

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, June 11, 2013—9:15 a.m. 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. 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 4	9 2	15 3	21 2
2 3	10 1	16 1	22 4
3 1	11 3	17 4	23 3
4 1	12 1	18 1	24 2
5 2	13 3	19 2	25 3
6 3	14 2	20 4	
7 1			
8 4			

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

All people must face the inevitable process of growing older, which sometimes leads to feelings of helplessness and apathy and a loss of enthusiasm about life. In both Passage I, an excerpt from a short story; and Passage II, a poem; characters must face the process of aging and the feelings that come with it. In Passage I, the narrator expresses the disappointment and cynicism that he has developed as he has grown older. He discusses adversities which he has faced, such as "the perfidy of friends and the ~~weakness~~ trickery of the flesh, lost frontiers, ... the death of dreams, solitude, pain..." He mourns loved ones, stating, "every loss is a tear in the heart's tender flesh," ~~at the loss of a loved one~~. The dog in Passage II has also lost the enthusiasm and excitement of youth. He is shown to be quite apathetic. No longer as playful as a young puppy, when his owner attempts to "toss his ragged stuffed lion," the dog will "seem to want to say 'you don't have to play with me. I'm fine' and then mosey over, and take the toy back to his spot." Each of these passages demonstrate the loss of enthusiasm and the disappointment that often come with aging.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (In both ... characters must face the process of aging and the feelings that come with it) is supported with clear and appropriate details from both texts (He discusses adversities which he has faced, such as "the perfidy of friends ... the death of dreams, solitude, pain ..." and the dog will "seem to want to say 'you don't have to play with me. I'm fine'). Language use is appropriate, and errors in conventions (story; and; say 'you; fine' then) do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

Growing old implies the concept of self-identity. In both Passage I and Passage II, the main characters ~~of the~~ face their own trials with old age, experience, and who they are as a result. In Passage I, the protagonist's struggle with age has caused him to reflect upon himself. In lines 17-18, he deems his actions foolish. He looks back on himself, as well, in lines 33-35, identifying himself not only by his actions but by how he sees himself. This connects to age because it is in his old age when he is reflecting on his actions and his former self he is able to realize his identity entirely. It culminates in line 35-36, where alas he realizes himself a poet and his relationship to the city. Similarly, the dog (and main character of Passage II), also forms a self-identity in his old age. The passage speaks of the dog's tenth birthday and while we don't get much of sense of the dog's former identity, we do see the main character reflecting. In lines 22-29, the dog does not mind playing alone and likewise in 29-35, the dog does his best not to disturb his owners. However, we also can conclude the dog wasn't always like this and as said in line 35, in his old age the dog deems himself a "bother", which is a form of self-identity in itself. Overall, this how Passage I and II connect the ideas of self-identity and old age.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*the main characters face ... old age, experience, and who they are as a result*) is supported with clear and appropriate details from both texts (*In lines 17-18, he deems his actions foolish and as said in line 35, in his old age the dog deems himself a "bother", which is a form of self-identity*). Language use is appropriate, and errors in conventions (*passage I, pro tagonist's, self he, where alas he*) do not hinder comprehension.

Passage I and Passage II talks about controlling ~~the~~ idea of growing old. Growing old is life you cannot stop it because that is nature. Passage I talks about getting struggling with aging ~~and~~ the narrator is compare aging to the calendar. "I'm old, they say. The calendar says so too," this quote is explain that days goes fast and there age.

Passage II talks about a dog on his birthday, a birthday is an example about growing old. The dog in passage II is an observe, it observe every thing. ~~and~~ With age, the dog has become more conscious of his relationship with his owners.

Anchor Level 1-A

The response has a controlling idea (*Growing old is life you can not stop it because that is nature*), supported by partial and overly general information from the texts (*Passage I talks about getting struggling with aging The narrator is compare aging to the calende* and *Passage II talks about a dog on his birthday, a birthday is an example about growing old*). Language use is imprecise (*about controlling idea, there age, an observe*), and errors in conventions (*Passage I and Passage II talks; is explain; birthday, a birthday is*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Growing old is one of the last time one person is going to do. It's some times bad as told in passage II or it can good like in passage I. The old man in passage I considers them ~~selve~~ "like a streak of forked lightning". The dog in "On Our Dog's Birthday" was old enough to see the trick his owner used to play on. The dog was wise and did not play victim to the owner's tricks.

Anchor Level 1–B

The response has a controlling idea (*Growing old is one of the last time one person is going to do. It's some times bad as told in passage II or it can good like in passage I*), supported by partial and overly general information from the texts (*The old man in passage I considers them selve young "like a streak of forked lightning" and The dog was wise and did not play victim to the owner's tricks*). Language use is imprecise (*last time, can good, to play on*), and errors in conventions (*some times, passage II or, man ... them selve*) may hinder comprehension.

Growing old is not always depressing, there is an advantage towards it. As you grow older you become more wiser. Growing older is a part of life and you cant escape it. You find yourself remembering in both good and bad times of your youth. I believe you more cautious and observant when you older and glance around at your surroundings. Although you may not be so quick to take action in something, you may find yourself to be more conscious of your actions!

Anchor Level 0

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

In both reading passage I and passage II have the same idea that as you get older some people ~~can~~ may stay around and some may go. Sometimes old age change the way ~~you~~ some people acted. ~~For~~ For example in passage on the guy said "I am a man, an old and impatient one," He admitted that because of his age he had change in some way. Another example is in passage II which is said "Today our dog ~~is~~ ten. When we go to another room, he'll follow. When later we take our walk, he ~~would~~ wander off after smells he finds along the way." In many way to different people aging affect ~~no~~ them and they some people may not like ~~a~~ way that person may change and don't want to deal with them anymore.

Both passages one and two support the controlling idea that ~~one~~ one should live their life to the fullest, otherwise said person will grow old with regrets. In passage one the older man said "I resent not being a ~~god~~ god." This man felt like he could have done something more amazing with his life, but he didn't. Now as he grows older, he regrets what he could have done everyday. In passage two, the author claimed that the dog looked at him, as if to say "you don't have to play with me, I'm fine." This suggests that this dog has lived a long happy and fulfilling life. Therefore, the dog can be comfortable with his old age and live the rest of his life peacefully. Both passages suggest that the way one chooses to live their life, will catch up with them near the end.

Question 26 – Practice Paper C

During the time it takes a person to grow old, the energetic quality and spirit of adventure slowly diminishes leaving the ability to reflect on the past in its place. A new understanding of what is expected and what is necessary develops. Just as the author of passage I feels it is ~~needed~~^{expected of} him ~~to~~ to show his dog love and compassion by throwing his toy, the dog ~~expresses~~^{expresses with a look} that it is not necessary, as the relationship feelings are already mutual. Along with age, one grows less active and more reflective. Both the author of passage I and the dog in passage II seem to enjoy peering out of windows, watching life go by without them, or their contribution to each day. With age, one may grow separate from the world around them, connecting more with their own inner thoughts. The elderly also use their own personal life experiences to provide comfort and advice for others, proven by the idea that the cats would cuddle up to the dog in passage II. By growing old, one may ~~also~~ grow disconnected and reflective, but also compassionate.

Question 26 – Practice Paper D

You wanted rock and roll, complete
control I don't know why. You're
not a Cortez. You chase between sun,
I just wanted you, I just wanted you
into the Ocean - Blue October (it was stuck in my head,
singing)
My ship would leave the country, but
I'd rather swim ashore, without this
life vest, I'd be stuck again, wish I was
much more masculine then maybe I
could learn to swim (like four teen miles
away) Now floating up and down, my will
to go has just been drawn colliding
with the sound of whales ~~being~~ deep
~~around~~ beneath me diving down.

on passage one and two both talk about growing old. The first passage tells us about an old man telling about growing up. The quote "It travels fast, this old youth, and strikes as it never did at twenty or even forty." says that the old man time has gone fast as growing up being an old man. Another quote is "I am a poet as wild and strange as any, and I own this city by right of common memory" which the old man tells us by how he was growing up he has a lot of memories from his past. He own this town in his mind of memories he has from the past. Passage two tells us about a husband and wife dog growing up in the years they had the dog. The quote "he'll look at me, seem to want to say "You don't have to play with me" tells us how the dog is getting old and doesn't have so much energy to play or run around with the toy. The quote "I can't watch anything that passes by now and then falling asleep." the dog doesn't do much anymore now that he is getting older.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response has a controlling idea (*as you get older some people may stay around and some may go. Sometimes old age change the way some people acted*), supported with partial and overly general information from Passage I (*He admitted that because of his age he had change in some way*) and by an isolated quote from Passage II (*“Today our dog ... along the way.”*). Language use is imprecise (*which is said, In many way to different people, they some people*), and errors in conventions (*In both ... have, he had change, againg affect*) may hinder comprehension.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*one should live their life to the fullest, otherwise said person will grow old with regrets*) is supported with clear and appropriate details from both texts (*the older man said “I resent not being a god.” This man felt like he could have done something more amazing and the dog looked at him, as if to say ... I’m fine.” This suggests that this dog has lived a long happy and fulfilling life*). Language use is appropriate, and errors in conventions (*fullest, otherwise; didnt; one ... their*) do not hinder comprehension.

Practice Paper C — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*During the time it takes a person to grow old, the energetic quality and spirit of adventure slowly diminishes leaving the ability to reflect on the past*) is supported with clear and appropriate details from both texts (*The dog expresses with a look that it is not necessary and Both the author of passage I and the dog in passage II seem to enjoy peering out of windows, watching life go by without them*). Language use is appropriate, and errors in conventions (*developes, passage II, one ... them*) do not hinder comprehension.

Practice Paper D — Score Level 0

The response is off topic and demonstrates no understanding of the task.

Practice Paper E — Score Level 1

The response implies a controlling idea (*on passage one and two both talk about growing old*), supported with partial and overly general information from the texts (*the old man tells us by how he was growing up he has alot of memories from his past and Passage two tells us about a husband and wife dog growing up in the years they had the dog*). Language use is imprecise (*on passage one, a lot, mind of memories*), and errors in conventions (*man time, He own, wife dog, asleep.” the*) may 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.

Good authors often take good advantage of all kinds of literary elements, styles and techniques to enhance their writing and make it stand out. The author of the poem, "On Our Dog's Birthday" uses the literary element of point of view to enhance his or her writing, by creating an effect of having the narrator talking to the reader. This poem is written in first person point of view, using words such as our, I, and we. The end of the poem talks about how the narrator and his wife are getting ready for bed, and the dog is there with them: "Tonight, if he needs to go out, he will sit by the side of the bed, my wife and I sleeping deep in our marriage, and woof softly..." (Passage II lines 29-34). By using the first person point of view, the author creates this effect of making it seem as if the narrator is in the room with the reader, having a conversation. The same goes for this section of the poem: "Today, our dog is ten. When we go to another room..." (Passage II lines 15-17). Because the author created this poem in the first person point of view, it makes the poem seem realistic, and as if it is happening right before the reader's eye. Overall, the author of "On Our Dog's Birthday" had a distinct purpose to use the first person point of view.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage II (*By using the first person point of view, the author creates this effect of making it seem as if the narrator is in the room with the reader, having a conversation*), supported with clear and appropriate evidence from the text (*The poem is written in first person point of view, using words such as our, I, and we*). Language use is appropriate, and an error in conventions (*writing, by creating*) does not hinder comprehension.

In passage I, the author uses the literary element of setting to develop her passage and set the tone. In the passage, the author describes the setting of where the narrator is in or to present the loneliness and isolation that they are facing. For example, the author states "the lights have been turned off in my shop ... and my people have gone out into the dusk." This describes the loneliness of the narrator as everyone that he has know has deserted him and gone into the "dusk." Another example is when the narrator states, "I would rather stand, well hidden ~~near~~^{by} the draperies, at an enormous window which fronts the sidewalk and the streets... no one goes by... the traffic becomes a flutter." This ~~part~~ example shows how the author conveys the narrators issolation by isolating him from other people.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of setting in Passage I (*In the passage, the author describes the setting of where the narrator is in or to present the loneliness and isolation that they are facing*), supported with clear and appropriate evidence from the text (*For example, the author states "the lights have been turned off in my shop ... and my people have gone out into the dusk." This describes the loneliness of the narrator*). Language use is appropriate, and errors in conventions (*litterary, narrator ... they, has know, narrators issolation*) do not hinder comprehension.

One literary element that is used in passage I is personification. It is used in the first line when he says "I am old they say, the calendar says so too". When it is used there, ~~I get the feeling that~~ It feels like one has just entered "his world". One gets a view of how he sees things, how his mind works when he addresses the calendar as a real thing. He is alone sometimes up the stair and he personifies the things he sees.

Anchor Level 1-A

The response has an implied explanation of personification in Passage I (*One gets a view of how he sees things ... when he addresses the calendar as a real thing*), supported with partial information from the text (*It is used in the first line when he says "I am old they say, the calendar says so too"*). Language use is appropriate, and errors in conventions (*passage I; he says "I; there, It*) do not hinder comprehension.

In passage II the author use is characterization he does this with saying that throughout the day he'll press his wet nose against the floor to ceiling window and watch anything that passes by, now and then falling asleep. And when he woof softly, clear his throat as if he doesn't want to be a bother. This passage ~~can~~ characterize the dog and how it is.

Anchor Level 1-B

The response implies an explanation of characterization in Passage II and supports this explanation with details copied from the text (*he does this with saying, that throughout the day he'll ... watch anything that passes by and he doesn't want to be a bother*). Language use is imprecise (*This passage characterize the dog and how it is*), and errors in conventions (*author use is; characterization he; florr; asleep. And when he woof*) may hinder comprehension.

In the novel a catcher in the Rye, it was about a boy who wasn't ready to fully grow up. He was still young minded in the head, he didn't want to grow up and live the adult life just yet, so in Passage 1 the narrator can relate with the main character in the novel because both would rather stay young and not take on so much responsibility.

Anchor Level 0

The response is a brief reference to *Catcher in the Rye* and to Passage 1's narrator's connection to *the main character in the novel*. The response is off topic, demonstrating no understanding of the task or text.

Passage II, "On Our Dog's Birthday", is written using imagery to compare and contrast the dog with his surroundings. This dog's "ragged stuffed lion" not only gives the reader a description of the toy, but it ~~is~~ being "ragged" suggests that the toy might be as old as the dog. The choice of a lion rather than, say, a serpent, grants a comparison ~~of~~ ~~to~~ to "the soft warmth of his forehead". Imagery is also used to contrast this warmth. The cats come in from outside and "nuzzle their cold faces" against it. The day is cold as well, with "the thick gray beech trees' ^{branches} [swaying] in the caving winter storm". This vivid description contrasts the warmth of the old dog. We get a feeling that even in his old age, the dog brings warmth and affection wherever he goes. The poem would quickly lose its meaning if these contrasting and comparing descriptions were left out.

In ~~O~~ Our Dog's Birthday the author uses structure so that he could show us how he sets up the story like how he starts of the poem with how the dog presses his wet nose on the ground so I think he wanted us to know that in the story that they was going to be a dog in the passage so thats why I think he structure it ~~o~~ like that.

Question 27 – Practice Paper C

My point of view about these
2 passages are the that
they're trying to explain
that basically growing
with old age can be
a different experience
for everyone and you
can either expect it
or don't.

Question 27 – Practice Paper D

The literary element I chose for passage 1 is the ^{theme} because the author is really trying to cope with things changing in fact like things aren't the way they used to be he has disloyal friends people is telling him his old life just fell all like things went the same.

Question 27 – Practice Paper E

In Passage 1 the author uses characterization to tell the whole story. Characterization is the story. The entire story is describing a man in his older age and his inner thoughts and emotions. The main man is characterized as being alone and disconnected with the world. The story is written through this characterization and that is how the story is developed. The man is also displayed as being intensely self aware of himself. This can be seen in line ~~10~~ where 11 and 12 where he describes himself as being impatient and expecting too much among other things. In other lines such as line 22 he describes himself alone like a ghost which also could be perceived as him being "transparent" to society with which falls back on the idea that he's disconnected. The author of Passage 1 develops the story and its plot through the use of ~~indirect characterization~~ direct and indirect characterization.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*Passage II, “On Our Dog’s Birthday”, is written using imagery to compare and contrast the dog with his surroundings*), supported with clear and appropriate evidence from the text (*Imagery is also used to contrast this warmth. The cats come in from outside and “nuzzle their cold faces” against it*). Language use is appropriate, and errors in conventions (*Birthday”, is; it being; then say*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response implies an explanation of structure in Passage II (*the author uses structure so that he could show us how he sets up the story*), supported with partial information from the text (*he starts of the poem with how the dog presses his wet nose on the groud so I think he wanted us to know ... that they was going to be a dog*). Language use is imprecise (*story like how he starts of*) and errors in conventions (*groud, they was, he structure it*) do not hinder comprehension.

Practice Paper C — Score Level 0

The response is a reference to a personal point of view (*My Point of view About these 2 passages*), demonstrating no understanding of the task or text.

Practice Paper D — Score Level 1

The response implies an explanation of theme in Passage I (*The literary element I chose for passage I is the theme because the author is realy try to cope with things changing*), supported with overly general information from the text (*it feels like things aren’t the way they used to be*). Language use is imprecise (*he has disloyaly friends*), and errors in conventions (*people is, he’s old he just, arent*) hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage I (*Characterization is the story. The entire story is describing a man in his older age and his inner thoughts and emotions*), supported with clear and appropriate evidence from the text (*he describes himself as being impatient and expecting too much among other things and he describes himself alone like a ghost*). Language use is appropriate, and errors in conventions (*imensly self aware, him being “transperant”, it’s plot*) do not hinder comprehension.