

2022 MCAS Sample Student Work and Scoring Guide

Grade 10 English Language Arts

Question 9: Essay

Reporting Categories: Language and Writing

Standard: L.PK-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard: L.PK-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard: L.PK-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Standard: W.PK-12.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard: W.PK-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Item Description: Write an essay explaining how characters support the main character in two different excerpts; use information from each excerpt to develop the essay.

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Essay Prompt

For this question, you will write an essay based on the passage(s). Your writing should:

- Present and develop a central idea/thesis.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

Based on the excerpts, write an essay explaining how Hanneke in *The Signature of All Things* and Mr. Knightley in *Emma* each play a significant role in the life of the main character. Be sure to use details from **both** excerpts to develop your essay.

Continue to the following page to see the scoring guides for this question. Sample student responses begin on page 3. The annotations that appear above each sample response describe elements of the response that contributed to its score for Idea Development and Standard English Conventions.

Scoring Guide for Idea Development

Select a score point in the table below to view the sample student response.

Score*	Description
5A	<ul style="list-style-type: none"> Central idea/thesis is insightful and fully developed Skillful selection and explanation of evidence and/or details Skillful and/or subtle organization Rich expression of ideas Full awareness of the task and mode
5B	
4	<ul style="list-style-type: none"> Central idea/thesis is clear and well-developed Effective selection and explanation of evidence and/or details Effective organization Clear expression of ideas Full awareness of the task and mode
3	<ul style="list-style-type: none"> Central idea/thesis is general and moderately developed Appropriate selection and explanation of evidence and/or details Moderate organization Adequate expression of ideas Sufficient awareness of the task and mode
2	<ul style="list-style-type: none"> Central idea/thesis may be present and is somewhat developed Limited selection and explanation of evidence and/or details Limited organization Basic expression of ideas Partial awareness of the task and mode
1	<ul style="list-style-type: none"> Central idea/thesis is not developed Insufficient evidence and/or details Minimal organization Poor expression of ideas Minimal awareness of the task and mode
0	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Scoring Guide for Standard English Conventions

Select a score point in the table below to view the sample student response.

Score*	Description
3A	<ul style="list-style-type: none"> Consistent control of a variety of sentence structures relative to length of essay Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
3B	
3C	
3D	
2	<ul style="list-style-type: none"> Mostly consistent control of sentence structures relative to length of essay Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> Little control and/or no variety in sentence structure and/or Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.

*In both Scoring Guides, letters are used to distinguish between sample student responses that earned the same score (e.g., 5A and 5B).

Idea Development—Score Point 5A

This fully developed essay is organized by idea, providing an insightful explanation of how the older and more experienced characters in the two excerpts exert influence on their younger counterparts. The introduction states the central idea: that Hanneke and Mr. Knightley are “older and respectable people, are obliged to point out wrongdoing of the main character, and provide advice on how to fix or avoid it in the future.” In the first body paragraph, Hanneke and Mr. Knightley are described as mentors: Hanneke as practically a member of Alma’s family, and Mr. Knightley as a respected elder who is well known to Emma. The writer provides details from the excerpts as evidence of the importance of the older characters: in *The Signature of All Things*, “the depth of the relationship between Alma and Hanneke, both emotionally and in regard to time”; and in *Emma*, “how [Emma] reacts to [Mr. Knightley’s] confrontation tells the reader that he is older and his opinion is certainly respected.” Subsequent body paragraphs explore the roles of Hanneke and Mr. Knightley in providing moral and social lessons to the main characters. Both convey that Alma and Emma do not understand the situations of others and require guidance. The writer includes quotes and commentary that show the extent of the characters’ lack of experience and sensitivity. Practical lessons are revealed later as quotes from the texts reveal that Hanneke’s advice comes from her own feelings about suffering, and that Mr. Knightley’s sterner counsel causes Emma to feel guilt and hopefully begin building a sense of responsibility toward the feelings of others. The essay is skillfully organized as examples from the excerpts are balanced with relevant commentary. Ideas are richly expressed, revealing the meaning of the characters’ actions and motives. The writing shows full awareness of the task and mode.

Standard English Conventions—Score Point 3A

Sentence forms are varied and controlled throughout this fully developed essay: “Hanneke understands that her job is to help guide Alma through life, which is partly why she is such a significant figure to her. Mr. Knightley also understands his task of not letting Emma continue to make the same mistakes.” Consistent control of grammar, usage, and mechanics contributes to the overall clarity of the writing.

In the novels *The Signature of All Things* by Elizabeth Gilbert and *Emma* by Jane Austen, the main characters Alma and Emma are similar in several ways, yet one prominent outside factor that guides them throughout each passage is the presence of someone else and their opinion. In *The Signature of All Things*, this character is Hanneke, Alma's housekeeper. In *Emma*, this character is Mr. Knightley, who comes to the defense of Emma's older acquaintance named Miss Bates. The roles that Hanneke and Mr. Knightley play are shared in both novels; they are both generally older and respectable people, are obliged to point out wrongdoing of the main character, and provide advice on how to fix or avoid it in the future.

In *The Signature of All Things*, the reader is easily able to see that Hanneke is an adult figure in Alma's life, and her opinion certainly means a lot to Alma. We are able to see their old and young relationship in paragraph 14 of the passage, which reads, "Alma loved the sound of the word *child* in Dutch. *Kindje*. This was the nickname that Hanneke had always called Alma when she was young and afraid and would climb into the housekeeper's bed in the middle of the night" (*The Signature of All Things*). This section of the passage provides insight into the depth of the relationship between Alma and Hanneke, both emotionally and in regard to time. In *Emma*, although the relationship between Emma and Mr. Knightley is a bit more difficult to decipher, how she reacts to his confrontation tells the reader that he is older and his opinion is certainly respected by Emma. Mr. Knightley said to Emma, "How could you be so insolent in your wit to a woman of her character, age, and situation?" (*Emma*, paragraph 12). Emma's reaction shows that she is embarrassed and sorry, clearly uncomfortable in the situation. By reading this situation, the reader is able to infer that Mr. Knightley is an elder to Emma because she would likely not be so embarrassed had Knightley been around her age. Hanneke and Mr. Knightley are clearly both older and in a respected position to their corresponding main characters.

The supporting characters Hanneke and Mr. Knightley are able to fulfill their role as an older and respected figure by pointing out the faults and mistakes made by each younger character. In *The Signature of All Things*, Hanneke tells Alma that she may not be as aware of the people around her and their disappointments as she thinks. She tells Alma, "I'm not certain you are. You are still young, so you think only of your own self... Do not protest; it is true" (*The Signature of All Things*, paragraph 16). Hanneke understands that her job is to help guide Alma through life, which is partly why she is such a significant figure to her. Mr. Knightley also understands his task of not letting Emma continue to make the same mistakes. He tells Emma, "[Miss Bates] is poor; she has sunk from the comforts she was born to... Her situation should secure your compassion. It was badly done, indeed!" (*Emma*, paragraph 17). Although using a slightly more aggressive tone and word choice, Emma is still equally influenced by his pointing out of her wrongdoing. This goes to show that both Mr. Knightley and Hanneke draw much of their significance from being a guide to their respective main characters.

The last role that Hanneke and Mr. Knightley have to fulfill is providing advice on how to either correct or avoid making similar mistakes in the future. In *The Signature of All Things*, Hanneke gives Alma advice on how to deal with suffering. Hanneke tells her, "Well, child, you may do whatever you like with your suffering... [b]ut I shall tell you what I do with mine... I cast it to the ground, and I grind it under the heel of my boot. I suggest you learn to do the same" (*The Signature of All Things*, paragraph 19). Rather than just telling Alma what is right to do and what is wrong to do, Hanneke gives her an idea on how to handle things herself. This shows how and why Hanneke plays a significant role in Alma's life. In *Emma*, Mr. Knightley takes a slightly different approach. Instead of telling her exactly how to act in the future, he makes her feel slightly guilty in hopes that she now knows that it is better to not speak than to risk hurting others. Knightley told Emma, "...I will tell you truths while I can, satisfied with proving myself your friend by very faithful counsel, and trusting that you will some time or other do me greater justice than you can do now" (*Emma*, paragraph 17). By expressing his regrets regarding Emma's actions, Mr. Knightley is almost saying "do not let me down", which now puts the responsibility in Emma's hands and provides a valuable lesson.

In the novels *The Signature of All Things* and *Emma*, each main character is accompanied by an older, respected figure who points out flaws and lends advice. Their significant roles help shape their character and provide insight that can be used later on in their journey.

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Idea Development—Score Point 5B

The introductory paragraph of this fully developed essay states that the main characters of *The Signature of All Things* and *Emma* “require assistance in making decisions that are moral” and are offered advice by significant figures who serve as mentors in their lives, Hanneke and Mr. Knightley. Aspects of moral and practical advice are explored in the two body paragraphs, which are organized by excerpt. Alma in *The Signature of All Things* is counseled by Hanneke, who gives “blunt and honest” advice: “that ‘everyone has disappointments.’” This statement is tempered by “mutual trust between the two of them.” The writer notes that Hanneke’s advice “implies that Alma must be independent and figure it out on her own,” showing Hanneke as a “highly intelligent mentor” who has “a crucial role in her life.” The writer identifies a similarly significant relationship between the characters in *Emma*: “mutual respect between Mr. Knightley and Emma” is recognized as a basis of trust that allows for moral instruction. Insightful commentary reveals familiarity and respect: “Mr. Knightley refuses to see Emma in a state in which she jeopardizes her own dignity” and helps her “realize the consequences of her actions” when she eventually recognizes the wisdom of his advice. Highly relevant details from the excerpts combine with strong commentary to form a full understanding of the roles of Hanneke and Mr. Knightley in the lives of the main characters. The essay shows full awareness of the task and mode.

Standard English Conventions—Score Point 3B

Sentence forms are generally correct and varied, if sometimes awkward: “Ultimately, both excerpts feature a mentor offering advice to characters who have made mistakes to show development and learning from their mistakes.” Occasional errors in mechanics (such as an unnecessary comma) are outweighed by the complexity of the writing and correct structures. The writing is complex and fully developed; any errors do not interfere with communication.

Many novels feature characters acting out of character that require assistance in making decisions that are moral. In both *The Signature of All Things*, by Elizabeth Gilbert, and *Emma*, by Jane Austen, the main characters seek guidance from a mentor after acting out of character. Hanneke, from *The Signature of All Things*, is a housekeeper for Alma, the main character, and her family. Mr. Knightley, a man who knows Emma and her character well, gives her advice after not following the values he holds her to. Ultimately, both excerpts feature a mentor offering advice to characters who have made mistakes to show development and learning from their mistakes.

To begin with, in *The Signature of All Things*, Hanneke speaks to Alma after she expresses her regret about her mistakes. Alma acted out of character when she found out the man she loves is engaged to another. In regret, she receives advice from Hanneke, who begins with assuring her that there will be misfortunes in life and that “everyone has disappointments” (*The Signature of All Things*, Paragraph 13). Clearly, there is a mutual trust between the two of them, so Hanneke is able to give advice to Alma and act as a role model or trusted adult figure. Specifically, this piece of advice is blunt and honest, but comforting. It does not embellish the truth, but offers her consolation for the situation. Furthermore, to Alma, Hanneke’s voice “sounded like warmth itself” (*The Signature of All Things*, Paragraph 14). Hanneke creates comfort and trust with Alma, simply by the tone of her voice. Therefore, she finds comfort in Hanneke. On top of this, Alma wonders what she should do with the suffering, and speaks on the desperation she feels to hear an answer from Hanneke, specifically. Hanneke responds, “you may do whatever you like with *your* suffering. It belongs to you. But I shall tell you what I do with mine...I cast it to the ground, and I grind it under the heel of my boot. I suggest you learn to do the same” (*The*

Signature of All Things, Paragraph 19). Not only does she give sufficient advice, but she implies that Alma must be independent and figure it out on her own. However, Hanneke still explains what she would do in that situation. Alma obviously values Hanneke's opinions, as she asks her for guidance and desperately wants a response. She is viewed as a highly intelligent mentor to Alma, which makes her a crucial role in her life.

Similarly, in Jane Austen's *Emma*, Emma makes an impulsive decision in which she is rude to Miss Bates, and Mr. Knightley has to help her remember her values. Clearly, there is a mutual respect between Mr. Knightley and Emma, because he values her privacy, but is not afraid to call her out on her wrong-doings. Once nobody is around them, Mr. Knightley tells Emma, "I cannot see you acting wrong" (*Emma*, Paragraph 12). Mr. Knightley refuses to see Emma in a state in which she jeopardizes her own dignity, which reveals his admiration for her general values and character. Moreover, Emma refuses to believe that Miss Bates took any offense to her words, yet Mr. Knightley assures Emma that "she felt [Emma's] full meaning. She has talked of it since" (*Emma*, Paragraph 15). Although it may be blunt, Mr. Knightley helps Emma attempt to realize the consequences of her actions, which displays a positive and healthy relationship between them. Clearly, Mr. Knightley is comfortable enough with Emma to explain to her where she acted out of character. Emma, out of stubbornness, continued to refuse to believe Mr. Knightley's claims. However, Emma clearly values his opinions, because she soon realizes that he was right to confront her. Emma explains, "Never had she felt so agitated, mortified, grieved, at any circumstance in her life. She was most forcibly struck. The truth of his representation there was no denying. She felt it at her heart. How could she have been so brutal, so cruel to Miss Bates!" (*Emma*, Paragraph 18). Despite it taking some time to sink in, Emma ultimately takes Mr. Knightley's words into account. Also, Mr. Knightley took the time to confront Emma, risk her being angry at him, to guide her back to acting moral. This demonstrates the role he takes as a positive role model for Emma.

Both Hanneke and Mr. Knightley care for the main characters enough to guide them to success. Without them, Alma and Emma may have struggled with positive decision making and staying true to their values. Elizabeth Gilbert and Jane Austen successfully created mentors that were curated carefully to guide their characters to becoming their most moral and good versions of themselves. These relationships proved to be representative of the role models that humans need today.

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Idea Development—Score Point 4

This well-developed essay opens by stating that Hanneke and Mr. Knightley each portray a familiar “archetype” as the “old and wise” character who brings self-awareness to the young main character. This idea is developed in the two body paragraphs, first in an analysis of Hanneke and Alma and then of Mr. Knightley and Emma. The writing stays close to the excerpts by using relevant quotes along with some summary. Relevant commentary supports the central idea: Hanneke’s advice to Alma “helps her to put her situation into [perspective]. Instead of feeling pitiful for herself Hanneke instead suggests that Alma should remember that being disappointed is normal and [expected] for everyone”; “In *Emma*, Mr. Knightl[e]y proved to have a deep effect on Emma by teaching her about compassion, considering her angered reaction toward herself for what she had done.” The conclusion summarizes the idea that wise mentors can influence the thinking and actions of younger characters. Overall, the central idea is clear and supported by use of relevant quotes and commentary. Organization is effective and the essay demonstrates full awareness of the task.

Standard English Conventions—Score Point 3C

The writing demonstrates consistent control of a variety of sentence structures, grammar, usage, and mechanics. Sentences are generally formed correctly, and some minor errors in usage do not affect the flow of ideas: “All the advice and comfort that Hanneke offers to Alma has a dramatic effect on her outlook of life.” Errors in mechanics are noticeable but not severe: “Young and niece Emma often does not recognize the extent to which her words can effect the people around her and fails to take other peoples situations into hand when speaking to them.” The length and complexity of the writing outweigh the errors, which interfere only a little with communication.

In both "The Signature of All Things" and "Emma" characters fitting an old and wise archetype play significant roles in the lives of the main character. Hanneke in "The Signature of All Things" helps Alma to understand herself and the others around her. As Mr. Knightley in "Emma" helps Emma to recognize her own mistakes and actions. Both characters help to teach the girls a lesson and alter their perspective on life.

Alma in "The Signature of All Things" encounters a variety of disappointments when she learns of her sister's and closest friend's engagement. Not only does it increase the pressure she feels to get married, but her sister is also marrying the man that Alma had loved and most of all Alma feels guilt for the way she reacted to the engagement announcements. Upset about her situation Alma begins to complain to her housekeeper, Hanneke. Instead of consoling her, Hanneke offers Alma some important advice, she claims "Everyone has disappointments, child" (Paragraph 13 of The Signature of All Things). By offering Alma this advice she helps her to put her situation into perspective. Instead of feeling pitiful for herself Hanneke instead suggests that Alma should remember that being disappointed is normal and expected for everyone. Hanneke again claims that "nobody passes through this world without suffering- no matter what you may think of them and their supposed good fortune" (Paragraph 16 of The Signature of All Things). This advice also helps Alma to realize that instead of being jealous of what others have she should remember that everyone suffers alike and she should be grateful because sometimes things are not as good as they appear to be for others. All the advice and comfort that Hanneke offers to Alma has a dramatic effect on her outlook of life as she continues to battle the hardships of her current situation.

Similarly in "Emma" Mr. Knightly confronts Emma after she makes a remark to an older Miss Bates. Young and niece Emma often does not recognize the extent to which her words can effect the people around her and fails to take other peoples situations into hand when speaking to them. When Emma makes a rude remark to Miss Bates a poor women, she does not recognize how hurtful her words were or how unfortunate Miss Bates situation was. Mr. Knightly claims "Her situation should secure your compassion" (Paragraph 17 of Emma). By making Emma aware of Miss Bates situation, Mr. Knightly teases Emma about why her words were so offending and how she should have acted differently. However, after her conversation with Mr. Knightly, Emma feels "only anger against herself, mortification, and deep concern" (Paragraph 18 of Emma). Mr. Knightly proved to have a deep effect on Emma by teaching her about compassion, considering her angered reaction toward herself for what she had done. The conversation they shared together helped Emma to realize that she should think before she speaks and feel further sympathy for those around her.

Both Hanneke and Mr. Knightley have acquired much more wisdom from their old age than either Alma or Emma, and are able to have a lasting impact on the girls lives. Hanneke teaches Alma the importance of understanding that suffering is normal and happens to everyone. As Mr. Knightley teaches Emma that her words can have an effect on people and the importance of compassion. The roles of Hanneke and Mr. Knightley are important on teaching the main characters significant lessons about life.

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Idea Development—Score Point 3

This moderately developed essay focuses on how Hanneke and Mr. Knightley's words ultimately affect the main characters in different ways: "Hanneke gives Alma advice, while Mr. Knightley only makes Emma realize her wrongs, not what to do about it." The thesis that Hanneke and Mr. Knightley "both help the reader decipher more of the characters' feelings while providing words of wisdom" is supported with evidence from the excerpts: "Hanneke's response are words of comfort," and though Hanneke points out Alma's selfishness, "Alma does not take this the wrong way." The writer proposes that Alma's reaction may be because she realizes that Hanneke's words are true and "she truly does want to do better." In contrast, the writer presents Mr. Knightley's admonition and advice as less comforting: "Emma realizes the impact of her actions" but as a result she "settle[s] into the despair that Alma was in before talking to Hanneke." The writer provides some relevant commentary based on an analysis of the excerpts. Selection of evidence and details are appropriate, and ideas are expressed adequately.

Standard English Conventions—Score Point 3D

Though relatively brief, the writing demonstrates consistent control of standard English conventions. Sentences are generally correct and varied in form: "However, this paragraph is underscored by certain things such as the implication that Alma is selfish, which could come off the wrong way for some." There are no spelling errors and, despite some awkward phrases, correct use of punctuation shows knowledge of mechanics: "This interaction helps readers learn more about Alma's feelings because of how she didn't get offended by Hanneke's words; it could be that she realizes they are true and because of how she truly does want to do better."

Hanneke in *The Signature of All Things* and Mr. Knightley in *Emma* both help the reader decipher more of the characters' feelings while providing words of wisdom. However, the difference between the two is that Hanneke gives Alma advice, while Mr. Knightley only makes Emma realize her wrongs, not what to do about it.

In *The Signature of All Things*, Hanneke comes into the picture near the end of the passage, when Alma finally tells a new person about her feelings about her marriage situation and George. Alma's main concerns are how to get rid of her suffering, and Hanneke gives her advice. Hanneke's response are words of comfort; she says that she is still young and that time and growth will help (paragraph 16). However, this paragraph is underscored by certain things such as the implication that Alma is selfish, which could come off the wrong way for some. Alma does not take this the wrong way, possibly because of Hanneke's tone, and because of her general curiosity to deal with her suffering. The passage ends off with Hanneke telling Alma what she did, but the rest is up to her. This interaction helps readers learn more about Alma's feelings because of how she didn't get offended by Hanneke's words; it could be that she realizes they are true and because of how she truly does want to do better.

In *Emma*, Mr. Knightley's interaction with Emma reveals to readers that her previous actions were not with great intentions. The interaction also tells readers that Emma acted out of impulse - she says "Nay, how could I help saying what I did?" (paragraph 14). This shows that she is impulsive and doesn't think about what her actions could do, and Mr. Knightley's words help readers realize this. He essentially tells Emma off in paragraphs 15 and 17, so in paragraph 18, Emma realizes the impact of her actions. Mr. Knightley's advice was to take time to reflect. The difference between the advice given by him in this passage and the advice given by Hanneke in *The Signature of All Things* is that the writer reveals that the advice did not work. It could almost be said that Mr. Knightley caused Emma to settle into the despair that Alma was in before talking to Hanneke.

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Idea Development—Score Point 2

This brief essay focuses on similarities between Hanneke and Mr. Knightley. Organization is limited, as the characters' roles are compared in two short paragraphs. Hanneke is described as a "motherly figure" who advises Alma that she will come to understand suffering as she grows older. The following paragraph describes Mr. Knightley admonishing Emma regarding her behavior toward Miss Bates, with the hope that she will realize how such cruelty affects others. A brief concluding sentence summarizes the point that both Hanneke and Mr. Knightley play an important role by helping and understanding the main characters. Ideas are basic and textual support is limited. The essay shows partial awareness of the task and mode.

Standard English Conventions—Score Point 2

The essay is too brief to demonstrate consistent control of standard English conventions. Though relatively few in number, some errors stand out in simple text: "In *Emma* Mr. Knightley is someone who helps the main character Emma see her faults and wrongings. . . ."

In the excerpts, *The Signature of All Things* and *Emma*, there are two characters that play a similar but important role in each of the main characters lives.

In *The Signature of All Things* Hanneke, the family housekeeper is someone who gives advice and wisdom to the main character, Alma. Towards the end of the excerpt, Alma starts to talk to Hanneke, explaining her problem vaguely. Hanneke then gives some wisdom to Alma, a good example is paragraph 16 where it states, "You are still young, so you only think of yourself...you will understand that nobody pass through this world without suffering." Hanneke is like a motherly figure to Alma and is why Alma relays on her so much.

In *Emma* Mr.Knightley is someone who helps the main character Emma see her faults and wrongings, hopefully to help Emma see it too. During the middle of the excerpt, Mr.Knightley starts to explain what Emma had done, as said in paragraph 12, "How could you be so unfeeling to Miss Bates, How could you be so insolent in your wit to a woman of her character, age, and situation?" Emma soon realizes her fault and starts to think back on it, as stated in paragraph 18, "She felt it at her heart. How could she have been so brutal, so cruel to Miss Bates." Mr.Knightley and Hanneke both play an important role to each of the characters by being someone that helps and understands the main characters,

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Idea Development—Score Point 1

The response is not developed. A few details from the excerpts are listed to support a minimal central idea: "In the excerpts, both Hanneke and Mr. Knightley provide key learning lessons for the main characters." Ideas are fragmented and not sufficiently developed. There is minimal awareness of the task and mode.

Standard English Conventions—Score Point 1

The response is understandable but too brief to demonstrate more than little control of standard English conventions.

In the excerpts, both Hanneke and Mr. Knightley provide key learning lessons for the main characters.

In *The Signature of All Things*, Hanneke when discussing suffering tells Alma that she "casts it to the ground, and I grind it under the heel of my boot" (19). This advice helps Alma realize her shortcomings.

In *Emma*, Mr. Knightley tells Emma that "I must once more speak to you as I have been used to do" (12). Mr. Knightley is a role model for Emma as he tells her to be less insolent to others.

Overall, in both excerpts, the adults provide useful information to the main characters.

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Idea Development—Score Point 0

This response is insufficient to answer the question. There is some evidence that the student has read the excerpts in a brief reference to the characters: “they play a major role in their stories” and “they help with getting to think about what they did.”

Standard English Conventions—Score Point 0

The response demonstrates no evidence of control of standard English conventions.

they play a major role in their stories because they help with getting to think about what they did

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