# FOR TEACHERS ONLY

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

## **ENGLISH**

Wednesday, August 13, 2014-8:30 to 11:30 a.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 <u>http://www.p12.nysed.gov/assessment/</u> 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 <b>2</b>	9 <b>1</b>	15 <b>2</b>	21 <b>3</b>
2 <b>3</b>	10 <b>3</b>	16 <b>1</b>	22 <b>2</b>
3 <b>4</b>	11 <b>2</b>	17 <b>4</b>	23 <b>4</b>
4 <b>2</b>	12 <b>1</b>	18 <b>3</b>	24 <b>1</b>
$5 \dots 1 \dots$	13 <b>3</b>	19 <b>3</b>	25 <b>2</b>
6 <b>2</b>	14 <b>4</b>	20 <b>2</b>	
7 <b>2</b>			
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 shortconstructed 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

#### Anchor Paper – Question 26 – Level 2 – A

forms. Passage I and Passage Freedom omes many bond concept and supports thing. idea a no matter what liberty is Precious orm parrot HAis pleasure assag in the being COM ES ៍ទ shows contining "ecstacy and apprehension cage the OU its heina tree to gir 5 intend the recapture excerpt in Kepetition away. of opportunitu to word "thre grab the parrot to and shrieking effect the. bird's 15 something al add treedom caai usually Passage allowed. ikewise. not in prisoner contined however. immortal mind in he or she any thing and even what do 01 anywh of How one's imagination Derson Out demonstrates mind 15 converse the hours pa.55 joyous the 4 of Shows value nderd 000 15 not tha Passage well I demonstrate and

#### Anchor Level 2–A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*each supports the idea that liberty is a precious thing, no matter what form it comes in*) is supported with clear and appropriate details from both texts (*Passage I shows this in the parrot's pleasure of being out of its confining cage, the "ecstacy and apprehension" of being free of it and How this person is able to "in sweet converse pass the joyous hours" demonstrates that the mind is free even if the body is not, and shows the value of that*). Language use is appropriate, and an error in conventions (*is free even if*) does not hinder comprehension.

#### Anchor Paper – Question 26 – Level 2 – B

than just freedon , its 15 more a rigl 14 :5 that or what liberty th alwar take chance te agin wai poortunity Orise Darro. areatly assage OU OUP/C wherever even her 0 a PUCI 14 near her, de room tock care 5 0 54/11 could his C el. spage escape cannat secure n physical his control where even de pre hi control or think Can prisoner roan OWP INO 5 secine th 44 P Sun CAN thing SOME ev umans an that withel Cer UTPO way enselver ever as

#### Anchor Level 2–B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (no matter who or what it is that desires freedom, they always will take their chance to gain liberty) is supported with clear and appropriate details from both texts (even though she loved it ... it still took the first chance it could to fly out of it's cage and hide itself deep within the branches of the tree and they cannot control ... his mind ... The prisoner thinks of home, of picking flowers ... and going between the heavens and Earth). Language use is appropriate, and errors in conventions (freedom, its a right; passage 1; it's cage; witheld) do not hinder comprehension.

## Anchor Paper – Question 26 – Level 1 – A

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#### Anchor Level 1–A

The response has a controlling idea (*Liberty is a state of being free, free from being caged*), supported with partial information from the texts (*Poll from Passage one free one it self from cage* and *The mind will keep on dreaming and will fly the sky in it's mind*). Language use is imprecise (*leaping out and advance to wide and unknown world*), and errors in conventions (*antigonist, fathers … whom, in it's mind, charish*) may hinder comprehension.

## Anchor Paper – Question 26 – Level 1 – B

idea controllin 15 CAY abor Passa sha loc 0 Ses

#### Anchor Level 1–B

The response implies a controlling idea (*There really isn't anything that can control rights and liberty from someone*), supported with partial and overly general information from the texts (*The parrot uses his liberty when getting away from the house* and *the prisoner loses his liberty while in jail*). Language use is sometimes imprecise (*uses his liberty*), and errors in conventions (*how even ... the parrot he* and *passage II*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

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#### Anchor Level 0

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

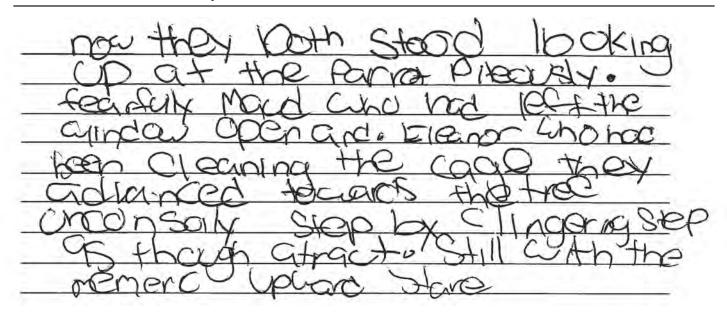
**Question 26 – Practice Paper A** 

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**Question 26 – Practice Paper B** 

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Question 26 – Practice Paper C



Question 26 – Practice Paper D

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## **Question 26 – Practice Paper E**

Freedom is important to the cased human and animal alike. In Parro Dassage 1 t was kept in a confined cage, but the excaped passage the parrot +see. seemed to be getting nearby 2 used 205 and is seeing what he of the end new liber can do. In tound the Sage, P the libert away and Ciumphi VS with F MALOC SHI 13 homan. and dreams Drisoner about SSade win is confined bod Freedom Whill 1.3 M He hi3 2 100,000 his free MM is and th where, dreams af thing he IN eedom was Samp OLA ibert are impos one she Cag 10 13

## QUESTION 26 PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Liberty is an essential and untangible thing that we cannot simply live without*) is supported with clear and appropriate details from both texts (*the parrot has been cooped up for so long in the house, that when presented with the chance, he takes off like a rocket* and *the prisoner has zero to no chance of escaping ... "No chains can bind it, and no cell enclose" Shows us how the Prisoner can still obtain liberty through his mind*). Language use is appropriate, and errors in conventions (*Eventually said* and *house, that when*) do not hinder comprehension.

#### Practice Paper B — Score Level 1

The response implies a controlling idea (*When sone people hear liberly they think freedom*), supported with partial and overly general information from the texts (*a bird escapes its home and sit in a tree* and *he wants freedom and will do whatever it takes*). Language use is imprecise (*It speaks and says*), and errors in conventions (*sone, a bird ... sit, accidenlly, Everyone ... your*) may hinder comprehension.

#### Practice Paper C — Score Level 0

The response is copied from the text, demonstrating no understanding of the task or text.

#### Practice Paper D — Score Level 1

The response has a controlling idea (*Liberty is a priviledge, not a right*), supported with partial and overly general information from the texts (*he lost the opportunity to be free when he committed whatever crime to end up in prison* and *Mrs. Willesden's parrot from passage 1 was stricken his/her liberty when being stuck in that cage*). Language use is imprecise (*committed whatever crime* and *to* for "too"), and errors in conventions (*priviledge, passage 2, one of human's greatest accomplishment*) may 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 (*Freedom is important to the caged human and animal alike*) is supported with clear and appropriate details from both texts (*In the end of the passage, the bird takes his liberty and flys away with it triumphily, if uncertainly* and *While his body is confined in the prison, his mind is free to wander anywhere, and he dreams of the things he would do if freed*). Language use is appropriate, and errors in conventions (*passage 1, the Parrot, excaped*) 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.

literary the author freely uses the Passage 71 ery a Techniqu PY escript le word ar 0 0 IN readers FIENC no pa nning hia Cs KOV masc hose PO prison e nnon on anes 920 INVI are iman 0 nap Ones nan Memo 0 no 0 mag n OUTSIC Dr

#### Anchor Level 2–A

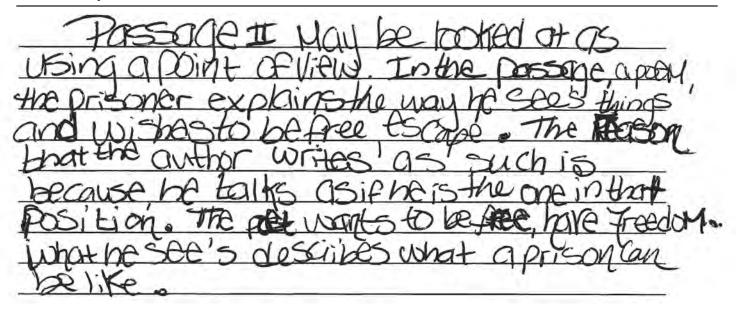
The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (In Passage II, the author freely uses the literary technique of imagery, a technique where the author uses descriptive words and phrases to paint a picture in the reader's mind), supported with clear and appropriate evidence from the text (the author describes the "high walls," the "iron grates," and "massive bolts" of a prison. These words help the reader envision a dark, gloomy place where people are trapped and In lines 10 and 11, the mind "wanders, plucking honeyed fruits and flowers" ... which can be interpreted as the nature of human memories). Language use is appropriate, and errors in conventions (high walls and the minds sense) do not hinder comprehension.

assage one, the author uses characterization Ty story. Each character develop the This creates orality 2290 in 429 1+ Plow 10 201 sore bravo oau idiotic S a is almost desuit -0 that this bood in iden Olen STER ideo +1 DF liberty 0 aly "wen ì massage Ħ 20 statem 15 Soid was shows that Ù her character ~ Sid practical Seer This makes H Sit ~ 97 ~ 9 like n life or ral 100 1 101 bring et the OF chay as terizati 61 3 the create the shert DA SLOD

#### Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage I (*Each character has their own personality*), supported with clear and appropriate evidence from the text (*In this statement, the bird is almost described as quirky* and *This statement was said by Maud. This shows that her character is more practical*). Language use is appropriate, and errors in conventions (*passage one* and *Each ...their*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A



#### Anchor Level 1–A

The response implies an explanation of point of view in Passage II (*the prisoner explains the way he see's things*), supported with partial and overly general information from the text (*he talks as if he is the one in that position* and *The poet wants to be free*). Language use is imprecise (*using a point of view* and *writes as such*), and errors in conventions (*see's; to be free, escape; to be free, have Freedom*) may hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

ony element that 1214 -INOS R P () 101 76 n ľ

#### Anchor Level 1–B

The response provides an explanation of plot in Passage I (*Plot is when the author tells what happens first, second, third and so on*), supported with partial and overly general information from the text (*the author was tell us what happened from the start to right where to bird try to fly away but later succeed at it*). Language use is imprecise (*was tell us what, right where to bird, it also outline*), and errors in conventions (*to bird*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0 in AS PRISONer ans60 one in FOR Dein 900 10000 FO eedom 2 DON 07 in

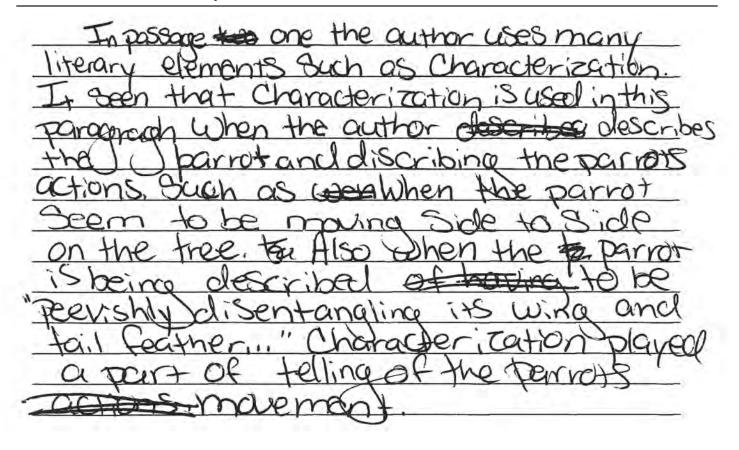
#### Anchor Level 0

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

## **Question 27 – Practice Paper A**

Passag thor uses 2 th literation The ettective repea ù te ards emp cound 5 ker 105121 -cer nd the teet For the in phrases CKamp er High 11 2 Mara anti CANE se the of the asize nupelessness em SIL 1 rat ion 3 150 Oriso hers P hor u words ŋ npeats man 10 mo VM ex much 1) 1 vale show the 10 how 2 mind inmates The wound erino use repeated sounds reall helps points in key the olish 25

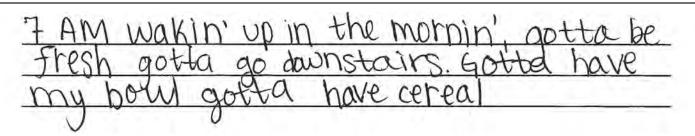
**Question 27 – Practice Paper B** 



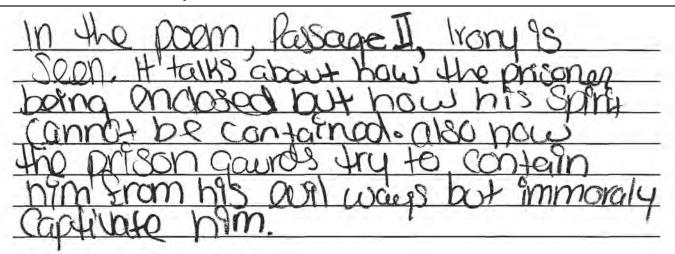
The first passage is written in the third person as if
someone were to be watching what had occurred.
This point of view did a great deal to help develop
the passage and create a better understanding overall.
If the point of view had been from the bird, the
reader would clearly see the desire for freedom and feeling
of success, however, the passage would lack reaction an
worry that can only come from the girls. They also can
not be the point of view, as the sense of liberty would be
lost entirely. This is why a third person view is most
Successful, as one is able to see the story from
multiple angles and perspectives. This ability brings
better & understanding and meaning to those who
are exposed to it. It also prevents the story from
missing important details that help the passage to
flow and be seen visually in one's head. overall, the
point of view used in the passage is vital to in
order for it to be successful in the way that it is.

[23]

Question 27 – Practice Paper D



Question 27 – Practice Paper E



## QUESTION 27 PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of alliteration in Passage II (*The repeating sounds emphasize key words and phrases in the text*), supported with clear and appropriate evidence from the text (*the author says "High walls and huge" to emphasize the hopelessness of the prisoners situation* and *The author also repeats words … to show how much the inmate's mind is wandering*). Language use is appropriate, and errors in conventions (*says "High* and *prisoners situation*) do not hinder comprehension.

#### Practice Paper B — Score Level 1

The response implies an explanation of characterization in Passage I (*characterization is used in this paragragh when the author describes the parrot and discribing the parrots actions*), supported with partial information from the text (*Such as When the parrot Seem to be moving Side to Side on the tree* and *the parrot is being described to be "peevishly disentangling its wing and tail feather*). Language use is imprecise (*It seen* and *characterization played a part of telling of the parrots movement*), and errors in conventions (*paragragh, the author describes ... and discribing, the parrot Seem to be*) may hinder comprehension.

#### Practice Paper C — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of third person point of view in Passage I (*This is why a third person view is most successful, as one is able to see the story from multiple angles and perspectives*), supported with clear and appropriate evidence from the text (*If the point of view had been from the bird, the reader would clearly see the desire for freedom ... however, the passage would lack reaction ... from the girls and They also can not be the point of view, as the sense of liberty would be lost entirely*). Language use is appropriate, and the one error in conventions (*success. however*) does not hinder comprehension.

#### Practice Paper D — Score Level 0

The response is off topic, demonstrating no understanding of the task or text.

#### Practice Paper E — Score Level 1

The response implies an explanation of irony in Passage II (*It talks about how the prisoner being enclosed but how his spirit cannot be contained*), supported with partial and overly general information from the text (*the prisoner being enclosed* and *the prison gaurds try to contain him*). Language use is imprecise (*from his evil ways but immoraly captivate him*), and errors in conventions (*enclosed but, gaurds, ways but, immoraly*) may hinder comprehension.