

Kentucky Summative Assessments



Grade 10 Reading **Released Items** 2026



Directions: Read the excerpt from *Rebecca*. Then answer the questions.

from Rebecca

by Daphne du Maurier

In this novel, the young second wife of Maximillian de Winter finds herself living in the shadow of his first wife, Rebecca. She faces disapproval from housekeeper Mrs. Danvers, who was loyal to Rebecca. In this excerpt, the new Mrs. de Winter finds and explores Rebecca's room.

- 1 I could hear the sound of the sea very plainly. I went to the window and swung back the shutter. Yes, I was standing at the same window where Favell and Mrs. Danvers had stood, half an hour ago. The long shaft of daylight made the electric light look false and yellow. I opened the shutter a little more. The daylight cast a white beam upon the bed. It shone upon the nightdress case, lying on the pillow. It shone on the glass top of the dressing-table, on the brushes, and on the scent bottles.
- 2 The daylight gave an even greater air of reality to the room. When the shutter was closed and it had been lit by electricity the room had more the appearance of a setting on the stage. The scene set between performances. The curtain having fallen for the night, the evening over, and the first act set for to-morrow's matinée. But the daylight made the room vivid and alive. I forgot the musty smell and the drawn curtains of the other windows. I was a guest again. An uninvited guest. I had strolled into my hostess's bedroom by mistake. Those were her brushes on the dressing-table, that was her dressing-gown and slippers laid out upon the chair.
- 3 I realised for the first time since I had come into the room that my legs were trembling, weak as straw. I sat down on the stool by the dressing-table. My heart no longer beat in a strange excited way. It felt as heavy as lead. I looked about me in the room with a sort of dumb stupidity. Yes, it was a beautiful room. Mrs. Danvers had not exaggerated that first evening. It was the most beautiful room in the house. That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings, even the clock on the wall and the candlesticks upon the dressing-table beside me, all were things I would have loved and almost worshipped had they been mine. They were not mine though. They belonged to somebody else. I put out my hand and touched the brushes. One was more worn than its fellow. I understood it well. There was always one brush that had the greater use. Often you forgot to use the other, and when they were taken to be washed there was one that was still quite clean and untouched. How white and thin my face looked in the glass, my hair hanging lank and straight. Did I always look like this? Surely I had more colour as a rule? The reflection stared back at me, sallow and plain.
- 4 I got up from the stool and went and touched the dressing-gown on the chair. I picked up the slippers and held them in my hand. I was aware of a growing sense of horror, of horror turning to despair. I touched the quilt on the bed, traced with my fingers the monogram on the nightdress



case, R de W, interwoven and interlaced. The letters were corded and strong against the golden satin material. The nightdress was inside the case, thin as gossamer, apricot in colour. I touched it, drew it out from the case, put it against my face. It was cold, quite cold. But there was a dim mustiness about it still where the scent had been. The scent of the white azalea. I folded it, and put it back into the case, and as I did so I noticed with a sick dull aching in my heart that there were creases in the nightdress, the texture was ruffled, it had not been touched or laundered since it was last worn. . . .

- 5 Then I heard a step behind me and turning round I saw Mrs. Danvers. I shall never forget the expression on her face. Triumphant, gloating, excited in a strange unhealthy way. I felt very frightened.
- 6 “Is anything the matter, Madam?” she said.
- 7 I tried to smile at her and could not. I tried to speak.
- 8 “Are you feeling unwell?” she said, coming nearer to me, speaking very softly. I backed away from her. I believe if she had come any closer to me I should have fainted. I felt her breath on my face.
- 9 “I’m all right, Mrs. Danvers,” I said, after a moment, “I did not expect to see you. The fact is, I was looking up at the windows from the lawn. I noticed one of the shutters was not quite closed. I came up to see if I could fasten it.”

From REBECCA by Daphne du Maurier, Little, Brown and Company. © 1938 Daphne du Maurier Browning, renewed 1963 by the author. Used by permission.

1

RE924244690_1

How is Mrs. de Winter affected as she explores the room?

- A** She feels curious about the room at first, then feels despair, followed by fear.
- B** She begins with curiosity, which turns to nostalgia, and then to determination.
- C** She is jealous of Rebecca at first, and then feels despair, followed by excitement.
- D** She is excited in the beginning, then wary of being caught, then embarrassed when she is.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924244690

Book Question Number: 1

Standard: RL.9-10, RL.9-10.3

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,634	49%	0.49	49%	20%	12%	19%
Gender							
Female	22,517	54%	0.54	54%	18%	10%	18%
Male	24,116	44%	0.44	44%	22%	14%	20%
Ethnicity							
African American	5,131	37%	0.37	37%	28%	17%	18%
American Indian or Alaska Native	60	47%	0.47	47%	28%	7%	18%
Asian	1,005	60%	0.60	60%	15%	8%	17%
Hispanic or Latino	4,910	42%	0.42	42%	25%	15%	17%
Native Hawaiian or Pacific Islander	98	54%	0.54	54%	21%	13%	11%
White (non-Hispanic)	33,018	51%	0.51	51%	19%	11%	19%
Two or more races	2,407	46%	0.46	46%	21%	12%	21%
Migrant							
Migrant	188	33%	0.33	33%	29%	20%	18%
English Learner							
English Learner	2,779	28%	0.28	28%	33%	22%	17%
Economically Disadvantaged							
Economically Disadvantaged	25,917	43%	0.43	43%	23%	14%	19%
Students with Disabilities							
Students with Disabilities	5,233	32%	0.32	32%	28%	20%	20%



2

RE924245482_1

How does paragraph 2 create tension in the excerpt?

- A** The change in light reveals Mrs. de Winter's insecurities.
- B** The portrayal of a set creates the feeling that Rebecca will return.
- C** The description of everyday objects makes the scene feel mundane.
- D** The comparison to a stage setting makes Mrs. de Winter feel that she is in a play.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924245482

Book Question Number: 2

Standard: RL.9-10, RL.9-10.5

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,641	21%	0.21	21%	21%	27%	30%
Gender							
Female	22,518	20%	0.20	20%	21%	29%	30%
Male	24,122	22%	0.22	22%	22%	26%	31%
Ethnicity							
African American	5,135	21%	0.21	21%	21%	27%	31%
American Indian or Alaska Native	60	37%	0.37	37%	13%	22%	28%
Asian	1,006	22%	0.22	22%	19%	28%	30%
Hispanic or Latino	4,910	20%	0.20	20%	20%	28%	32%
Native Hawaiian or Pacific Islander	98	12%	0.12	12%	18%	26%	44%
White (non-Hispanic)	33,021	21%	0.21	21%	22%	27%	30%
Two or more races	2,406	21%	0.21	21%	22%	27%	30%
Migrant							
Migrant	188	22%	0.22	22%	21%	26%	32%
English Learner							
English Learner	2,782	19%	0.19	19%	20%	26%	34%
Economically Disadvantaged							
Economically Disadvantaged	25,922	20%	0.20	20%	21%	28%	31%
Students with Disabilities							
Students with Disabilities	5,234	21%	0.21	21%	21%	25%	33%

**3**

RE924245356_3

How does the use of the phrase “The reflection stared back at me” in paragraph 3 impact the tone of the excerpt?

- A** It creates the feeling that Mrs. de Winter is unaware she is looking at herself.
- B** It reminds Mrs. de Winter that she has been spending too much time indoors.
- C** It emphasizes the sense of displacement Mrs. de Winter feels in Rebecca’s room.
- D** It relates the sense of satisfaction that Mrs. de Winter feels as she views Rebecca’s room.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924245356

Book Question Number: 3

Standard: RL.9-10, RL.9-10.4

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,638	62%	0.62	19%	10%	62%	10%
Gender							
Female	22,519	66%	0.66	18%	7%	66%	9%
Male	24,118	58%	0.58	20%	12%	58%	11%
Ethnicity							
African American	5,137	48%	0.48	23%	15%	48%	14%
American Indian or Alaska Native	60	58%	0.58	13%	8%	58%	20%
Asian	1,006	68%	0.68	16%	7%	68%	9%
Hispanic or Latino	4,910	53%	0.53	22%	13%	53%	12%
Native Hawaiian or Pacific Islander	98	56%	0.56	19%	8%	56%	16%
White (non-Hispanic)	33,017	65%	0.65	18%	8%	65%	9%
Two or more races	2,405	61%	0.61	19%	11%	61%	10%
Migrant							
Migrant	188	40%	0.40	28%	19%	40%	13%
English Learner							
English Learner	2,781	36%	0.36	26%	20%	36%	18%
Economically Disadvantaged							
Economically Disadvantaged	25,921	56%	0.56	21%	12%	56%	12%
Students with Disabilities							
Students with Disabilities	5,232	43%	0.43	23%	18%	43%	17%



Directions: Read the excerpt from *Rebecca's Tale*. Then answer the questions.

from Rebecca's Tale

by Sally Beauman

In this modern sequel to Rebecca, Colonel Julyan, a friend of Rebecca de Winter, revisits the estate where Rebecca lived many years ago to try to better understand Rebecca's life and choices.

- 1 The water was choppy; the tide was coming in fast. There was no sign of Gray, whom I had almost forgotten, but there below me was the small jetty where Maxim and I used to moor our dinghy, and Rebecca later moored the tender for *Je Reviens*. And there, away over to the right of the cove, still sound after twenty winters, was the boathouse where she sometimes slept if she had gone sailing alone at night, as she liked to do; the boathouse she had kitted out as a simple cottage. At high tide, the sea washed right up to its walls, and in storms the spray lashed its seaward window; on the landward side, the trees crept down close to the shore, and from the window that side, where the ground shelved upwards, Manderley was invisible.
- 2 In the last six months of her life, Rebecca spent much of her time there. Sometimes she made brief restive expeditions to London, where she kept that flat by the river, but when she returned from one of these forays, she was almost always to be found here, and only rarely at Manderley itself. . . . I believe it was the only place where Rebecca could be at peace. It was her refuge.
- 3 My heart turned over as I looked at it. I made some croaking noise in my throat that brought an anxious Barker to my side. I leaned on my stick, and fought for breath; when the ground beneath my feet began to shift and the sea began moving, so it was close one second and distant the next, I closed my eyes, the giddyng ceased, and I was able to focus. There was the boathouse, foursquare, built to withstand storms, with its four-foot-thick stone walls, its low sheltering roof, its small deep-set windows. Smoke drifted from its newly added chimney—if it was not too dark, if there was moonlight, or starlight, you could see it from a distance. In the windows, light burned, making them shine gold; sometimes, if I walked the coast paths at night, as I liked to do then, I would stop at some vantage point, and look at them, and know Rebecca was there, as she had been almost every night that last winter.
- 4 I would ask myself why, when her home was no more than twenty minutes walk away—less—she chose to be here. Up there on the higher ground was a thirty-bedroom house, with an army of servants, and every luxury and convenience—a house *she* had transformed and made beautiful. Soft chairs, log fires, exquisite food, scented baths, linen sheets; up there was a house widely admired, copied, and envied, every aspect of which from the paintings and furniture down to the tiniest detail—the trimming on a cushion, the arrangement of the flowers, the placing of the smallest objects—was her creation.



- 5 For five years she had organized the machine that was Manderley with a careless grace that concealed a military precision. She overlooked nothing: the invitations, the collection of the troops of guests from the station, the menus, the table settings, the design of each room, the layout of the gardens. She kept meticulous records, so no one would ever be served the same dishes twice, even if a year or more passed between their visits. She remembered which guests liked which rooms; she made sure that the flowers in those rooms, and the books in those rooms, reflected the tastes and interests of the guests concerned. She did all this and more, much more, with a compulsive care—yet so well and discreetly was it done that some visitors never realized that her hand was involved, and assumed that she and Maxim were merely fortunate in having such exemplary servants.
- 6 And yet now she avoided this lovely place she had made. She appeared on formal, arranged occasions, as she had always done, but when they were over, or when her time was free, she came here, to a tiny single-storey stone building on the edge of the sea. I wanted to know why; I *had* to know why.

From REBECCA'S TALE by Sally Beauman, HarperCollins Publishers. © 2001 Sally Beauman.

4

RE924246353_2,4

Which words share the same meaning and tone as “meticulous” based on its context in paragraph 5? Select **two** correct answers.

- A complex
- B painstaking
- C petty
- D thorough
- E unnecessary



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924246353

Book Question Number: 4

Standard: RL.9-10, RL.9-10.4

Item Type: MS

Key: B,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,194	46.7%	0.93	18%	71%	11%
Gender						
Female	22,298	46.2%	0.92	17%	74%	9%
Male	23,895	47.2%	0.94	18%	69%	13%
Ethnicity						
African American	5,024	43.3%	0.87	25%	63%	12%
American Indian or Alaska Native	59	43.2%	0.86	19%	76%	5%
Asian	998	51.4%	1.03	12%	73%	15%
Hispanic or Latino	4,799	44.5%	0.89	23%	65%	12%
Native Hawaiian or Pacific Islander	98	48.5%	0.97	16%	70%	13%
White (non-Hispanic)	32,820	47.4%	0.95	16%	73%	11%
Two or more races	2,391	47.0%	0.94	17%	72%	11%
Migrant						
Migrant	187	44.4%	0.89	26%	59%	15%
English Learner						
English Learner	2,649	42.3%	0.85	31%	53%	16%
Economically Disadvantaged						
Economically Disadvantaged	25,613	45.2%	0.90	21%	68%	11%
Students with Disabilities						
Students with Disabilities	5,154	43.0%	0.86	28%	59%	14%



5

RE924244381_3

Which statement from the excerpt **best** expresses the theme that people may leave behind mysteries?

- A** “I believe it was the only place where Rebecca could be at peace.” (paragraph 2)
- B** “There was the boathouse, foursquare, built to withstand storms, with its four-foot-thick stone walls, its low sheltering roof, its small deep-set windows.” (paragraph 3)
- C** “I would ask myself why, when her home was no more than twenty minutes walk away—less—she chose to be here.” (paragraph 4)
- D** “For five years she had organized the machine that was Manderley with a careless grace that concealed a military precision.” (paragraph 5)



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924244381

Book Question Number: 5

Standard: RL.9-10, RL.9-10.2

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,630	49%	0.49	10%	24%	49%	17%
Gender							
Female	22,517	53%	0.53	9%	21%	53%	16%
Male	24,112	45%	0.45	10%	27%	45%	17%
Ethnicity							
African American	5,133	39%	0.39	12%	32%	39%	17%
American Indian or Alaska Native	60	37%	0.37	15%	30%	37%	18%
Asian	1,006	58%	0.58	9%	18%	58%	15%
Hispanic or Latino	4,908	41%	0.41	11%	31%	41%	17%
Native Hawaiian or Pacific Islander	98	43%	0.43	6%	31%	43%	20%
White (non-Hispanic)	33,013	52%	0.52	9%	22%	52%	17%
Two or more races	2,407	48%	0.48	10%	25%	48%	17%
Migrant							
Migrant	188	31%	0.31	16%	37%	31%	15%
English Learner							
English Learner	2,778	26%	0.26	14%	44%	26%	16%
Economically Disadvantaged							
Economically Disadvantaged	25,913	44%	0.44	11%	28%	44%	17%
Students with Disabilities							
Students with Disabilities	5,233	31%	0.31	14%	37%	31%	18%

**6**

RE924244228_3

What can be inferred about Colonel Julyan from the excerpt?

- A** He sometimes visited Rebecca on her trips to London.
- B** He has never felt comfortable in Manderley's boathouse.
- C** He has a strong need to understand Rebecca's motivations.
- D** He prefers the boathouse to the lavish surroundings of Manderley.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924244228

Book Question Number: 6

Standard: RL.9-10, RL.9-10.1

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,632	61%	0.61	9%	15%	61%	15%
Gender							
Female	22,514	67%	0.67	8%	13%	67%	13%
Male	24,117	56%	0.56	10%	17%	56%	16%
Ethnicity							
African American	5,135	50%	0.50	13%	20%	50%	17%
American Indian or Alaska Native	60	50%	0.50	18%	18%	50%	13%
Asian	1,006	72%	0.72	7%	12%	72%	9%
Hispanic or Latino	4,905	56%	0.56	11%	17%	56%	16%
Native Hawaiian or Pacific Islander	98	60%	0.60	10%	11%	60%	18%
White (non-Hispanic)	33,016	63%	0.63	8%	14%	63%	14%
Two or more races	2,407	60%	0.60	9%	15%	60%	16%
Migrant							
Migrant	187	47%	0.47	16%	18%	47%	19%
English Learner							
English Learner	2,777	42%	0.42	15%	21%	42%	22%
Economically Disadvantaged							
Economically Disadvantaged	25,912	56%	0.56	10%	17%	56%	17%
Students with Disabilities							
Students with Disabilities	5,233	44%	0.44	14%	20%	44%	21%



7

RE924245236_1

Based on the excerpts, what is the **most** notable change in character development made by Sally Beauman in adapting Daphne du Maurier's novel?

- A** Colonel Julyan had known Rebecca well, while the second Mrs. de Winter had never met her.
- B** Colonel Julyan was accustomed to lavish surroundings, while the second Mrs. de Winter was not.
- C** Colonel Julyan was interested in learning Rebecca's secrets, while the second Mrs. de Winter was not.
- D** Colonel Julyan had been friendly with Mrs. Danvers, while the second Mrs. de Winter was afraid of her.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924245236

Book Question Number: 7

Standard: RL.9-10, RL.9-10.9

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	25,035	31%	0.31	31%	24%	30%	16%
Gender							
Female	11,914	33%	0.33	33%	22%	30%	15%
Male	13,121	28%	0.28	28%	26%	30%	16%
Ethnicity							
African American	2,843	27%	0.27	27%	28%	29%	15%
American Indian or Alaska Native	36	22%	0.22	22%	22%	33%	22%
Asian	538	38%	0.38	38%	21%	30%	10%
Hispanic or Latino	2,766	28%	0.28	28%	25%	31%	16%
Native Hawaiian or Pacific Islander	57	33%	0.33	33%	18%	33%	16%
White (non-Hispanic)	17,519	31%	0.31	31%	23%	30%	16%
Two or more races	1,273	29%	0.29	29%	27%	30%	14%
Migrant							
Migrant	123	21%	0.21	21%	36%	28%	15%
English Learner							
English Learner	1,736	24%	0.24	24%	28%	30%	18%
Economically Disadvantaged							
Economically Disadvantaged	14,282	28%	0.28	28%	26%	30%	16%
Students with Disabilities							
Students with Disabilities	3,979	26%	0.26	26%	27%	29%	17%



8

RE924246807

Extended Response Directions: Read the question carefully. Then enter your response in the space provided.

Analyze how the pairing of these two excerpts affects the reader's overall perception of Rebecca. Support your response with evidence from **both** texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 10

Reading

Item: RE924246807

Book Question Number: 8

Standard: RL.9-10, RL.9-10.9

Item Type: ER

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages				
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)
All Students	42,504	30.7%	1.23	40%	21%	21%	11%	6%
Gender								
Female	20,951	36.6%	1.47	32%	21%	24%	14%	9%
Male	21,552	24.9%	1.00	49%	21%	18%	9%	4%
Ethnicity								
African American	4,131	18.3%	0.73	59%	19%	13%	6%	2%
American Indian or Alaska Native	53	20.8%	0.83	53%	25%	13%	6%	4%
Asian	966	45.6%	1.83	25%	17%	26%	17%	16%
Hispanic or Latino	4,298	23.5%	0.94	51%	20%	16%	9%	4%
Native Hawaiian or Pacific Islander	95	28.4%	1.14	45%	18%	19%	14%	4%
White (non-Hispanic)	30,776	33.1%	1.32	36%	21%	23%	12%	7%
Two or more races	2,181	28.9%	1.15	44%	20%	21%	10%	6%
Migrant								
Migrant	161	13.5%	0.54	68%	15%	12%	4%	1%
English Learner								
English Learner	2,233	6.3%	0.25	81%	14%	4%	1%	0%
Economically Disadvantaged								
Economically Disadvantaged	23,065	24.3%	0.97	49%	21%	17%	8%	4%
Students with Disabilities								
Students with Disabilities	4,597	9.0%	0.36	76%	15%	6%	2%	1%

Rubric

Rubric	
Score Point 4	• Completes all important components of the question and communicates ideas clearly. • Demonstrates in-depth understanding of the relevant concepts and/or processes. • Where appropriate, chooses more efficient and/or sophisticated processes. • Where appropriate, offers insightful interpretations or extensions (generalizations, applications, analogies).
Score Point 3	• Completes most important components of the question and communicates clearly. • Demonstrates an understanding of major concepts despite overlooking or misunderstanding some less-important ideas or details.
Score Point 2	• Completes some important components of the question and communicates those components clearly. • Demonstrates gaps in conceptual understanding.
Score Point 1	• Shows minimal understanding of the question. • Addresses only a small portion of the question.
Score Point 0	• Answer is totally incorrect or irrelevant.
Blank	• Did not give any answer at all.

Anchor Set

A1

The pairing of these two excerpts affects the readers overall perception of rebecca bu giving two perspectives of her. Both passages gives certian datails about rebecca that the other does not have.

Anchor Annotation, Paper 1

Score Point 0

This response is incorrect. The initial focus is too broad (...[by] *giving two perspectives of her*). The second observation has potential (*Both passages gives certian datails about rebecca that the other does not have*), but the writing abruptly concludes before any ideas are explored even minimally. Overall, the response does not demonstrate even a limited understanding of the concepts.

A2

Both of these excerpts affect the overall feeling towards Rebecca because it gives more evidence on her. The more we read about her, the more we find out.

Anchor Annotation, Paper 2

Score Point 0

The response is incorrect (*Both of these excerpts affect the overall feeling towards Rebecca because it gives more evidence on her*) and shows no understanding of how the pairing of the passages affects the reader's perception of Rebecca. The brief statements are too general to establish the topic, much less explore it.

A3

The perception a reader can get from Rebecca is that she is very attentive of her surroundings because she describes objects to the very last detail in both text. Also it seems she has a good memory because she can describe past events in great detail as well.

Anchor Annotation, Paper 3

Score Point 0

The response is incorrect (*The perception a reader can get from Rebecca is that she is very attentive of her surroundings because she describes objects to the very last detail in both text*) and shows no understanding of how the pairing of the passages affects the reader's perception of Rebecca. Neither of the excerpts is from Rebecca's perspective, so this brief response reflects significant confusion about the texts.

A4

They both see a opposite sides of Rebecca. One is seen by someone who knows her and the other is from a stranger . Over all Rebecca seems to be a to her slef person and liked to be alone. She seemed insicure.

Anchor Annotation, Paper 4

Score Point 1

The response reflects only a very limited understanding of the texts and prompt. The writing is comprised of general observations that lack sufficient support. While the ideas are relevant, there is no evidence from either text or attempt to elaborate (*They both see a oppisite sides of Rebecca. One is seen by someone who knows her and the other is from a stranger*). This is a low Score Point 1.

The pairing of the two excerpts shows that Rebecca was a person who kept to herself most of the time, and she was very mysterious. Her room was tidy and kept well as said from the first story, and from the second story we are shown a new mysterious and introverted side of her. She was a very intricate person, which we see from both passages.

Anchor Annotation, Paper 5

Score Point 1

The response reflects only a minimal understanding of the texts and prompt. The focus is too broad (*...shows that Rebecca was a person who kept to herself most of the time, and she was very mysterious*). The writer does not draw upon specific text evidence for support, instead only providing general statements (*Her room was tidy and kept well as said from the first story, and from the second story we are shown a new mysterious and introverted side of her*). There is an attempt to engage with the task, but the grasp of the material is too limited to adequately address the question.

The pairing of these two excerpts was simply placed so that we could get a view of both sides of the story. The first passage we get the story in the point of view of Rebecca and the second passage we get the point of view of Colonel Julyan. We can see this comparison in the actions told in first person by two different people but on one life storyline of a character. By pairing these we also got to experience both the first part of the story and the second but also based off the same storyline. Therefore this gave two different outlooks on the way we perceive Rebecca. I know this because throughout the first excerpt we read about the experiences on Rebecca in the household she was in through in account and then in the second one (the sequel), we read about the actions of Rebecca through Colonel Julyan.

Anchor Annotation, Paper 6

Score Point 1

The response reflects only a minimal understanding of the texts and prompt. The focus is too broad ([the excerpts are paired] *so that we could get a view of both sides of the story*). The writer does not draw upon specific text evidence for support, instead only providing general statements (*...throughout the first excerpt we read about the experiences on Rebecca in the household she was in through in account and then in the second one (the sequel), we read about the actions of Rebecca through Colonel Julyan*). There is an attempt to engage with the task, but the grasp of the material is too limited to adequately address the question.

The pairing of these two excerpts affect the reader's overall perception of Rebecca because in the first excerpt in paragraph 3 it states "That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings..." I feel like this quote shows that Rebecca lived in a nice room with nice things. She always had what she wanted and lived a nice life. Then when you got into the next excerpt, you start to question Rebecca and her whereabouts. Why is she not visiting the boathouse anymore? What causes her to do this? You go from understanding what Rebecca had in the first excerpt to questioning what causes her to avoid the boathouse in the second excerpt.

Anchor Annotation, Paper 7

Score Point 2

The student completes some components of the question in this lower Score Point 2 (*I feel like this quote shows that Rebecca lived in a nice room with nice things. She always had what she wanted and lived a nice life. Then when you got into the next excerpt, you start to question Rebecca*). The writer provides some textual evidence (*That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings*) with minimal observations (*I feel like this quote shows that Rebecca lived in a nice room with nice things*). The response then wraps up quickly and reveals only limited understanding of the concepts (*Why is she not visiting the boathouse anymore? What causes her to do this? You go from understanding what Rebecca had in the first excerpt to questioning what causes her to avoid the boathouse in the second*).

Both of these excerpts were about Rebecca and her life. Rebecca wrote a passage about her point of view and the second passage was written by Sally Beauman who writes about Rebecca's friend named Colonel Julian who was concerned for Rebecca. In the first passage it states, "Then I heard a step behind me and turning around I saw Mrs. Danvers. I shall never forget the expression on her face. Triumphant, gloating, excited in a strange unhealthy way. I felt very frightened." This shows the fear of Rebecca when she saw Mrs. Danvers. In the second passage it states, "I believe it was the only place where Rebecca could be at piece. It was her refuge." This piece from the text portrays that Rebecca had a lot going on and she needed a place of refuge, a place where she could feel herself. These two passages are both important in order for the reader to understand much about Rebecca's life and what she did in her free time before she passed away.

Anchor Annotation, Paper 8
Score Point 2

The student completes some components of the question. The initial focus is very broad (*Both of these excerpts were about Rebecca and her life*), but the concluding statement adds a bit more clarification (*These two passages are both important in order for the reader to understand much about Rebecca's life and what she did in her free time before she passed away*). Textual evidence is provided (*Then I heard a step behind me and turning around I saw Mrs. Danvers. I shall never forget the expression on her face. Triumphant, gloating, excited in a strange unhealthy way. I felt very frightened... I believe it was the only place where Rebecca could be at piece. It was her refuge*). While relevant, the lack of additional explanation limits the effectiveness of the response.

Rebecca appears to the reader as a mysterious, intriguing character in both passages. In Rebecca, paragraph 5 shows how the narrator saw Rebecca. "Then I heard a step behind me and turning round I saw Mrs.Danvers. I shall never forget the expression on her face. Triumphant, gloating, excited in a strange unhealthy way. I felt very frightened." In Rebecca's Tale, the final paragraph shows he narrator's desire to figure out Rebecca's motivation. "And yet now she avoided this lovely place she had made. She appeared on formal, arranged occasions, as she had always done, but when they were over, or when her time was free, she came here, to a tiny single-storey stone building on the edge of the sea. I wanted to know why; I *had* to know why." This overall makes this Rebecca character very intriguing, and makes the reader want to know who she is.

Anchor Annotation, Paper 9

Score Point 2

The student completes some components of the question and partially communicates how the pairing of the passages affects the reader's perception of Rebecca (*Rebecca appears to the reader as a mysterious, intriguing character in both passages*). This is a broad starting point, and the writer struggles to present a complete response. Textual evidence is provided (*Then I heard a step behind me and turning round I saw Mrs.Danvers. I shall never forget the expression on her face. Triumphant, gloating, excited in a strange unhealthy way. I felt very frightened... And yet now she avoided this lovely place she had made. She appeared on formal, arranged occasions, as she had always done, but when they were over, or when her time was free, she came here, to a tiny single-storey stone building on the edge of the sea. I wanted to know why; I had to know why*); however, the response lacks sufficient explanation of the ideas or how they are connected.

In the first excerpt, it made Rebecca sound like all she was living a lavish lifestyle. In the excerpt it described her room and in her room, there were items like brushes, gowns, and quilts. The room was also described as the most beautiful room in the house. That was evident as in the excerpt it describes, "That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hanging, even the clock on the wall and the candlesticks upon the dressing-table beside me, all were things I would have worshiped had they been mine," (paragraph 3). That was from Max's second wife's perspective who did not know Rebecca personally. The second excerpt was from Max's perspective. He, as Rebecca's husband, did know her personally. Because of that, the perspectives were different. The second excerpt describes the place in which Rebecca loved spending most of her time. In the second excerpt it states, "I would ask myself why, when her home was no more than twenty minutes walk away - less - she chose to be here. Up there on the higher ground was a thirty-bedroom house, with an army of servants, and every luxury and convenience..." (paragraph 4). This showed that Rebecca had the option to live a lavish carefree lifestyle but she chose not to despite having everything necessary to do so in her power.

Anchor Annotation, Paper 10
Score Point 3

The student completes most components of the question and clearly communicates how the pairing of the passages affects the reader's perception of Rebecca (...showed that Rebecca had the option to live a lavish carefree lifestyle but she chose not to despite having everything necessary to do so in her power). The selected details demonstrate an adequate understanding of major concepts (In the first excerpt, it made Rebecca sound like all she was living a lavish lifestyle... The second excerpt describes the place in which Rebecca loved spending most of her time), and specific details from the text are provided for support (That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hanging, even the clock on the wall and the candlesticks upon the dressing-table beside me, all were things I would have worshiped had they been mine... Up there on the higher ground was a thirty-bedroom house, with an army of servants, and every luxury and convenience).

Using only the excerpt from "*Rebecca*," it's difficult to imagine what kind of character Rebecca is. It focuses more on how the room feels, and not on who Rebecca was. The lines "The daylight gave an even greater air of reality to the room," "But the daylight made the room vivid and alive," "It was the most beautiful room in the house," and "[The daylight] shone upon the nightdress case, lying on the pillow. It shone on the glass top of the dressing-table, on the brushes, and on the on the sent bottles." all show how the narrator of the excerpt from "*Rebecca*" focused on the room and the objects inside of it. However, in "*Rebecca's Tale*" the narrator focused on Rebecca and what drove her thoughts and actions. In paragraph 4 of "*Rebecca's Tale*," the narrator asks why Rebecca would walk from her lavish house to a small one-story building and choose to be there instead. This shows the narrator's fixation on Rebecca. The very last line makes this determination more prevalent; "I wanted to know why; I *had* to know why."

Anchor Annotation, Paper 11

Score Point 3

The student completes most components of the question and clearly communicates how the pairing of the passages affects the reader's perception of Rebecca (*Using only the excerpt from "Rebecca," it's difficult to imagine what kind of character Rebecca is. It focuses more on how the room feels, and not on who Rebecca was... in "Rebecca's Tale" the narrator focused on Rebecca and what drove her thoughts and actions*). Understanding of most major concepts is demonstrated (*all show how the narrator of the excerpt from "Rebecca" focused on the room and the objects inside of it... This shows the narrator's fixation on Rebecca. The very last line makes this determination more prevalent; "I wanted to know why; I had to know why."*). The writer draws specific details from the texts for support (*The lines "The daylight gave an even greater air of reality to the room," "But the daylight made the room vivid and alive," "It was the most beautiful room in the house," and "[The daylight] shone upon the nightdress case, lying on the pillow. It shone on the glass top of the dressing-table, on the brushes, and on the on the sent bottles."*). The effort demonstrates an adequate understanding of the task, but more insight and explanation is needed for a higher score point.

The first passage, "Rebecca", shows Rebecca as the old wife, while mostly focusing on her possessions and the memory of her, but only as the wife of Maximillian de Winter. Paragraph 3 shows this by saying, "the exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings, even the clock on the wall and the candlesticks upon the dressing-table beside me, all things I would have loved and almost worshipped had they been mine. They were not mine though. They belonged to someone else." Shows Mrs. de Winter cares more about the items Rebecca had than Rebecca herself and the way she thought. However in, "Rebecca's Tale", Colonel Julyan, a friend of Rebecca de Winter, traveled to understand Rebecca on a mental level. It shows this at the ending of the excerpt in Paragraph 6 when it says, "She appeared on formal, arranged occasions, as she had always done, but when they were over, or when her time was free, she came here, to a tiny single-storey stone building on the edge of the sea. I wanted to know why; I had to know why." This shows Colonel Julyan as someone who has an obsession to figure out how Rebecca thought and why she did the things she did, instead of focusing too much on her worldly possessions and what she owned. It also shows this in Paragraph 2 when it states, "I believe it was the only place where Rebecca could be at peace. It was her refuge." when speaking of this small building. It shows Colonel Julyan trying to figure out first what made her feel at peace and then later on in Paragraph 5 and 6 trying to figure out why it made her feel at peace.

Anchor Annotation, Paper 12
Score Point 3

The student completes most components of the question and clearly communicates how the pairing of the passages affects the reader's perception of Rebecca (...shows Rebecca as the old wife, while mostly focusing on her possessions and the memory of her, but only as the wife of Maximillian de Winter... Colonel Julyan, a friend of Rebecca de Winter, traveled to understand Rebecca on a mental level). An understanding of major concepts is demonstrated (Shows Mrs. de Winter cares more about the items Rebecca had than Rebecca herself and the way she thought... It shows Colonel Julyan trying to figure out first what made her feel at peace), and specific details from the text are provided (the exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings, even the clock on the wall and the candlesticks upon the dressing-table beside me, all things I would have loved and almost worshipped had they been mine. They were not mine though. They belonged to someone else... She appeared on formal, arranged occasions, as she had always done, but when they were over, or when her time was free, she came here, to a tiny single-storey stone building on the edge of the sea. I wanted to know why; I had to know why). The response would need more insight and explanation of these details to earn a higher score point.

Without the passages' pairing, Rebecca is shown in a whole different light. In *From Rebecca*, Rebecca is seen as a threat towards Mrs. de Winter. In paragraph 3, when Mrs. de Winter was looking over Rebecca's belongings, she says, "...all were things I would have loved and almost worshipped had they been mine. They were not mine though." Her tone shows a sign of insecurity and envy. In contrast to this, *From Rebecca's Tale*, shows a more pristine and high standard Rebecca. When Colonel Julyan was talking about all the preparations and work she had done for the Manderley house in paragraph 5, he says, "...She did all this and more, much more, with a compulsive care..." This shows Rebecca in a much more caring light rather than a threat. Without one passage, Rebecca would be shown as a completely different person. Both excerpts help the reader understand multiple sides of Rebecca to judge her overall character fairly. Mrs. de Winter has also not had much interaction with Rebecca while Colonel Julyan is her friend. The fact of not knowing someone can also skew perceptions. She is also shown in more of a humble light in *from Rebecca's Tale*. According to paragraph 2, "in the last six months of her life, Rebecca spent much of her time there." "There" refers to the boathouse close to the Manderley house. This statement shows that Rebecca prefers spending her time in small and cozy spots rather than lavish and large places. Rebecca's room in *from Rebecca* makes her sound more lavish given the size and expensive items within the room. Mrs. de Winter described it as, "...the most beautiful room in the house." This passage however lacks how much Rebecca actually enjoys the room as well as how much time she spends in it which can later be inferred in *from Rebecca's Tale*.

Anchor Annotation, Paper 13
Score Point 4

The student completes all components of the question and clearly communicates how the pairing of the passages affects the reader's perception of Rebecca (*Without the passages' pairing, Rebecca is shown in a whole different light*). The writer presents an in-depth understanding of relevant concepts (*In From Rebecca, Rebecca is seen as a threat towards Mrs. de Winter... Her tone shows a sign of insecurity and envy. In contrast to this, From Rebecca's Tale, shows a more pristine and high standard Rebecca... This shows Rebecca in a much more caring light rather than a threat*). Insightful extensions further strengthen the response (*This statement shows that Rebecca prefers spending her time in small and cozy spots rather than lavish and large places. Rebecca's room in from Rebecca makes her sound more lavish given the size and expensive items within the room. Mrs. de Winter described it as, "...the most beautiful room in the house." This passage however lacks how much Rebecca actually enjoys the room as well as how much time she spends in it*). The response is a lower Score Point 4, but the student demonstrates enough skill to merit full credit.

Through these two excerpts, we as readers, can see how both of these texts give interesting perceptions of Rebecca, developing off of one another. In "from Rebecca", you get a sense of the lifestyle that Rebecca led by a woman who didn't really know Rebecca. Due to this, readers can infer that Rebecca was quite wealthy, owning very many illustrious and rich items in her room and house. In the text it states that, "[yes], it was a beautiful room... That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings, even the clock on the wall and the candlesticks upon the dressing-table beside me, all were things I would have loved and almost worshipped had they been mine." In this piece from the first excerpt we get the idea that Rebecca is a very fortunate, wealthy woman of whom has designed her marital house with her room as the grandest of them all. This is proven by how the new Mrs. de Winter admires the work and confirms that it is the most beautiful room in the house, which can allude to how Rebecca either liked to design very much or that she was selfish in the way she acted, which could have resulted in the divorce that she gets with Mr. Maximilian de Winter. In the second excerpt it states that, "she chose to be here [in the simple, beaten up, boathouse whilst she could've been in] a house that she had transformed and made beautiful. Soft chairs, log fires, exquisite food, scented baths, linen sheets." This shows that although Rebecca designed the house and was very good at doing so, she chose to stay in a place that had less accommodations and less pizzazz. Since this is coming from someone who knew Rebecca very well, unlike the second wife in the first excerpt, it is easy to draw that Rebecca didn't live a life that she necessarily wanted, but was forced to, due to society's expectations. This explains and confirms why exactly she always spent time in the boathouse- to get away. From these two excerpts, readers can perceive that Rebecca was a wealthy woman, no doubt, but had reservations about her illustrious life and wanted peace, quiet, and secrecy from time to time. We also perceive that she was very determined, punctual, diligent, and "type-A" since she "remembered which guests liked which rooms, reflected the tastes and interests of the guests concerned, and never served the same dishes twice." This evidence paired with the thinking in the first excerpt that everything in the room had not been touched in a very long time shows that overall, the two excerpts cause readers to believe that Rebecca is actually a misunderstood and highly secretive woman.

Anchor Annotation, Paper 14
Score Point 4

The student completes all components of the question and clearly communicates how the pairing of the passages affects the reader's perception of Rebecca (*From these two excerpts, readers can perceive that Rebecca was a wealthy woman, no doubt, but had reservations about her illustrious life and wanted peace, quiet, and secrecy from time to time*). The response demonstrates an in-depth understanding of relevant concepts (*In this piece from the first excerpt we get the idea that Rebecca is a very fortunate, wealthy woman of whom has designed her marital house with her room as the grandest of them all. This is proven by how the new Mrs. de Winter admires the work and confirms that it is the most beautiful room in the house... Since this is coming from someone who knew Rebecca very well, unlike the second wife in the first excerpt, it is easy to draw that Rebecca didn't live a life that she necessarily wanted, but was forced to, due to society's expectations*). The ideas are further strengthened with well-chosen elements of textual evidence (*That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangings, even the clock on the wall and the candlesticks upon the dressing-table beside me, all were things I would have loved and almost worshipped had they been mine... she chose to be here*). The clear insight is demonstrative of a Score Point 4, and the evidence provided effectively supports the student's argument.

In both of these excerpts, Rebecca is portrayed as a sweet, proper, and very well thought of lady. The different perspectives of her life make Rebecca also appear to be more mysterious and quite a quiet person. The two different perspectives also showed two different lifestyles of Rebecca. For example, in paragraph three from *Rebecca*, it says, "That exquisite mantelpiece, the ceiling, the carved bedstead and the curtain hangers, even the clock on the wall and the candelsticks upon the dressing-table beside me, all were things I would have loved and almost worshipped had they been mine." This quote from the second Mrs. de Winter's point of view, shows that Rebecca lived a lavish life that she loved. However in paragraph six of *Rebecca's Tale*, it says, "And yet now she avoided this lovely place she had made. She appeared on formal, arranged occasions, as she had always done, but when they were over, or when her time was free, she came here, to a tiny, single-storey stone building on the edge of the sea." This quote showing that Rebecca didn't love the lavish life she lived and preferred things simpler. Overall this making the reader's view of Rebecca change from a rich man's housewife to a lovely, misunderstood lady. Another example that shows how Rebecca didn't love her lavish life as much as it would appear is beginning to be explained in paragraph two of *Rebecca*, where it says, "The daylight gave an even greater air of reality to the room. When the shutter was closed and it had been lit by electricity the room had more the appearance of a setting on the stage." This is continued to be explained in paragraph two of *Rebecca's Tale*, where it says, "I believe it was the only place where Rebecca could be at peace. it was her refuge." Comparing these two quotes, the new Mrs. de Winters is explaining how when the sun lights up Rebecca's old room that she felt as if she was on a stage in a beautiful theater, which she loved and it made her feel a sense of relief. However, I am lead to believe because of Colonel Julyan's quote that Rebecca felt the opposite feeling that the second Mrs. de Winters felt. I think that Rebecca disliked the complexity of her room, and preferred the more simplistic lifestyle that she got at her cottage by the sea. That to Rebecca, was a place to be relaxed.

Anchor Annotation, Paper 15
Score Point 4

The student completes all components of the question and clearly communicates how the pairing of the passages affects the reader's perception of Rebecca (*...making the reader's view of Rebecca change from a rich man's housewife to a lovely, misunderstood lady*). The response demonstrates an in-depth understanding of relevant concepts (*This quote from the second Mrs. de Winter's point of view, shows that Rebecca lived a lavish life that she loved. However in paragraph six of Rebecca's Tale, it says... Rebecca didn't love the lavish life she lived and preferred things simpler*), as well as insightful extensions (*Comparing these two quotes, the new Mrs. de Winters is explaining how when the sun lights up Rebecca's old room that she felt as if she was on a stage in a beautiful theater, which she loved and it made her feel a sense of relief. However, I am lead to believe because of Colonel Julyan's quote that Rebecca felt the oppisite feeling that the second Mrs. de Winters felt. I think that Rebecca disliked the complexity of her room, and preferred the more simplistic lifestyle that she got at her cottage by the sea*). The ideas are further strengthened with well-chosen textual evidence for support (*The daylight gave an even greater air of reality to the room. When the shutter was closed and it had been lit by electricity the room had more the appearance of a setting on the stage... I believe it was the only place where Rebecca could be at peace. it was her refuge.*)



Investing in Kentucky's Future, One Student at a Time