

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Friday, June 17, 2005—9:15 am. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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 check mark each incorrect or omitted answer to multiple-choice questions on the Session Two 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 multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

<p>Session Two Correct Answers</p>
--

<p>Part A</p>

- | |
|--|
| <p>(1) 2</p> <p>(2) 4</p> <p>(3) 1</p> <p>(4) 3</p> <p>(5) 2</p> <p>(6) 2</p> <p>(7) 1</p> <p>(8) 4</p> <p>(9) 1</p> <p>(10) 3</p> |
|--|

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, and determining the student's final score for the examination. The chart located on the Department's web site should be used for determining the final examination score.

**SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE**

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, and analysis of the task and text(s)</p>	<p>-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text</p> <p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts</p>	<p>-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text</p> <p>-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</p>	<p>-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text</p> <p>-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts</p>	<p>-establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts</p> <p>-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary</p>	<p>-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea</p> <p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts</p> <p>-are minimal, with no evidence of development</p>
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain the focus established by the controlling idea -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</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>-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</p>	<p>-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</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-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</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p>

- 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.

Regents Comprehensive Examination in English—June 2005

Chart for Determining the Final Examination Score (Use for June 2005 examination only.)

Total Essay Score → To determine the student's final examination score, locate the student's total essay score across the top of the chart and the student's total multiple-choice score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 19 and a total multiple-choice score of 16 would receive a final examination score of 77.

		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Total Multiple-Choice Score	0	0	1	2	2	3	4	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66
	1	1	1	2	3	4	5	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68
	2	1	2	2	3	4	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70
	3	1	2	3	4	5	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71
	4	2	2	3	4	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73
	5	2	3	4	5	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75
	6	2	3	4	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77
	7	3	4	5	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78
	8	3	4	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80
	9	4	5	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81
	10	4	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83
	11	5	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85
	12	6	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86
	13	7	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87
	14	8	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89
	15	9	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87	90
	16	10	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89	91
	17	11	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87	90	93
	18	13	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89	91	94
	19	14	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87	90	93	95
	20	15	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89	91	94	96
	21	17	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87	90	93	95	97
	22	18	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89	91	94	96	97
	23	20	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87	90	93	95	97	98
	24	21	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89	91	94	96	97	99
	25	23	26	30	34	38	41	45	49	53	57	60	64	68	71	75	78	81	85	87	90	93	95	97	98	99
26	24	28	32	36	39	43	47	51	55	58	62	66	70	73	77	80	83	86	89	91	94	96	97	99	100	