

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, June 18, 2003—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring of Multiple-Choice Questions

Indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions on the Session One answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A and Part B multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

Session One	
Correct Answers	
Part A	Part B
(1) 2	(7) 2
(2) 1	(8) 1
(3) 3	(9) 4
(4) 2	(10) 3
(5) 4	(11) 4
(6) 3	(12) 3
	(13) 1
	(14) 2
	(15) 3
	(16) 4

Rating of Essays

- (1) Follow your school's procedures for training for rating. This process should include:

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer reviews rubric with reference to the task
- Trainer reviews procedures for assigning scores
- Trainer leads review of each anchor paper and commentary
(**Note:** Anchor papers are ordered from high to low within each score level.)

Practice scoring individually—

- Raters score a set of five papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

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

SESSION ONE – PART A – SCORING RUBRIC
LISTENING AND WRITING FOR INFORMATION AND UNDERSTANDING

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p> <p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p> <p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-reveal an in-depth analysis of the text</p> <p>-make insightful connections between information and ideas in the text and the assigned task</p> <p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p> <p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-convey a thorough understanding of the text</p> <p>-make clear and explicit connections between information and ideas in the text and the assigned task</p> <p>-develop ideas clearly and consistently, using relevant and specific details from the text</p> <p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-convey a basic understanding of the text</p> <p>-make implicit connections between information and ideas in the text and the assigned task</p> <p>-develop some ideas more fully than others, using specific and relevant details from the text</p> <p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-convey a basic understanding of the text</p> <p>-make few or superficial connections between information and ideas in the text and the assigned task</p> <p>-develop ideas briefly, using some details from the text</p> <p>-establish, but fail to maintain, an appropriate focus</p> <p>-exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-convey a confused or inaccurate understanding of the text</p> <p>-allude to the text but make unclear or unwarranted connections to the assigned task</p> <p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p> <p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-provide minimal or no evidence of textual understanding</p> <p>-make no connections between information in the text and the assigned task</p> <p>-are minimal, with no evidence of development</p> <p>-show no focus or organization</p>
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p> <p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose</p> <p>-vary structure and length of sentences to control rhythm and pacing</p> <p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-use language that is fluent and original, with audience awareness of purpose and audience</p> <p>-occasionally make effective use of sentence structure or length</p> <p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-use appropriate language, with some awareness of audience and purpose</p> <p>-occasionally make effective use of sentence structure or length</p> <p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose</p> <p>-exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p> <p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose</p> <p>-reveal little awareness of how to use sentences to achieve an effect</p> <p>-are minimal, making assessment of conventions unreliable</p> <p>-may be illegible or not recognizable as English</p>	

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Freshmen, does the thought of public speaking make you panic? How about the thought of hosting a little dinner party? I'll bet that's considerably less frightening. According to Jane Tully, a professional speech writer, the two examples have more in common than you may suppose.

For instance, try considering the audience you've been asked to address as you would consider a group of prospective dinner guests. Ask yourself, "How many will be coming? Are their tastes similar, or diverse? How can they best be served?" Perhaps your "guests" would enjoy humor, or maybe historical anecdotes. Consider employing "entertainment" as a video, an illustration, or song. Don't neglect participation. A question and answer period is a popular adjunct to a speech. Beware of unintentionally insulting or embarrassing your audience. Make every "guest" feel welcome. Most importantly, don't underestimate the ~~importance~~^{value} of brevity. To quote Mrs. Tully, "Keep it moving, and keep it short, or you'll lose them."

You may also make use of the dinner party analogy when it comes to writing your speech. Decide to "use only the best ingredients". Be sure your information is, first and foremost, accurate. Then spice it up with tidbits that interest and amuse. Keeping your audience in mind, decorate the content of the speech to please them. According to Mrs. Tully, any effort you spend locating audience-specific details is almost guaranteed

worth your while).

However, while you're busy decorating your speech, be careful to maintain your integrity of focus. Pare off any tangential ideas that may lead listeners away from the main idea, the one thing you want them to remember. According to Mrs. Tully, if in doubt, pare some more.

So when, freshmen, in the course of your high school years you are asked to give a speech, remember these little dinner party hints. You'll be surprised with the feast you'll come up with, and how much your audience will enjoy.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, adopting Tully's <i>dinner party analogy</i> to explain the process of speech writing. The response makes insightful connections between the text and task (<i>How can they best be served, decorate the content of the speech to please them, maintain your integrity of focus</i>).</p>
Development	<p>Develops ideas clearly and fully, using a wide range of specific details from the speech to discuss the importance of audience (<i>Are their tastes similar, or diverse</i>), content (<i>Decide to "use only the best ingredients"</i>), and focus (<i>Pare off any tangential ideas</i>) in speech preparation.</p>
Organization	<p>Maintains a clear and appropriate focus on speechwriting advice, beginning with an introduction intended to make speechwriting <i>less frightening</i> to <i>Freshmen</i>, followed by three cohesive discussions, and ending with an effective conclusion. The response maintains coherence through skillful use of appropriate devices (repetition of <i>Freshmen</i> in the introduction and conclusion) and transitions (<i>According to Jane Tully, For instance, However</i>).</p>
Language Use	<p>Uses language that is precise and engaging (<i>a popular adjunct</i>), with a notable sense of voice (<i>I'll bet that's considerably less frightening</i>), and awareness of audience and purpose (<i>try considering the audience you've been asked to address</i>). The response varies structure and length of sentences to enhance meaning (paragraph 4).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

**SESSION ONE – PART B – SCORING RUBRIC
READING AND WRITING FOR INFORMATION AND UNDERSTANDING**

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)	-reveal an in-depth analysis of the documents -make insightful connections between information and ideas in the documents and the assigned task	-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task	- convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task	-convey a basic understanding of the documents -make few or superficial connections between information and ideas in the documents and the assigned task	-convey a confused or inaccurate understanding of the documents -allude to the documents but make unclear or unwarranted connections to the assigned task	-provide minimal or no evidence of understanding -make no connections between information in the documents and the assigned task
Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently, using relevant and specific details from the documents	-develop some ideas more fully than others, using specific and relevant details from the documents	-develop ideas briefly, using some details from the documents	-are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus - exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text
Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Forest fires engender a great deal of controversy. Whenever a forest fire erupts, the media, especially television, broadcast its destructive power to millions of American viewers. As a result, a majority of the American public believe forest fires should be suppressed at all cost. This opinion, however, is uninformed. New knowledge about the forest's ecology has led to new views about forest fire prevention.

In 1910, fire destroyed three million acres of forest land in Montana and Idaho. Towns were destroyed and 87 people were killed. Shortly thereafter, the United States Forest Service vowed they would extinguish any fire by 10 a.m. the next morning. This new policy of immediate fire suppression became the American public's common conception of how to deal with forest fires. However, through experience fire fighters have come to realize that recent forest fires burn more intensely than others in the past. The Forest Service now understands that by suppressing all fires, they are also suppressing the natural fire cycle of the forests. Forests where natural fires are suppressed quickly rebound from minimal damage and create excess growth that chokes the forest. This atmosphere allows tree-killing insects to thrive, and those dead trees essentially become kindling for the next lightning strike. The resultant fire burns hotter and quicker than normal, due to previous fire suppression in the area.

Another aspect to the causes of forest fires is logging. Some forest experts criticize logging companies for their practice of felling the strongest, most fire resistant trees, and replacing them with weak saplings that are both disease and fire prone. Once again, these trees become kindling for a fire.

Two other elements contributing to forest fires are overgrazing and the diversion of rivers. With the explosion of cattle raising during the 19th and 20th centuries, natural grasslands were reduced. This vegetation loss encouraged fires to burn high in the trees rather than low to the ground. The diversion of rivers to accommodate growing communities also plays its part. Damming up rivers leaves forests dry and sickly, making them prone to explosive fires that could ^{now} jump over dry river beds that used to be natural fire breaks.

What it comes down to is the fact that increased development has created major problems in the cause of forest fires. People today even build wooden homes and cottages along the boundaries of our national parks, seemingly oblivious to the fire danger these structures represent to themselves and the environment. If our country and the world could learn to respect nature and stop encroaching on her land, then the problems with forest fires would be greatly reduced. After all, ... "what we can do is pretty small compared to what Mother Nature wants to do."