation of a counterclaim: <i>There are always going to be problems with device security in this age of technology, but it is highly unlikely that Right-to-repair legislation is a cause.</i>
Command of Evidence	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sophisticated support using a wide range of strategically chosen, relevant evidence: <i>...those that mistakenly claim...there are safety risks from unauthorized repair... However, according to data in Source 2, “repair is six times safer than the average job...”</i> • consistent avoidance of plagiarism with acceptable citation format(s): <i>(source 1, lines 13–14); (According to data is Source 2... (lines 9–11); (source 4, lines 9–12)</i> Although there is a misattribution to Times reporter Klosowski, combining the reporter's discussion with those of the source, Gordon-Byrne; holistically, the student is successful in avoiding plagiarism throughout the essay.
Coherence, Organization, and Style	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • strategic focus on task: throughout • strategic organization of ideas: With an introductory paragraph introducing the issue in the context of a <i>technological world</i>, a first paragraph introducing the <i>common practice</i> of self-repair, and barriers put in place to <i>replacement parts</i> being <i>easily identifiable and acquired</i>, followed by a second body paragraph alleging that <i>many companies thrive on controlling repair options</i>, followed by a third body paragraph introducing e-waste as being lessened by the legislation, a fourth paragraph serving as a counterclaim to the allegations of <i>safety risks</i> associated with independent repair. The essay concludes with a paragraph of summation. • sophisticated language and sentence structure: <i>Ethically, companies should be designing products that are the best they can be: resistant to damage, designed with easily replaceable parts if needed, but with the hope for increased longevity of use...</i>
Control of Conventions	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • considerable control: throughout • errors that do not hinder comprehension, even when using sophisticated language: <i>movement who advocates; take to a technician; manufacturers this; product guides, as; computer based</i>

Technological devices such as phones, laptops, gaming consoles, etc are a part of our everyday lives. When we spend hundreds on these devices, we expect to get our money's worth and have the object be useful for a decent amount of time. This is not always the case. Very often, something will malfunction or a battery may die and it needs to go in for repairs. Some argue that the Right-to-Repair is not in the best interests of consumers but this is the opposite. The Right-to-Repair is in the best interests of consumers. Being able to repair your device is great. It will have a much longer lifespan and be used until it is permanently dead. This will save not only money on your behalf but also will reduce e-waste. Manufacturers have designed their products ~~purposely~~ purposefully in a way where repairs are difficult to impossible, just to gain money. Repairs are also super expensive, forcing people to abandon the device they are using for something new.

Most people have had a device that was working fine and required some type of repair. Some repairs are so simple that all they need is a quick battery swap or the replacement of a part. What we see going on is that devices, instead of becoming more durable, are ~~regressing~~ manufacturing companies want your device to break. They purposefully design it in a way where complex repairs will be impossible. Their doctor repair shops are over the top expensive and ~~that~~ many will just go buy a new device, draining their pockets and filling up the companies. This happens because these companies want to make money, described in document 2 instead, "Controlling repair makes them money. They will when independent repair shops can't get the parts to fix your stuff. They profit when you use their dealer repair services. And they profit even more by something new, because

you're too frustrated by the hassle of fixing what you got." (source 2, line 4-8) In source 1 lines 18-20 it says, "Everyone should have reasonable access to manufacturers, (hardware and software updates). Software licenses should not limit support options and should make clear what's included in a sale." (source 1, lines 19-20) Companies love to gatekeep their materials and information at the device from the public so repairs are much harder and expensive.

Not only is using your devices saving you money but it is also helping the environment. With the increasing usage of technological devices all around the world and the problems discussed above occurring often, a lot of e-waste is produced. Source 1 lines 34-35 say, "We shouldn't be recycling usable technology, we should be reusing it. That's far better for the environment!" (source 1, lines 34-35) When devices are recycled, new devices are made but this requires a lot more energy and materials than if you are going to walk in a repair shop to fix a simple and fixable problem. In source 2 lines 38 to 39, it says, "If a faulty part is replaced with a new one, the main board will refuse to accept." (source 2, lines 36-37) This claim shows that the intentional faulty designs will cause more e-waste when repairs are wanted to be made. If multiple parts are required to be replaced when only 1 needs to be replaced, the price for the repair will rise significantly and the consumer may just want to buy a new device, ultimately leading to more e-waste.

While the right to repair is in the best interests of consumers, some argue that it is not. Source 4 argues that product prices will drop and that people will likely buy new devices because of it. "While lower price benefits consumers, it also motivates more consumers to purchase new products that translates into higher new production volume and eventually more e-waste." (source 4, lines 31-33) Yes this will be a problem but that is only because

Repair shops are really expensive for no good reason.¹⁰ Either they mark up the price because they are simply doing work on your device, even if it's simple, or it's expensive because of the design of the device which makes it harder to work on. These companies are also hard to trust when they lie or create code to mess with your device. In source 2 it claims, "HP was caught using fake error messages to obstruct 3rd party ink cartridges." (source 2, lines 27-28) Many claims from the companies have been disproven, showing they will come up with anything to justify their opinions against right-to-repair.

Overall, the Right-to-Repair is in the best interests of the consumer. Anyone should be able to repair their device by anyone and shouldn't be denied parts for it. It is the device we own and often times only have a small issue that needs to be ~~fixed~~ fixed. Companies make that hard by designing products in complicated ways, making repairs expensive. The right to repair will reduce e-waste because more will go to repair shops to get their devices fixed.

Holistically, the essay meets the criteria for a Level 5.

Note: This paper is holistically a 5, despite the counterclaim being appropriate as opposed to thorough and having moments when language becomes basic, some content in the introduction that is better suited to a body paragraph, and handwriting that can be challenging to read.

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • thorough claim: <i>The Right-to-Repair is in the best interests of consumers. Being able to repair your device is great. It will have a much longer life span and can be used until it is permanently dead.</i> • thorough source and topic analysis: <i>This claim shows that the intentionally faulty designs will cause more e-waste...If multiple parts are required...the price for the repair will rise...the consumer may just buy a new device</i> • appropriate evaluation of a counterclaim: <i>Source 4 argues that product prices will drop and that people will most likely buy new devices because of it ... yes, this will be a problem but ... because repair shops are really expensive for no reason</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough and accurate support using effective and relevant evidence: “If a faulty part is replaced with a new one, the main board will refuse to accept it.” • consistent avoidance of plagiarism with acceptable citation format(s): ...described in document 2 lines 1–8; (Source 1, lines 18–20); In source 2 lines 36 to 37 it says,
Coherence, Organization, and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • clear and appropriate focus on task: throughout • thoughtful organization of ideas: With an introductory paragraph that contextualizes the need for right to repair laws by briefly dismissing a counterclaim, a body paragraph presenting companies’ <i>repair shops</i> as being <i>over the top expensive</i>, followed by a second body paragraph that presents <i>revising your devices</i> as a means of combatting e-waste, followed by a body paragraph presenting and refuting a counterclaim that <i>prices</i> [of new technology] <i>will drop...</i> by referencing the fact that <i>these companies are hard to trust when they lie or create code to mess with your device</i>. The essay concludes with a paragraph of summation. • language that ranges from precise to basic: <i>What we see going on is that devices, instead of becoming more serviceable, are regressing: Manufacturing companies want your device to break; Most people have had a device that was working funny</i>
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • partial control: throughout • errors that do not hinder comprehension: <i>gamming; apart; our moneys; worth; durable; purposefully; are over the top expensive; cant; youre; got.”(source 2, Line 4-8); gate keep; In source 2 lines; Yes this will; fixed. companies</i>

There is no real way to exist in modern society without encountering technology. And as technology evolves, it becomes more and more complex for leaving behind the average person's ability to repair it. A broken lightbulb? I'll just replace it. A broken laptop? Beyond my ability. There are those who advocate for "right to repair" legislation. They argue that technological devices should be made so that average people can "DIY" any problems; however, technology has so outpaced 'do-it-yourselfers' that having the right to repair technology presents problems rather than fixes them. Clearly, it is not in the best interest of consumers to repair their own devices so "right to repair" legislation should be abandoned.

There are those who argue that, as a consumer, you have a right to be able to fix your own stuff. According to Thorin Klosowski, "Devices should be designed in a way as to make repair possible." (Source 1, lines 25-26) For Right to repair advocacy groups this legislation would give regular people access to not only "parts," but "tools, and diagnostic information" for either consumers or third party repair-people (Source 3, lines 8-9). They even cite the environment as

a reason for DIY repairs as "easier repair allows consumers to hold onto their old products longer, so they do not throw away used products to buy new ones as quickly" (Source, lines 9-11). This may sound persuasive, and no one really wants to hurt the environment, but right-to-repair legislation cannot compete with constant innovation and technology. These innovations are in place to make technology more durable and keep it from becoming too expensive.

Alex Reinouf, in his article "New EU Paper Outlines Problems with 'Right to Repair'" Legislation says, "Consumers enjoy relatively low prices for smart phones, but right-to-repair laws threaten to prioritize repair over the initial development and production of these devices." (Source 3, lines 17-19) Because manufacturers would have to spend time + effort designing repairable choices, advancement in these technologies would hinder "development" of new and more sophisticated technology. The kinds of technology that consumers are willing to pay for. Also design choices would suffer as manufacturers would have to make choices that affect a product's durability.

in order for people to get at their owners' workings. Overemphasizing repairability could in turn make devices more prone to damage from drops and exposure to moisture." (Source 3, lines 35 + 36) ^(Source 3, lines 35 + 36)

Manufacturers' research and design teams would spend more time creating less innovative technology – this is something consumers just don't want.

There are also risks when the average Joe or Jane decides to fix their own devices.

The main points in opposition to right to repair legislation: "security risks from giving criminals access to technical information, safety risks from unauthorized repair, and risks to intellectual property," according to Thorin Klosowski. Although the data belongs to the person who owns the device, it doesn't mean they should jeopardize their own electronic safety just to save a few dollars. In fact, people are more likely to spend money on security rather than put themselves in danger. ^(Source 4, lines 45 + 46)

All in all, went to repair laws are not in the best interest of consumers. Making devices easy to be repaired makes them less sophisticated and causes them to being more vulnerable and less reliable.

Holistically, the essay meets the criteria for a Level 5.

Note: This paper is holistically a 5, thoroughly incorporating accurate select ideas from the sources and providing thoughtful discussion and counterpoints throughout, using precise, though not sophisticated, language.

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • thorough claim: <i>Clearly, it is not in the best interest of consumers to repair their own devices so “Right to repair” legislation should be abandoned.</i> • thorough source and topic analysis: <i>Because manufacturers would have to spend time + effort designing repairable devices, advancement in these technologies would hinder “development” of new and more sophisticated technology</i> • thorough evaluation of a counterclaim: <i>...legislation cannot compete with constant innovation and These innovations are in place to make technology more durable</i>
Command of Evidence	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • thorough and accurate support using effective and relevant evidence: <i>Consumers enjoy relatively low prices of smart phones, but right-to-repair laws threaten to prioritize repair over the initial development and production of these devices</i> • consistent avoidance of plagiarism with acceptable citation format(s): <i>(Source 1, lines 9–11); (Source 3, lines 17–19)</i>
Coherence, Organization, and Style	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • clear and appropriate focus on task: throughout • thoughtful organization of ideas: With an introductory paragraph explaining the progression of technology beyond <i>DYI</i>, a body paragraph explaining why legislation <i>cannot compete with constant innovation</i>, followed by a second body paragraph discussing the relationship between cost and design and how <i>design choices would suffer</i>, a third body paragraph discussing information security, observing: <i>Although the data belongs to the person who owns the device, it doesn’t mean they should jeopardize their own electronic safety</i>, with a brief paragraph of summation to conclude. • precise language and sentence structure: <i>“There is no real way to exist in modern society without encountering technology and as technology evolves, it becomes more and more complex leaving behind the average person’s ability to repair it”</i> with occasional use of + and & for “and”.
Control of Conventions	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • considerable control: throughout • errors that do not hinder comprehension: <i>technologies And; complex leaving; DYI; problems; however; my sound; time + effort; Also design; manufacturer’s</i>

The right to repair is the ability for consumers to easily repair their products, mainly focusing on electronics such as smartphones and laptops. The right to repair has been debated due to safety, cost, and sustainability issues. The right to repair should be guaranteed in order to reduce waste, prevent any dangers that may arise, and the overall benefit of the consumer.

The right to repair will allow a substantial decrease in e-waste, or the waste of electronic products. The right to repair will prevent people from constantly purchasing new products and instead fix their own. This is demonstrated in, "There is hope that with increased repairability, the world will see less e-waste" (Text 1, line 29-30). This quote furthers the idea repairing will decrease waste. Another quote to back this claim is, "They further contend that easier repair allows consumers to hold their products longer, so they do not throw away used products and buy new ones as quickly" (Text 4, lines 9-11). This example explains the connection between repairability and sustainability, and the overall impact in decreasing e-waste.

The right to repair also decreases any dangerous risks with attempting to repair. The right to repair would guarantee users instruction manuals and prevent accidents from attempts at repairing. This is demonstrated in, "Withholding repair documents make DIY repairs more difficult and more dangerous." (Text 2, lines 24-25). This detail further explains the safety benefits that are possible with

the right to repair, and easier ability to repair and change products that are held by the consumers!

Although opposition believe that the right to repair will lead to risks in cybersecurity, they are wrong. They claim, "the main points in opposition to right to repair legislation: security risks from giving criminals access to technological information," (Text 1, lines 45-46). This however was proven wrong. As demonstrated in, "experts from University of Maryland and John Hopkins have found "no cybersecurity risks in third-party repair." (Text 2, lines 14-15). This piece disproves the idea of cybersecurity risks, and demonstrates the faultiness in oppositions arguments against the right to repair.

The right to repair should be a universal right withheld by technology companies that give freedom back to the consumer.

The right to repair will help the environment by reducing e-waste, decrease the risk of danger by providing manuals and documentation, and does not have cybersecurity risks despite oppositions speculation. The right to repair benefits both consumers and society.

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

Note: This paper follows a formulaic approach to the task, with body paragraphs starting with a topic idea, followed by a source quote and general statement or explanation of its significance, often allowing the quote to speak for itself rather than providing an original explanation.

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • specific claim: <i>The right to repair should be guaranteed in order to reduce waste, prevent any dangers that may arise, and the overall benefit of the consumer</i> • appropriate source and topic analysis: <i>This detail further explains the safety benefits that are possible with the right to repair and easier ability to repair and change products that are held by consumers</i> • appropriate evaluation of a counterclaim: <i>This piece disproves the idea of cybersecurity risks and demonstrates the faultiness in oppositions arguments against the right to repair</i>
Command of Evidence	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sufficient and adequate support using relevant evidence: <i>"There is hope that with increased repairability, the world will see less e-waste"</i> • consistent avoidance of plagiarism with acceptable citation format(s): (Text 1, line 29–30) however, there is some miscopying of cited text <i>"They further contend that easier repair allows consumers to hold their products longer, so they do not throw away used products and buy new ones as quickly"</i> (Text 4, lines 9–11).
Coherence, Organization, and Style	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • acceptable focus on task: throughout • logical organization of ideas: With an introductory paragraph that states a claim followed by a second paragraph about e-waste. A third paragraph discusses the ease of repair, followed by a fourth paragraph presenting a counterclaim based on cybersecurity risks. The conclusion reiterates the claim. • appropriate language and sentence structure: <i>This example explains the connection between repairability and sustainability, and overall impact in decreasing e-waste despite occasional incidents of word omission: The right to repair should be... withheld by technology companies that give freedom back to the consumer.</i>
Control of Conventions	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • partial control: throughout • errors that do not hinder comprehension: <i>guaranteed; As demonstrated in, "experts...have found "no cybersecurity risks..."; oppositions arguments; peice; reducing e-waste decrease the risk</i>

IS "Right to Repair" legislation in the best interests of consumers? The 'Right to Repair' legislation is in the best interests of consumers. Consumers can fix their own devices or get it done by someone else, won't have to buy and waste their old device, and it saves them money. So 'Right to Repair' is in the best interest of consumers.

The consumers can get their own device fixed or just have it fixed from someone else. For example in text 1 states "The idea behind "right to repair" is in the name; If you own something, you should be able to repair it yourself or take it to a technician of your choice." This concept can be applied to older cars or appliances but it could also apply to modern tech that consumers can get fixed. Another example from text 1 states "The parts and tools to service devices, including diagnostic tools, should be made available to third parties, including individuals." This shows how these tools agreed to be available for third parties and individuals. Not only do consumers benefit from getting their own devices fixed they won't have to buy and waste their old device.

Consumers won't have to buy or waste their current device because of "right to repair." For example in Source 4 states "easier repair allows consumers to hold on to their old products longer, so they do not throw

away used products and buy new one's as quickly." This basically explains how easier repair lead to less e-waste. Another example in source ~~4~~ says "This would reduce the environmental impact by reducing e-waste and new production." This shows how it would help the environment and reduce e-waste. But not only does this have the best interest in consumers some people have an opposing view.

Some people may have an opposing view on why "Right to repair" is not in the best interests for consumers. They may mention how with more lower prices ~~it~~ it also encourages consumers to purchase new products leading to more e-waste. But ~~this~~ this is not true as more consumers would waste more but can always save. For example in test 2 states that "Controlling repair makes them money. They profit when you use their dealer repair services." This shows how you can save your money as they try to profit off of you when you use their services.

In conclusion, the "Right to repair" is in the best interests ~~for~~ for consumers. People can fix their own devices or to a repair shop, won't have to buy new devices and can keep their current devices, and save money. So, right to repair can help people save money, and keep their current devices in their own interests.

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

Note: This essay begins with a lower, surface-level claim (a reiteration of the prompt), then moves to adequate analysis of selected quotations, using a template-like system of introducing a statement from a source, followed by an interpretation of what the statement *shows*, sometimes rewording more than analyzing.

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • surface-level claim: <i>The Right to Repair' legislation is in the best interests of consumers.</i> • appropriate source and topic analysis: <i>This show how these tools need to be available for third parties and individuals. Not only do consumers benefit from getting their own devices fixed they won't have to buy and waste their old devices.</i> • insufficient evaluation of a counterclaim: based on the argument that <i>Some people may have an opposing view</i>, providing a quotation that illustrates that <i>controlling repair makes them [manufacturers] money</i>, loosely implying that the laws' existence would change that dynamic.
Command of Evidence	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sufficient and adequate support using relevant evidence: <i>The parts and tools to service devices, including diagnostic tools, should be made available to third parties, including individuals.</i> • partial avoidance of plagiarism with acceptable citation format(s): <i>Text 1 states; Source 4 says; text 2 states, and occasionally using paraphrased source ideas without credit: concept...applied to older cars or appliances</i>
Coherence, Organization, and Style	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • acceptable focus on task: throughout • logical organization of ideas: With an introductory paragraph that has a surface-level claim, a body paragraph focused on how Right to Repair will help consumers <i>get their own device fixed</i>, a second body paragraph focusing on how <i>consumers won't have to buy or waste their current device, to reduce e-waste</i>. A third body paragraph attempts a counterclaim, using a quotation that seems to work against the stated argument, and a conclusion reiterating ways <i>right to repair can help people save money, and keep their current devices in their own interests</i>. • appropriate language and sentence structure: <i>Not only do consumers benefit from getting their own devices fixed; This basically explains how easier repair lead to less e-waste; however, the sources are personified, rather than crediting contributors or authors of the texts.</i>
Control of Conventions	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • partial control: won't have to buy and waste their old devices; <i>For example in Source 4 states; easier repair lead.</i> • errors that do not hinder comprehension: <i>'Right to Repair"'; text 1 states “; show; fixed the; example in; in source 4 states “easier; Consumers some.; money, and</i>

Have you ever bought a brand new iPhone and were so happy that you ~~had~~ had finally saved up enough money to buy this little luxury, just to have it break a few days later? Due to the fact that the 'right-to-repair' legislation is not yet a Federal law, this would be a very upsetting tragedy for you. In the U.S., there are no legal regulations that say that companies ~~must~~ supply their ~~consumers~~ with everything they need to be assured that their ~~devices~~ products will last for as long as it can. Restricting information and tools enables the sellers of these products to make more money, yet they use the excuse that giving out this information would cause a risk to the devices security. ~~Therefore~~ I believe that the "right to-repair" legislation is in the best interest of the consumer because it allows them to spend less money on new products, causes a decrease in e-waste and other pollutants, and is in fact a more ~~secure~~ secure way of getting devices fixed than bringing it to a repair technician.

The right-to-repair legislation would allow consumers to fix their purchases at home without needing to buy a new one. Companies often restrict certain information in order to get more money from their consumers. Not only this but they behave in fraudulent ways to obtain even more money. "HP... was caught using fake error messages... these distressing alerts and artificial feature limitations were... driving customers back

(Source 2 line 33-34)

into the manufacturing repair monopoly." (Source 2). This shows just how greedy these companies are and is a good example ~~supporting~~ why the "right-to-repair" legislation should be put into action. Manufacturers lie to their customers in order to steal more of their money. Enacting this law would allow for a more ergonomic and inexpensive product for consumers. "A legally protected right to repair will help us get our stuff fixed at reasonable prices." (Source 2, lines 31). Evident from the passage, the "right to repair" would allow for consumers to save more money. ~~With~~ The ability to repair your own devices and objects would allow you to be able to keep your luxuries good for longer. ~~and~~ Saving more money in the long run because instead of needing to buy a whole new product, one can ~~simply~~ simply do little repairs when needed.

Not having the "rights to repair" means more waste and pollution coming from the discarded objects. Since there is no "right to repair" ~~broken~~ products that could be an easy fix, get thrown out for new ones leading to growing pollution. The impact of a growth in the discarded devices has been detrimental ~~but~~ but could be stopped with the introduction of the "rights to repair" legislation. "This would reduce the environmental impact by reducing waste and new production" (Source 4, line 11-12). This shows the positive impact that the "rights to repair" would have on the environment, ~~thus~~ causing a decrease in pollution and other harmful effects.

to the globe.

A large argument made in terms of the "Right to repair" legislation is that making and allowing ~~these~~ devices to be able to be fixed at home would be cause for concern when it comes to security. This is in fact not true and is more secure than ~~if~~ you were to take it somewhere to get fixed. Security is a necessity for many when it comes to devices which is why the right to repair would be beneficial. "Repair is six times safer than the average job" (Source 2 line 9-10). By allowing people to fix their devices at home, the information on that device is only in the hands of the owner rather than by a repair technician or other company instead. Having the ensured security of one personal information would be another reason for why the rights to repair legislation would be in the benefit of actions in creating a more energy efficient life for product users.

The "rights to repair" legislation is certainly in the best interest of the consumer because it allows for the customer to have fully ensured security on their device, spread less energy over all for new devices, and limit global suffering by causing a decrease in pollutants and e-waste across the world. Some, however, may say that the "right to repair" is not in

Part 2 – Sample Student Paper 7 – Level 3 Condition Code - Fewer than three sources used.

the best interest of the consumer because it removes the possibilities for certain deals that could've previously been offered by companies. ~~However~~ This is not necessarily the case though and companies may still react differently to the right to repair legislation, "how manufacturers respond depends crucially on how much it costs to produce the product." (source 4 line 24-25). This shows that companies won't necessarily remove deals or increase prices due to the 'right to repair' law, meaning this legislation would still be in the best interest of consumers worldwide.

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

Note: Although holistically the paper may appear to meet the criteria of a level 5 paper, the essay **cannot be scored higher than a 3** because only 2 sources were referenced [See condition code bullets at the bottom of the rubric.]

Content and Analysis	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • thorough claim: <i>Therefore, I believe that the “right to-repair” legislation is in the best interest of the consumer because it allows them to spend less money on new products, causes a decrease in e-waste and other pollutants, and is infact a more secure way of getting devices fixed than bringing it to a repair technition</i> • thorough source and topic analysis: <i>The ability to repair your own devices and objects would allow you to be able to keep your luxuries good for longer, saving more money... one can simply do little repairs where needed.</i> • thorough evaluation of a counterclaim: <i>A large argument made...is that making and allowing devices to be able to be fixed at home would be cause for concern when it comes to security. This is infact not true... By allowing people to fix their devices at home, the information... is only in the hands of the owner</i>
Command of Evidence	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • sufficient and adequate support using relevant evidence: <i>This would reduce the environmental impact by reducing e-waste and new production” and “Repair is six times safer than the average job”</i> • consistent avoidance of plagiarism with acceptable citation format(s): <i>(source 4, line 11–12) and (Source 2, line 9–10), although there is some miscopying noted.</i>
Coherence, Organization, and Style	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • clear and appropriate focus on task: throughout • thoughtful organization of ideas: With an introductory paragraph that presents both sides of the argument then states a persuasive claim. A second paragraph addresses the benefit of fixing <i>their purchase at home</i> and not <i>needing to buy a new one</i>, followed by a third paragraph about the environmental impact of <i>reducing e-waste</i>. A fourth paragraph states and refutes the counterclaim. The essay concludes with a paragraph of summation. • precise language and sentence structure: <i>Having the ensured security of ones personal information would be another reason for why the right to repair legislation would be a beneficiary course of action in creating a more enjoyable experience for product users.</i>
Control of Conventions	<p>Essay exhibits:</p> <ul style="list-style-type: none"> • partial control: throughout • errors that do not hinder comprehension: <i>Have you ever ... and was so happy; tradgety; devices... bringing it; technician; perchases; certain; fradolent; distingenuous; since there is no “Rights to Repair” broken; infact; toe; beneficial; certainly to; ensured; security on; nessiserily</i>

Part 3

Text-Analysis Response

Directions:

Closely read and analyze the text provided on pages 46 through 48. Plan and write a well-developed, text-based response of at least two paragraphs. In your response, clearly identify a central idea or theme in the text and provide an analysis of one or more writing strategies that develop and support this central idea or theme.

Be sure to:

- Introduce a central idea or theme from the text.
- Analyze how the author uses one or more writing strategies to develop and support the central idea or theme you identified.
 - Examples include: allusion, cause/effect, characterization, conflict, dialogue, irony, language use, metaphor, mood, simile, personification, point of view, setting, structure, symbolism, tone, etc.
- Support your analysis by providing evidence, such as details, quotations, and/or paraphrased information from the text.
- Organize your ideas in a cohesive and coherent response.
- Maintain an appropriate style and tone, avoiding the use of casual or conversational language, symbols and/or abbreviations, unless quoting directly from a cited source.
- Use appropriate grammar and punctuation.

The Book Woman of Troublesome Creek

In the following excerpt from a novel, Cussy Mary is a Packhorse Librarian who delivers books in the poverty-stricken areas of the Appalachian Mountains during the Great Depression as part of President Franklin Roosevelt's Works Progress Administration. She has been making deliveries all morning.

Several hours later, I'd finished my drop-offs at the three cabins and rode into Jackson Lovett's yard, the smells of fresh rain, wild onion, and turned dirt rising into the breeze. Above, fat thunderclouds sailed off to the east, the sheets of rain curtaining layered grandfather ridges [of the mountains] that rose beyond.

5 Jackson worked on a late-spring garden, taking a hoe to one of the many rows he'd cut.

Junia brayed and whinnied, a warning clinging to her last haw. Jackson pulled his shoulders up, laid down his hoe, and walked over to us.

"Easy, girl," I said as Junia snapped a leg forward, cautioning him not to come any closer.

10 Jackson pulled a rag from his back pocket and wiped his neck. "Whoa, old girl. I plumb forgot it was Monday. But I'm happy to see you too."

I slid down the prancing mule, tapped her foreleg, pushed her back to try to right myself from a wriggling mess she was causing. Finally, I was able to stand and give a proper greeting, get Jackson's loan out of the saddlebag, and pass it to him.

15 He wrinkled his brow. "What's this?"

"It's your new loan. Well, not an official library loan. It's my mama's, and I'm loaning it out." It was a fairly decent copy of *Brave New World*.

Surprised, he inspected the dust jacket and thumbed through the pages.

It was a banned book here, but Pa'd saved up for six months and paid his foreman to 20 fetch it from the city for him one Christmas years ago to surprise Mama with it. I searched Jackson's eyes, a worry gathering in mine.

25 "It's clean enough," I said with a challenge in my voice, but still buckling under a rising peacock-blue blush.¹ I tucked my hands behind my back. The book *was* clean and less soiled than the real-life stories taking place in these dirty hills. In Aldous Huxley's fable of a future world where everyone was safe, no one suffered illness, starved, or did without, and there were no more wars. One of my favorite parts was when the law broke up an ugly riot. They didn't use guns, arrows, sticks, or fists. Instead, they sprayed a strange misty drug over the crowd that made everyone happy. . . .

30 Brushing a lock from my face, I tucked it back under my bonnet, then unclasped my feral² hands, now worried I'd been too bold in front of this patron. *What if he went to the Center and told?* I could lose my job for passing a banned book. They would banish me from the books forever. Maybe even think up a worse punishment. At that, my hands itched to snatch the book back and flee.

Jackson said, "Your mother has good taste."

¹peacock-blue blush — Cussy Mary has the blood disorder methemoglobinemia, which causes her skin to appear blue.

²feral — untamed

35 “Had, she done passed.”

“I’m sorry for your loss,” he said with sincerity, and looked again at the book. “Hmm, clean you say? I’ve been sorely wanting to read this one but never could get my hands on it. Thank you, Cussy Mary.”

I was pleased. More than pleased. Thrilled.

40 “Let me get your library loan,” he said and strolled across the yard and into his cabin, returning a minute later with an apple and the Cobb book I’d left with him the last time, along with a different book atop it.

He handed me his loan and a copy of *Sons* by Pearl S. Buck. “Have you read it yet?”

45 “No, but I’ve heard good things about it, and I’ve read *The Good Earth*. It won the Pulitzer.” I tried to hand the book back.

He raised a palm. “It would be my pleasure if you’d read it. And, yes, *Earth* deserved the prize, but I lost that one out west. An excellent book.”

“I liked O-Lan³ best,” I said, thinking how O-Lan know’d she was too ugly to be loved.

Jackson stared at me a moment, then said, “She was the real hero, you know?”

50 “O-Lan was sure enough brave.” I admired him saying so. “And I liked how she didn’t have to say much neither.”

“What’s unsaid can be just as important,” Jackson commented. I nodded, excited to be able to talk about books with him.

55 “I especially liked Farmer Lung’s love of the land,” Jackson said and looked admiringly out at his own. “The power of land held a connection I could reckon with... For me, the earth gives life, and without it, we have none, not the smallest breath.” ...

I clutched the book to my chest. “I’ll start on it tonight.”

“If you like it, I have her other in the set, *A House Divided*. You’re welcome to read them both.”

60 “Much obliged. I didn’t think I’d ever get to read her others. Miss Eula and Miss Harriett scolded that her books weren’t proper for Kentuckians and could lead to tempting the good morals of our people, and offend deeply religious minds.”

“Miss Eula and—?”

“The librarian supervisors at the Center.” ...

65 “Reckon that wouldn’t be such a bad thing,” I said, taking in his easy smile and friendly chatter. “Much obliged, I best get back to my route.”

“And I need to get the soil worked before I can cut the timber and daylight’s gone an’ bedded.” He was strong like a tree, the cut of his face like the mountains surrounding us.

70 “You sure have yourself plenty of room to build up here,” I said, not wanting to leave but knowing I should.

“Eventually I will. It’ll take a lot of work. And I’m not a rich man, just a fool one with a strong back.” He straightened, loosening the creaks and cramps of overworked bones.

³O-Lan — In the book *The Good Earth*, O-Lan is a former slave of a prominent Chinese family who is sold to the farmer, Wang Lung to become his wife and partner in establishing a profitng farm while also facing several hardships.

I clasped my hands. "I don't mean to pry."

75 "I don't mind. I'm selling the lumber. I've got more orders for it than I can handle by myself. Enough woods and work to last two lifetimes."

I hated to think of it all bare, hurting the earth like that, but there was big business in timber and bigger money if a man wanted to work hard. "Sure is pretty."

"I'll take only enough trees to have myself a proper barn, to thin these woods some and bring new growth."

80 I nodded. And then because I had said too much, stayed too long already, "Let's get to our books, Junia. Thank you for the loan. Good day." ...

—Kim Michele Richardson

excerpted and adapted from *The Book Woman of Troublesome Creek*, 2019
Sourcebooks Landmark

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: <ul style="list-style-type: none"> • establishing a central idea or theme • analyzing the author's writing strategy usage 	<ul style="list-style-type: none"> • thorough central idea or theme • thorough writing strategy analysis 	<ul style="list-style-type: none"> • appropriate central idea or theme • appropriate or sufficient writing strategy analysis 	<ul style="list-style-type: none"> • general or emerging central idea or theme • limited, surface-level writing strategy analysis 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • incorporating supporting evidence • establishing a link between writing strategy-related evidence and central idea or theme 	<ul style="list-style-type: none"> • thorough support of ideas • clear link between specific and relevant evidence and central idea or theme 	<ul style="list-style-type: none"> • sufficient support of ideas • reasonable link between adequate evidence and central idea or theme 	<ul style="list-style-type: none"> • attempted support of ideas • emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • maintaining focus on task • organizing ideas • optimizing language style 	<ul style="list-style-type: none"> • clear and appropriate focus on task • logical organization of ideas • precise language and sound sentence structure 	<ul style="list-style-type: none"> • acceptable focus on task • acceptable organization of ideas • appropriate language and sentence structure 	<ul style="list-style-type: none"> • lack appropriate focus on task, but suggest organization of ideas - or - • suggest a focus on task, but lack organization of ideas • basic, inappropriate, or imprecise language 	<ul style="list-style-type: none"> • little or no focus on task • little or no organization of ideas • predominantly incoherent, or copied language - or - • minimal original writing, making assessment unreliable
Control of Conventions: the extent to which the response establishes a framework for clear communication by: <ul style="list-style-type: none"> • displaying control of 9-12 band grammar, usage, capitalization, punctuation, and spelling • maintaining control relative to language characteristics 	<ul style="list-style-type: none"> • considerable control • rare errors that do not hinder comprehension 	<ul style="list-style-type: none"> • partial control • errors that do not hinder comprehension 	<ul style="list-style-type: none"> • emerging control • errors that hinder comprehension 	<ul style="list-style-type: none"> • lack of control • errors that make comprehension difficult - or - • minimal original writing, making assessment unreliable
<ul style="list-style-type: none"> • 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. 				

Part 3 Analysis Response

The information in the chart below outlines the changes to the Part 3 Analysis Response from the prior Regents Examination in English Language Arts to the June 2026 administration of the exam.

Changes	Notes
Visual simplification of task and directions	These modifications facilitate student access to task explanation.
Introduction of “Be sure to” checklist	The previous “Be sure to” bullets were often used by students as a checklist.
Shift from analysis of central idea to “central idea or theme” as central component of task	Appendix B of the Next Generation English Language Arts Learning Standards defines central idea as “A concept or idea that is central to a text or a section of a text,” noting a similarity with “main idea.” “Theme” is defined as “a message or moral of a text,” noting “Themes often explore timeless and universal ideas.” No preferential consideration should be paid to one designation over another; content related to themes or central ideas should be evaluated based solely on rubric criteria descriptions.
Shift from analysis of author’s use of one writing strategy to author’s use of “one or more writing strategies.”	<p>The modification of the task to allow analysis of one or more writing strategies provides students with more opportunity for analysis of writer’s craft, with the idea that greater access to the central idea or theme of an excerpt can be provided with multiple access points.</p> <p>In cases where students present multiple writing strategies, a thorough analysis of one strategy should not be discounted because of a limited analysis of another strategy.</p> <p>Evaluation of writing strategy analysis should be based entirely on rubric criteria descriptions and should not consider one writing strategy to be superior to any other writing strategy.</p>
Shift to provide examples of evidence types (details, quotations, and/or paraphrased information from the text) in the “Be sure to” checklist	Part 3 has always required specific and relevant evidence to be used in the analysis of the passage. This language is designed to scaffold understanding of what constitutes evidence. Evaluation of supporting evidence content should be based entirely on rubric criteria descriptions and should not consider one type of evidence as being superior to another type.
Shift to explanation of appropriate style, tone, and conventions	This shift incorporates scaffolding to better inform the student of the preferred characteristics of “appropriate style and tone” and “appropriate grammar and punctuation.”

In tough times, everyone needs something to keep them going. Some people find comfort in tangible items, others in loved ones. In this excerpt, Cussy Mary illustrates her central idea of escaping the trouble world that she lives in through books, helping others do the same. She does this primarily through the clear & distinct shift in tone ^{whatever she} ~~to her speaking~~ about books.

It is clear that Cussy Mary admires books and the art of reading just from her job title. When distributing the banned book to Jackson Lovett, her tone is at first very happy & joyous to be doing what she loves, helping ~~poor~~ people like Jackson find good in ^{the} hard times of the Great Depression. However, her tone becomes stricter and more worried when she has to snap back into the ~~real~~ real thought of losing her job. She describes her hands as "feral" ones that "itched to snatch the book back & flee." (lines 30 & 32-33). When just before, she was admiring the juxtaposition between "the book [that] was clean & less ~~sooty~~ soiled than the real-life stories taking place in these dirty hills" (lines 23-24). It's obvious she is using her books as an escape from the troubles of her everyday life, and her sincere tone when she is speaking about books portrays that. Her worries about losing her job go away when Jackson & Cussy Mary start speaking about different books, and she returns to her calm & admiring tone again. For Cussy Mary, having books readily available helps her

Part 3 – Sample Student Paper 1 – Level 4

deal with her every-day troubles, she helps others with their
through books as well.

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

Note: The paper creates a focused analysis of the task that requires no inference from the reader, seamlessly combining discourse and specific text references to complete a meaningful whole. The response may exceed certain rubric criteria level descriptions. The misnaming of Cussy Mary as the author when developing a basis of analysis has no impact on criteria assessment and resulting score.

Content and Analysis	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough central idea or theme: <i>...escaping the troubled world that she lives in through books, helping others do the same</i> • thorough writing strategy analysis of tone and juxtaposition: <i>...when distributing the banned book...her tone is at first very happy & joyous...her tone becomes stricter and more worried when she has to snap back into the real thought of losing her job.</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough support of ideas: throughout • clear link between specific and relevant evidence and central idea: <i>The book [that] was clean & less soiled than the real-life stories taking place in these dirty hills" ...Its obvious she is using her books as an escape from the troubles of her everyday life... her sincere tone when she is speaking about books portrays this.</i>
Coherence, Organization, and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • clear and appropriate focus on the task: throughout • logical organization of ideas: the response consists of two body paragraphs and a sentence of summation. The first paragraph establishes a central idea and introduces <i>mood</i> as a basis of analysis, the second develops an analysis of the writing strategy and its relationship to the central idea. The sentence of summation further emphasizes the central idea, although not required by the task. • precise language and sound sentence structure: throughout, with the exception of ampersand usage
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • considerable control: throughout • rare errors that do not hinder comprehension: <i>sincere; every-day</i>

The Best Teacher: A Book

In the excerpt from *The Book Woman of Troublesome Creek, the character Cussy Mary delivers a banned book to Jackson Inlett, a lumberman. The characters ~~passionate~~ bond over the books and the lessons taught by the ~~novels~~ they love. The author's ~~conversational~~ ^{writing style} ~~writing~~ in this excerpt helps develop the central idea that a good book is a powerful tool, through the literary device dialogue.

This excerpt begins with the delivery of a banned book to Jackson's house, which ~~then~~ starts a conversation between Cussy Mary and Jackson. The two begin to discuss books that have influenced them as people implying the type of people these characters are. For example, the two discussed O-Lan, a character facing many hardships ~~that~~ ^{who} Cussy Mary admired: "I liked how she didn't have to say much neither of what's unsaid can be just as important," (Richardson 50-52). This section of dialogue ~~edition~~ ^{highlights} the lessons the two have gathered from O-Lan, without ~~the character~~ ^{the character} actually existing. By being taught through a book, ~~then~~ Cussy Mary and Jackson have ~~been~~ taught similar lessons, just by reading. Another example of a lesson discussed between the two characters is about nature. Jackson says, "The power of land held a connection I could reckon with... For me, the earth gives life, and without it we would have nothing," (Richardson 55). This section of dialogue reveals a lot about Jackson as a character as well as the important things he has learned from books. Undoubtedly, books have made the two characters smarter, and given them knowledge about the world they live in. The characters both live in a poverty stricken area, but have been taught ~~about~~ by books in a way that allows

the two characters to be incredibly well spoken. This emphasizes the central idea, that books are a powerful tool, which create intellectual conversations.

Books undoubtedly teach the reader about life and interesting subjects, but they also have the power to bring people together. Tessa very and Jackson discuss books together, creating a bond that they only developed through the power of books. For example, ~~in dialogue~~ after the discussion about novels, Jackson tells Cassy Mary about his work regarding his own qualities as a person: “I’m not a rich man, just a fool with a strong back” (Richardson 71). The two continue discussing his work, ~~and the connection that began through the discussion of books, and the many intellectual conversations, Tessa Mary and Jackson~~ and ~~using~~ books as the catalyst. This second dialogue emphasizes the idea that books are a powerful tool. They teach ~~person~~ the reader about life but also bring readers together. ~~through~~ Through the dialogue in this excerpt, this idea is ~~strongly~~ emphasized greatly.

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

Note: The response introduces several statements contributing to a thorough central idea, proceeding to choose dialogue in establishing a basis of analysis, discussing how the characterization of the two contributed to the central idea. In this case, a writing strategy was described alternatively (*conversational writing strategy* for dialogue). Had dialogue not been later introduced as the writing strategy, the use of synonymous terms would not have reduced the score.

Content and Analysis	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough central idea: <i>a good book is a powerful tool</i> sums up the precursor statement: <i>characters bond over the books and the lessons taught by the novels they love</i> • thorough writing strategy analysis: <i>The two continue discussing his work using books at the catalyst. This dialogue emphasizes the idea that books are a powerful tool.</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough support of ideas: <i>...the two discussed O-Lan, a character facing many hardships who Cussy Mary admired... this section of dialogue highlights the lessons the two have gathered from O-Lan...</i> • clear link between specific and relevant evidence and central idea: <i>Jackson says, 'The power of land held a connection I could reckon with'... This section of dialogue reveals a lot about Jackson a character as well as the important things he has learned from books</i>
Coherence, Organization, and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • clear and appropriate focus on task: throughout • logical organization of ideas: with an introduction establishing a central idea of books being a <i>powerful tool(s)</i> for <i>lessons taught</i> and establishing a <i>bond</i>, and a writing strategy of dialogue, followed by a body paragraph examining the influence of books through dialogue, and a third paragraph developing the bond established and evidenced by dialogue. • precise language and sound sentence structure: throughout
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • considerable control • rare errors that do not hinder comprehension: <i>well spoken</i>

The central idea of the novel ~~is~~ titled, "The Book Woman of Troublesome Creek" is that sometimes it is necessary to take risks in order to improve. The author, Kim Michele Richardson uses internal conflict to ~~also~~ demonstrate this central idea.

Central ideas are a crucial part of a ~~any~~ fictional piece because they are the messages that are portrayed in stories that will linger in the reader's mind. The central idea is often portrayed by the author with the help of literary devices like conflict, diction, or metaphors. The central idea that it is sometimes necessary to take risks in order to improve is conveyed with the use of conflict. In "The Book Woman of Troublesome Creek," author Richardson states, "I tucked it back under my bonnet, then clasped my feral hands, now worried I'd been too bold in front of this patron. What if he went to the Center and told?" (Lines 29-31) Richardson's use of internal conflict shows Cussy Mary's thoughts regarding her decision to loan an illegal book to a peer. ~~But~~ Cussy Mary realizes that she could get in trouble for the action she just did and is now conflicted between letting Jackson read the book or taking it back from him. The author ~~is~~ uses ~~the~~ conflict to show the main character's uncertainty that can either end great or poorly in the end. Richardson later wrote, "Hmm, dear you say? I've been sorely wanting to read this one but never could get my hands on it. Thank you, Cussy Mary. I was pleased." (Lines 36-39) ~~But~~ This shows that shortly ~~after~~ after Mary's internal conflict Jackson thanked her for the book. This reassured Mary that she was not going to get in trouble for ~~choosing~~ to loan Jackson an illegal book. ~~The~~ The author's use of conflict leads to the message that sometimes it is necessary to

take risks. Mary took a risk by loaning the book to Jackson and in the end she and Jackson became closer and he even loaned Mary ~~one~~ two books out of gratitude for the one.

The author, Kim Michele Richardson uses conflict in the novel titled "The Book Woman of Troublesome Creek" to develop the central idea. The central idea in this novel is that sometimes taking risks is necessary in order to improve. Richardson's use of conflict ~~is~~ conveys the central idea to the reader.

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

Note: After an introduction of a central idea and writing strategy, a brief digression follows, defining central idea and additional writing strategies; nonspecific information that is universal and not related to the task. The response then proceeds to lead the reader through the discussion of the central idea in relation to the conflict, focusing on a moment of conflict and its resolution, successfully linking the event to the central idea. A final paragraph simply repeats the previously stated central idea and writing strategy.

Content and Analysis	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough central idea: <i>sometimes it is necessary to take risks in order to improve</i> • thorough writing strategy analysis of internal conflict / conflict: <i>Richardson's use of internal conflict shows Cussy Mary's thoughts regarding her decision to loan an illegal book to her peer</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • thorough support of ideas: <i>...then unclasped my feral hands, now worried I'd been too bold in front of this patron. What if he went to the center and told? and Cussy Mary realizes she could get in trouble for the action she just did and is now conflicted between letting Jackson reading the book or taking it back from him</i> • clear link between specific and relevant writing strategy evidence and central idea: <i>Mary took a risk by loaning the book to Jackson and in the end she and Jackson became closer and he even loaned Mary two books...</i>
Coherence, Organization, and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • acceptable focus on task: the second paragraph begins with a general introduction to the <i>crucial</i> nature of <i>literary devices</i>, including references to <i>diction</i> and <i>metaphors</i>, which were not part of the proposed analysis. • acceptable organization of ideas: a first paragraph that introduces the central idea and proposes an analysis of internal conflict, followed by a second paragraph that introduces the importance of literary devices, then repeats and develops the analysis of internal conflict. • appropriate language and sentence structure: <i>This shows that that shortly after Mary's internal conflict Jackson thanked her for the book and end great or poorly in the end</i>
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • considerable control: throughout • rare errors that do not hinder comprehension: <i>Richardson uses conflict</i>

The central idea of "The Book Woman of Troublesome Creek" is the narrator (Cussy Mary) who shares their love and knowledge ~~of books~~ to other people ~~more than anything else~~ on the thing they care most: books. The writing strategy used by the author is characterization, they characterize Cussy Mary as a bookworm that values the knowledge of books and sharing it.

An example of this is stated in line 30, it states "What if he went to the center and told? I could lose my job for passing a banned book. They would banish me from books forever..." This shows that in the face of potential punishment with ~~giving~~ and giving out banned books, Cussy is much more worried about no longer having access to the thing that she loves most, books, when there could and would have other harsher punishments.

Another evidence to prove the statement is from line 52, it states: "What unsaid can be done just as important, Jackson commented. I nodded, excited to be able to talk about books with him." And another evidence to add onto this is from line 43 to 51, which in brief summary is Cussy and Jackson giving each other multiple book ~~recommendations~~ recommendations to each other. These two evidence proves that Cussy has an absolute love for books and is a total bookworm, and is very willing to share and help people to love books as she does, despite the fact earlier she was worried about being ratted out and punished for it.

This all shows that the central idea of "The Book Woman of Troublesome Creek" is the narrator sharing their love for books to other people on the thing she love and care for the most which is books, which is also implied to how she is a character characterized as a bookworm that wants to ~~help~~ help people see and view books as she does.

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

Note: This response has an appropriate central idea, uses simple repetitive transitional statements that require the rater to infer a link between the central idea and writing strategy, and repeats non-evolving statements characterizing Cussy Mary as a *bookworm*. There is enough evidence of characterization, in this case, to say that analysis is strongly implied, but not as specifically as the task demands.

Content and Analysis	<p>Response exhibits:</p> <ul style="list-style-type: none"> • appropriate central idea: <i>The central idea... is the narrator...who shares their love and knowledge to other people on the things they adore most: Books.</i> Although the central idea reads as an observation of plot, the focal point remains on <i>love and sharing of books</i>. • appropriate writing strategy analysis: <i>...they characterize Cussy Mary as a bookworm that adores the knowledge of books and sharing it and This shows that in the face of potential punishment with owning and giving out banned books, Cussy is much more worried about no longer having access to the thing that she loves most...</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • sufficient support of ideas: <i>And another evidence to add onto this is from line 43 to 51, which in brief summary is Cussy and Jackson giving each other multiple book recommendations to each other</i> • reasonable link between adequate evidence and central idea: <i>with multiple excerpts from the text; These two evidence proves that Cussy has an absolute love for books... and is very willing to share and help people to love books as she does...</i>
Coherence, Organization, and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • acceptable focus on task: <i>given the emerging central idea, the response nevertheless discusses the bookworm characterization of Cussy, mostly through plot observance serving as analysis.</i> • acceptable organization of ideas: <i>an introductory paragraph followed by two body paragraphs discussing Cussy Mary's love of books, with implied analysis of characterization by proximity and a conclusion. Note there are four paragraphs although the directions call for a two or more paragraph response.</i> • range of appropriate to imprecise as well as inappropriate language and sentence structure: <i>This shows that in the face of potential punishment with owning and giving out banned books, Cussy is much more worried about no longer having access to the thing that she loves most... ; Another evidence to prove the statement is from line 52, it states... and ratted out</i>
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • partial control: <i>throughout</i> • errors that do not hinder comprehension: <i>people on; tragedy; bookworm that; there could; Another evidence; two evidence proves; the thing she love</i>

In the story "The Book Women of Troublesome Creek" the author uses the story's setting and the characters' conflicts to create a strong and in-depth central idea. The central idea in the story is "books can provide both a sense of positive and negative impacts on the world."

In the story "The Book Women of Troublesome Creek" the author generates a central idea that is "Books can provide a sense of both positive and negative impacts on the world." The author helps to develop and strengthen this central idea through the use of the story's setting and characters' internal conflicts.

The central idea in the story is "books can provide a sense of both positive and negative impacts on the world." Many of the characters were living under poverty stricken environments/conditions. Books were cheap and affordable, which allowed those who couldn't go to school to keep up with a certain level of education. Books also facilitated many social interactions between people during a time of hardship. In the story, the characters are seen interacting with each other discussing books they've read and as well as allowing others to read their books they've bought or loaned. In the text, it states, "He handed me his book and a copy of Sons by Pearl S. Buck... I nodded, excited to be able to talk about books with him" (43-53). Both characters not only kept up their education by reading, they also were able to engage in a friendly conversation and exchange of the books they read. Even though it was during a time of hardship and poverty, people still found ways to connect and communicate with one another. Furthermore, books also provide negative impacts on people and the world. While it influences conversation it also can lead to others potentially losing their job and hurting themselves in the end. In the text it states, "What if he went to the Cento and told?... At that my hands itched to scratch the book back into place" (30-33). Books passing out books amongst people could also lead to a sense of mistrust.

or worse a loss of a job. This hurts people even more especially during a time where things aren't great. All-in-all, books provide both positives and negatives in the world even during times of hardships and unhappiness. People still find ways to connect and engage with each other during a struggling time. This is how the text supports the central idea of "books provide both a sense of positive and negative impacts on the world during hard times."

The author uses the story's setting as one writing element to help support the central idea in the story. A character delivered book loans to people who were struggling financially, poverty-stricken. However, she risk her job by giving out banned books to so people could engage with each other in a positive way during a time of economic hardship and moral decline. It takes place in a town where people are poverty-stricken and morally upset, barely had money to afford anything. In the text it states, "Eventually I will. It'll take a lot of work. And I'm not a rich man, just a fool one with a strong back" (71-72). The author wants the reader to understand that those who lived in the town during this time were financially struggling, not rich. However, they were able to turn a horrible/struggling period into a more engaging and happy period through the use of books. This is how the author used the story's setting as well as the character's conflicts to help support the central idea talk into the story.

Overall, the central idea in the story is "books provide both a sense of positive and negative impacts on the world during hard times." The author uses the writing elements including the story's setting and the character's conflicts to help support and develop this central idea. This is the central idea in the story and how the author supports and develops it with their writing elements.

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

Note: At first glance the extended length of this response may be misread as an indication of it being worthy of a higher score; however, the response provides a formulaic approach to the task, sufficiently developing the positive aspects of books through the use of setting, which exhibits stronger argumentation than the response's attempt to prove that *Books can provide a sense of ... negative impacts on the world* through the use of a second writing strategy of internal conflict. While the analysis of setting is superior to that of internal conflict, the assessment of analysis is holistic; the weaker analysis should not counteract the stronger, and the requirement of “one or more” strategies is met by the stronger analysis of setting.

Content and Analysis	<p>Response exhibits:</p> <ul style="list-style-type: none"> • general central idea: <i>Books can provide a sense of both positive and negative impacts on the world</i> • sufficient writing strategy analysis: <i>Books ... facilitated many social interactions between people during a time of hardship and The author wants the reader to understand that those who lived in the town ... were financially struggling ... However, they were able to turn a horrible/struggling period into a more engaging and happy period through the use of books and Furthermore, books ... can lead to others potentially losing their job</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • sufficient support of ideas: <i>it states, “He handed me his loan and a copy of Sons ... I nodded, excited to be able to talk about books with him” and “What if he went to the Center and told? ... At that my hands itched to snatch the book back and flee.”</i> • reasonable link between adequate evidence and central idea: <i>Both characters ... were able to engage in a friendly conversation and exchange books they read. Even though it was during a time of hardship and poverty, people still found ways to connect and communicate with one another and Passing out books amongst people could also lead to a sense of mistrust or worse a loss of job. This hurts people even more especially during a time where things aren't great</i>
Coherence, Organization, and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • acceptable focus on task • acceptable organization of ideas: The response provides an introductory paragraph that states the central idea and literary devices, followed by one body paragraph that discusses the central idea, a second body paragraph that predominantly discusses the setting, with a brief mention of conflict at the end, and a summative concluding paragraph. • appropriate language and sentence structure with occasional imprecision: <i>In the story, the characters are seen interacting with each other discussing books they've read as well as allowing others to read their books they've bought or loaned; Both character; during a time where and she risk her</i>
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • partial control: throughout • errors that do not hinder comprehension: In the story, “<i>The ... Creek</i>” <i>the; is</i> “<i>books; cheep; reeding; books...While it; leed; more especially</i>

In the text "The Bookwoman of Troublesome Creek" by Kim Michele Richardson the author uses characterization to showcase the theme that life can be enjoyable if viewed through a positive lens. The main character, Cussy, Mary enjoys reading books as she views them as an escape from the reality of living in a poverty-stricken area during the Great depression. She also works delivering them to poor people during these hard times. Even during her own hard time she was always thrilled to talk about her books with others, especially Jackson, a man she delivers books to regularly. As shown in lines 23-25 Cussy, Mary is delivering a borrowed book to Jackson and states "The book was clean and less Soiled than the real life stories taking place in these dirty hills. In ~~Adams~~ ~~the~~ Turkey's table of a future world where everyone was safe, no one suffered illness, starved, or died without, and ~~Her~~ ~~we~~ ~~or~~ ~~was~~." Cussy, Mary, actualizes the horrible living conditions of people in her area during the depression and expresses her yearning for a life lived in the book where no one was scared and everyone was safe. Even knowing she could lose her job during these hard times, Cussy, Mary's cautious character is willing to take the risk of passing a borrowed book to Jackson just so she can enjoy a future conversation with him about her favorite parts. This is a positive view of a future. Even when she was doubtful and considered the possibility of being punished she was, as stated in line 34 "dreaded. More than pleased. Thrilled." When Jackson acknowledges that he's looking forward to reading her borrowed book, she then goes on to have a talk about another book with him, The Good Earth. In lines 54-56 he says "I especially liked Farmer Igg's book of the land," and Jackson looks admiringly out at his own. "The power of land held a connection I could reckon with... for me, the earth gives life, and without it, we have none, not the smallest branch." Mary shows her love for the environment and how she appreciates the weeds and the small things around her at that moment, hoping he doesn't cut too many trees but understand his need to because of the hard times. Cussy, Mary's cautious character, yet positive character proves the theme that life can be enjoyable if viewed through a positive ~~lens~~ ~~lens~~ ~~lens~~.

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

Note: Although the handwriting of the response may require additional time to comprehend, it is not considered a bulleted condition code response [see bottom of rubric], as it is decipherable. The response attempts to complete the task in a single paragraph as opposed to the suggested two or more paragraphs in the task directions. “Coherence, Organization and Style” must be evaluated holistically; number of paragraphs is not a criterion specified by the rubric. It is not the lack of a second paragraph that has a bearing on the response’s rating for organization, but the organizational strategy within the paragraph presented.

Content and Analysis	<p>Response exhibits:</p> <ul style="list-style-type: none"> • general theme: <i>life can be enjoyable if viewed through a positive lense</i> • appropriate writing strategy analysis: <i>the author uses characterization to showcase the theme and Cussy Mary's cautious character is willing to take the risk of passing a banned book ... just so she can enjoy a future conversation ... about her favorite parts</i>
Command of Evidence	<p>Response exhibits:</p> <ul style="list-style-type: none"> • sufficient support of ideas: <i>Even when she has doubts and considers the possibility of being punished she was ... pleased. More than pleased. Thrilled, when Jackson acknowledges that he's looking forward to reading her banned book and The power of the land held a connection I could reckon with. For me the earth gives life ... Mary shows her love for the environment ... hoping he doesn't cut too many trees but understands his need to because of hard times</i> • reasonable link between adequate evidence and central idea: <i>Cussy Mary's cautious character is willing to take the risk of passing a banned book ... just so she can enjoy a future conversation ... about her favorite parts. This is a positive view of a future</i>
Coherence, Organization and Style	<p>Response exhibits:</p> <ul style="list-style-type: none"> • acceptable focus on task, but lacks organization of ideas: There is no transition between the characterization of Cussy Mary being <i>cautious</i> to one of her being <i>positive</i>, which causes some confusion. However, there is an acceptable focus on the task, with a focus on proving the character to be cautious and positive and providing a summarizing statement that connects the characteristics to the theme • basic language and sentence structure: <i>The main character Cussy Mary enjoys reading books as she views them as an escape from her reality of living in a poverty-stricken area during the Great depression. She also works delivering them to poor people during these hard times; Mary shows her love for the environment and how she appreciates the woes and the small things around her at that point and imprecision: earnings for yearnings</i>
Control of Conventions	<p>Response exhibits:</p> <ul style="list-style-type: none"> • partial control: throughout • errors that do not hinder comprehension: <i>characterization; lense; The main character Cussy Mary enjoys; Great depression; acknowledges; with him. The Good Earth.</i>