

FOR TEACHERS ONLY

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

ENGLISH

E

Monday, January 27, 2014—1:15 to 4:15 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. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents 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 Scoring the Regents Comprehensive Examination in English*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers			
Part 1	Part 2		Part 3
1 2	9 2	15 1	21 4
2 1	10 1	16 2	22 1
3 3	11 4	17 2	23 1
4 2	12 2	18 4	24 2
5 4	13 1	19 2	25 4
6 2	14 2	20 3	
7 3			
8 2			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the 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 holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- 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 practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets 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) The 2-credit short responses are to be rated by one qualified rater. 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. **Teachers may not score their own students' answer papers.** 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.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Both the short story excerpt (passage I) and the poem (passage II) use nature to describe how insight can lead to enlightenment, a new way of thinking about the world. In the town mentioned in passage I, it appears that no one knows exactly what the "yellow dust" (line 10) that invaded the territory is. To them, it is nothing more than an annoyance that constantly keeps reappearing on their front porches and lawns. The author is eventually informed that the "points of gold" (line 10) are actually microorganisms that can divide very rapidly. Learning this causes the author to question the true meaning of the term "invader." He thinks about the common belief that extraterrestrials will one day invade Earth and compares imagination to reality. The poet in passage II meanwhile utilizes the coming of spring to reflect upon his life. He imagines "one day thinking back to this hour and blaming myself for my worries, my foolishness" (lines 8-10). This self-reflection gives the poet a deeper insight into his own choices in life. In the end, he glances at his wife and realizes that he has been living a fulfilled life. Thus, both the short story excerpt and the poem illustrate how nature can give one the insight needed to live a more knowledgeable life.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea [Both the short story excerpt (passage I) and the poem (passage II) use nature to describe how insight can lead to enlightenment, a new way of thinking about the world] is supported with clear and appropriate details from both texts (The author is eventually informed that the "points of gold" (line 10) are actually microorganisms ... He ... compares imagination to reality. The poet ... utilizes the coming of spring to reflect upon his life. ... In the end, he ... realizes that he has been living a fulfilled life). Language use is appropriate, and an error in conventions (passage II meanwhile utilizes) does not hinder comprehension.

In ~~an~~ excerpt from passage one and passage two, the authors describe that even when a person is going through a rough experience, it is possible to have positive thoughts and insight. In the first passage, the narrator's society has been infested with a microorganism that reproduces quickly. The speaker seems disappointed that the yellow dust isn't more excitingly dangerous. While the town could be suffocated under the "fatal accumulation," the dust seems "peaceful" to the narrator. While the problems surrounding the dust have yet to be solved, the narrator keeps a positive attitude. In the second passage, the speaker begins to walk outside after a long winter indoors. His negative insight begins to shift as the "world once again belongs" to him. He views opportunities to be grabbed. While the speaker reflects on foolish choices he has made in the past, the speaker begins to ~~forget~~ allow himself to forget about his worries. While there are some reminders of the past, the speaker begins to look ahead and view the future in a positive manner.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*even when a person is going through a rough experience, it is possible to have positive thoughts and insight*) is supported with clear and appropriate details from both texts (*While the town could be suffocated ... the dust seems "peaceful" to the narrator and His negative insight begins to shift ... He views opportunities to be grabbed*). Language use is appropriate, and an error in conventions (*dissappointed*) does not hinder comprehension.

In Passage I the narrator uses insight to write this passage. The narrator talks about the insight that she felt when she saw the yellow dust falling from the sky. She expresses this by giving many specific details. The insight helped develop this passage. In Passage II the narrator uses insight to express her writing. She wrote in the poem about how winter is over and spring is coming along. The insight shown in this poem helps express the narrator. This is true in life and in literature.

Anchor Level 1–A

The response implies a controlling idea (*In Passage I the narrator uses insight to write this passage and In Passage II the narrator uses insight to express her writing*). Language use is imprecise (*The insight shown in this poem helps express the narrator*), and errors in conventions (*develep and comeing*) do not hinder comprehension.

The controlling idea is
that Nature is
Really, Really good.
I thought that they used
the yellow organisms to, um
uh, show us how beautiful
Nature is. And in the 2nd passage
they used the changing of the Seasons
Winter to Summer to show
that. The passages showed how
good Nature Really is.

Anchor Level 1–B

The response implies a controlling idea (*The controlling idea is that Nature is Really, Really good*), supported with partial and overly general information from the texts (*I thought that they used the yellow organisms to, um uh, show us how beautiful nature is. And in the 2nd passage they used the changing of the Seasons Winter to Summer to show that*). Language use is imprecise and inappropriate (*um uh* and *the* for “they”), and errors in conventions (*beautiful* and *changind*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

In Passage I and Passage II the authors talk about
imagining things and they create a picture.
They use imagining to show the readers how they
think.

Anchor Level 0

The response demonstrates no understanding of the task or texts.

Question 26 – Practice Paper A

People can have insight that can be shown in different way. In both passages the controlling idea is insight. The two authors use insight as the theme. In Passage I, the author discussed about how the streets were looking. In the passage he show us that this insight is different to others. there he explains how the day is look like. "

Question 26 – Practice Paper B

People have described the weather seen everyday as beautiful and sometimes horrible. We often let our imagination rule our sight on how we interpret our own surroundings. Passage one and passage 2 talk about the different aspects of the weather. Story one talks about an alien harmful and harmless creature falling down like snow drawing attention while story 2 talks about sudden surprise of weather causing excitement and joy. As the narrator of Passage one suggested "invited by nothing by emptiness, by inanimate just. The narrator show the dust not be living. Passage two like Passage one suggest excitement of the things happening with the outside weather.

Question 26 – Practice Paper C

I think that many people believe in love but
some don't because they don't have someone to
love

After reading Passage I and Passage II, I have come to the conclusion that insight is solely based on self-reflection or the most inner thoughts of a person. In Passage I, the people of a town all congregated outside on the streets to see what was in the sky. "Something was ~~glittering~~ glittering, up there in the sky, something was shimmering, in the blue air of the summer." Eventually it grew larger to the point where the whole sky was "filled with points of gold," something that appeared to be "like fine pollen, like yellow dust." It was nothing really but the narrator was able to analyze it and develop his/her own insight. The narrator's insight on the object in the sky was not based off of fact but off of his/her own thoughts and ideas. The narrator was able to formulate his/her own opinion and idea based on feelings and personal thoughts. In Passage II the narrator is observing the change in weather and scenery and is able to use that to reflect on his own personal life. He develops his own insight on the occurrences of his life and still it is not based on fact but on mere observation and thought. He states, "The woods are a mangle of lines, yet delicate, yet precise, when I take the time to look closely. If I'm not happy it must be my own fault." He reflects on what he sees and uses it to develop insight on his own well-being. Therefore, both passages help to show how insight is not based on fact but on someone's own observations and thoughts. Insight is developed on self reflection and not what others think.

People can use their insight to see the positive side of situations. This is shown in both Passage I and Passage II. For example, in Passage I, the narrator uses his good sense of insight to view the positive side of the dust. The dust could be seen as something small, boring, and cowardly. However, the narrator uses his insight to view the dust as something harmless and even peaceful. He states that it resembles a field of wheat. Also, in Passage II, the narrator uses his insight to look at things from a positive way. For example, he states that at first sight, the woods "are a mangle of lines." However, he says after using his insight, that these woods are both delicate and precise. Furthermore, he starts the poem talking about what he will think of his actions in the future. Later, after using his insight, he realizes that he is in a beautiful place in the moment, and he should enjoy it. He then notices the positive things, such as, the blooming flowers and the river. By using insight, the positive aspects begin to show.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response implies a controlling idea (*The two authors use insight as the theme*), supported by partial and overly general information from the texts (*In Passage 1, the author discussed about how the streets were looking and In the Passage he show us that this insight is different to others*). Language use is imprecise (*the author discussed about and the day is look like*), and errors in conventions (*different way, controling, he show*) may hinder comprehension.

Practice Paper B — Score Level 1

The response implies a controlling idea (*We often let our imagiantion rule our sight on how we interpret our own surroundings*), supported with partial and overly general information from the texts (*story one talks about aw of alien harmful and harmless creature falling down like snow drawing attentien and story 2 talks about sudden surprise of weather causing exitment and joy*). Language use is imprecise (*The narrator show The dust not be living*), and errors in conventions (*imagiantion, surroundings, exitment, invated, empitness*) may hinder comprehension.

Practice Paper C — Score Level 0

The response is a personal response. There is no reference to either text.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*insight is soley based on self-reflection or the most inner thoughts of a person*) is supported with clear and appropriate details from both texts (*It was nothing really but the narrator was able to analyze it and develop his/her own insight and He reflects on what he sees and uses it to develop insight on his own well-being*). Language use is appropriate, and errors in conventions (*soley, really but, based off*) do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*People can use their insight to see the positive side of situations*) is supported with clear and appropriate details from both texts (*the narrator uses his insight to view the dust ... it resembles a field of wheat and He then notices the positive things, such as, the blooming flowers and the river*). Language use is appropriate, and errors in conventions (*sight, the and such as, the*) do not hinder comprehension.

Question 27

(used for 2-credit responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
or
- implies an explanation of the literary element or technique
or
- has an unclear explanation of the literary element or technique
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Anchor Paper – Question 27 – Level 2 – A

In passage one, the author uses point of view to enhance his writing. Throughout the essay words such as "we" and "us" suggest that he, too, lived through the yellow powder phenomenon. His presence in the short story also helps to add a realistic edge to a science-fiction theme. Although the reality of the event occurring may be small, the portrayal of human nature is incredibly realistic. By having a witness (himself) narrate the piece, it gives an inside look on the human reaction to unfamiliar surroundings. He acknowledges "we did not know what to make of it," yet even after they (the humans) learned the shimmering particles were harmless to humans, they still attempted to rid of it from the town. However toward the end the author acknowledges living with the gold sparks is quite peaceful. Placing himself in the scene gives the author the ability to acknowledge however he tries to rid nature of it's natural course, just like others. However one may eventually find beauty in life's unexpected surprises.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage I (*Throughout the essay words such as "we" and "us" suggest that he, too, lived through the yellow powder phenomenon*), supported with clear and appropriate evidence from the text [*By having a witness (himself) narrate the piece, it gives an inside look on human reaction to unfamiliar surroundings and the author acknowledges living with the gold sparks is quite peaceful*]. Language use is appropriate, and errors in conventions (*attempted to rid of it, However toward, it's natural courses*) do not hinder comprehension.

The author of Passage II used a lot of imagery. The imagery in the passage enhances the poem itself by allowing to get inside the narrator's thoughts. The reader is able to understand the narrator's fears and thoughts better. "I stand at the edge of it, beside the house, listening to the stream we haven't heard since fall, and I imagine one day thinking back to this hour and blaming myself for my worries, my foolishness..." Imagery in this part shows him taking nature in and also thinking about how he may have wasted his time in the past. Imagery helped this author to stress his message of time gone by.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*The imagery in the passage enhances the poem itself by allowing to get inside the narrator's thoughts*), supported with clear and appropriate evidence from the text (*Imagery in this part shows him taking nature in and also thinking about how he may have wasted his time in the past*). Language use is appropriate, and errors in conventions (*by allowing to get inside and narrator's*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In both passages, a "something" is described through symbolism. In passage 1, the "yellowdust" is symbolised as nothing bad, but overtaking everything. In passage 2, the weather changes and symbolizes change and brings happiness.

Anchor Level 1-A

The response has an unclear explanation of symbolism (*In both passages, a "something" is described through symbolism*), supported with partial and overly general information from the text (*In passage 1, the "yellowdust" is symbolised as nothing bad and In passage 2, the weather changes and symbolizes change and brings happiness*). Language use is appropriate, and errors in conventions ("yellowdust" and *happyness*) do not hinder comprehension.

Passage one is seen more
of a ironic story because
of the expectations we all
would have on such a attack.
In the story the invaders only
Flaw is overpopulating and we
expect to see giant monsters
and not small organisms.

Anchor Level 1-B

The response provides an explanation of irony in Passage I (*Passage one is seen more of a ironic story because Of the expectations we all would on such a attack*), supported with partial information from the text (*we expect to see giant monsters and not small organisms*). Language use is imprecise (*seen more of a ironic and we all would on such*), and errors in conventions (*a attack and invaders only Flaw*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

This is the best poem I have ever read! The way the Author captured me and brought me to shore, just like a fish on a line. Well except I was in love not in pain. When I can truly envision and feel a poem of a story, I just get so hooked.

Anchor Level 0

The response is a personal response, demonstrating no understanding of the task or text.

Question 27 – Practice Paper A

From passage one, the author used ~~the first person~~ ^{the first person} himself as ~~his~~ point of view throughout the passage. ~~It starts from~~ It starts from describing the scene of how the "Invaders" invade" which the author ~~is~~ is watching. ~~He~~ He then described ~~the~~ the color that he could see for the microorganisms. Moreover, he ~~then~~ then expressed what he had ~~imp~~ked to this invasion with his own opinion and insight about it.

Stimulating the senses gives an author the best possible platform on which to tell a story. The author of Passage II takes advantage of this concept as he describes ~~the~~ ^{his} first day of spring. Despite ~~the~~ the light, joyful connotation of spring, the author's use of imagery paints a ~~pleasant~~ ^{pensive} picture. He ~~describes~~ begins by mentioning ^{that} "the last ^{few} gray sheets of snow" have melted, leaving a damp but reborn landscape. The ~~described~~ sights, sounds and smells of ~~the~~ that first warm day in March are universal and ~~so the reader~~ the author employs them to hook his reader. Furthermore, he ~~describes~~ discusses his regained ability to see a larger world, one illuminated by spring rather than snow. During this time of rebirth, the author reflects on ~~him~~ himself. He worries that ~~perhaps~~ he has wasted his life being unhappy when he should be appreciative of his life. ~~At~~ Meanwhile, his wife uncovers flowers in the distance. As he sees this, he resolves to ~~be~~ ~~uncovered~~ ~~as well~~ be uncovered as well, allow himself to be happy with the beautiful life he has. The imagery of crocuses juxtaposes the former depressing scene of snow and cold, allowing the reader to imagine the author ~~springing~~ ^{springing} up, like a flower, among the depression. ~~and~~ ~~so~~ ~~well~~ ~~unhappy~~

In Passage II the theme developed by the author is that you should not blame yourself for foolish choices or worries because they will become accepted or forgotten. The author uses a hopeful ~~setting~~ setting describing the coming of flowers and warm weather. He also describes the change from winter to spring. This helps support the theme because just like winter is forgotten as spring comes worries and mistakes become forgotten or fade away like the seasons. The narrator claims that if he is not happy it is his own fault for worrying about change and today's choices when they will eventually be accepted. The changing of seasons helps to prove the point there is no reason to dwell on choices that can not be changed and that everything will keep moving forward so you should be happy.

Question 27 – Practice Paper D

The author of passage two uses imagery to help demonstrate the beauty + appreciation for in the passage. The comparison between nature - the speaker's wife infers the speaker bringing the ~~beauty~~ beauty nature has ~~into~~ showed him into his every day life.

Question 27 – Practice Paper E

One literary element used in
the both passages is imagery

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response provides an explanation of point of view in Passage I (*the author used the first person himself and It starts from describing the scene of how the “invaders invade” which the author is watching*), supported with partial and overly general information from the text (*He then described the color that he could see for the microorganisms and he then expressed what he had linked to this invasion with his own opinion and insight about it*). Language use is imprecise (*From passage one, the first person himself, It starts from describing*), and errors in conventions (*“invaders invade” which*) do not hinder comprehension.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*Despite the light, joyful connotation of spring, the author’s use of imagery paints a pensive picture and The sights, sounds and smells of that first warm day in March are universal and the author employs them to hook his reader*), supported with clear and appropriate evidence from the text (*During this time of rebirth, the author reflects on himself and The imagery of crocusses jux opposes the former depressing scene of snow and cold*). Language use is appropriate, and errors in conventions (*universal and and jux opposes*) do not hinder comprehension.

Practice Paper C — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of theme in Passage II (*In Passage II the theme developed by the author is that you should not blame yourself for foolish choices or worries because they will become accepted or forgotten*), supported with clear and appropriate evidence from the text (*The author uses a hopeful setting describing the coming of flowers and warm weather and This helps support the theme because just like winter is forgotten as spring comes ... or fade away like the seasons*). Language use is appropriate, and errors in conventions (*setting describing, happy it is, the point there is*) do not hinder comprehension.

Practice Paper D — Score Level 1

The response implies an explanation of imagery in Passage II (*The author of passage two uses imagery to help demonstrate the beauty + appreciation felt in the passage*), supported with partial and overly general information from the text (*The comparason between nature + the speakers wifes infers the speaker bringing the beauty nature has showed him into his everyday life*). Language use is imprecise (+ for “and” and *infers the speaker bringing*), and errors in conventions (*appriciation, comparason, speakers wifes*) may hinder comprehension.

Practice Paper E — Score Level 0

The response demonstrates no understanding of the task or texts, simply referring to imagery in both passages.