

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, January 22, 2013— 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 4	9 1	15 1	21 1
2 1	10 4	16 4	22 2
3 2	11 3	17 3	23 4
4 3	12 2	18 4	24 3
5 4	13 1	19 2	25 1
6 1	14 3	20 1	
7 2			
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. 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 passage I and II suggest that developing a skill is most rewarding when one allows his or herself to be proud of one's achievements and enjoy the process of learning. At first the speaker of passage one finds no joy in learning to knit because she is ashamed of her less than perfect gloves. Instead of swelling with pride at her new creation, she focuses on the lumps, bumps and extra ~~stitches~~ stitches. Later, when she learns to make sweaters, the speaker learns to let the imperfections go. "The small mistakes... disappear when the sweater is on the body," therefore, the pressure to be perfect disappears and the speaker is able to plow ahead, knitting more beautiful things she is proud of including what "looked like a professionally made bowler." In passage II, the speaker's wife relishes her learning process right away. She walks around the ~~house~~ house "touching our humble belongings/ with a wand of new words—" the process of learning Spanish is almost like magic for the wife, she practices her new words in her home and even while bathing, "steeping among them." Learning a skill can feel relaxing and rewarding if we allow our selves to ~~take pride in~~ take pride in ourselves and enjoy the process.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*developing a skill is most rewarding when one allows his or herself to be proud of one's achievements and enjoy the process of learning*) is supported with clear and appropriate details from both texts (*the speaker learns to let the imperfections go ... therefore, the pressure to be perfect disappears and the process of learning Spanish is almost like magic ... she practices her new words in her home and even while bathing*). Language use is appropriate, and errors in conventions (*his or herself* and *wife, she practices*) do not hinder comprehension.

As shown in both the essay excerpt and the poem, developing a new skill takes practice, but is rewarding. The narrator of Passage I writes of his/her experiences while learning how to knit. The reader is told of the various attempts, and successes of making dandelion mittens, red sweaters, and fluffy hats. The narrator recounts with pride his/her adaptation to the pattern and the results of the many hours of labor. The narrator was very content with the lampshade hat made of mohair, implying that he/she was happy with his/her new skill and felt rewarded after practicing for so long. The poem that is Passage II also supports the idea that the development of a new skill takes practice, but brings joy. The narrator's wife has just learned to speak a new language and she is practicing it in the house, naming every object her eyes land upon. Such practice further hones her skill. The narrator recounts how much she loves hearing the words as she speaks them, suggesting that the new language brings her joy.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*developing a new skill takes practice, but is rewarding*) is supported with clear and appropriate details from both texts (*The narrator was very content with the lampshade hat made of mohair, implying that he/she was happy with his/her new skill and felt rewarded and she is practicing it in the house, naming every object her eyes land upon*). Language use is appropriate, and errors in conventions (*excerpt, successes, sweaters*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

In both passages, you learn new skills.
in passage one, Sabina taught a valuable lesson, that
you can make mistakes and it wont effect anything. You can
always go back & fix what you did. In the Second
Passage, the lady was going thru her house renaming
things. that, when was Rejuvenating, and it can help people.
Sabina's lesson to the author was to never give up, to keep
on trying nomatter what, and she eventually Succeeded.

Anchor Level 1-A

The response has a controlling idea (*In both passages, you learn new skills*), supported by partial and overly general information from the texts (*in passage one, Sabina taught a valuable lesson, That you can make mistakes and it wont effect anything and in the Second passage, the lady was going thru her house renaming things*). Language use is imprecise (*effect* for “affect,” & for “and,” *thru* for “through”), and errors in conventions (*wont; did. in; things. that; rejuvenating; nomatter*) may hinder comprehension.

learning a skill is like learning to walk if you
don't give up you will get better like the person
in the first passage she had trouble a first but
then she got the hang of it. Also like the
girl in the second passage she kept practicing
and she got better.

Anchor Level 1-B

The response has a controlling idea (*learning a skill is like learning to walk if you don't give up you will get better*), supported with partial and overly general information from the texts (*she had trouble a first but then she got the hang of it and she kept practicing and she got better*). Language use is imprecise (*the hang of it and she kepted*), and errors in conventions (*walk if, up you, passage she, fist passage, passage she, practicing and*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

The 2 passages are similar
because they both tell you
about what the narrators both
like. even though they like
different things. ~~the~~ both the
stories tell us what they like.

Anchor Level 0

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

Developing a skill may be challenging, but people are constantly coming up with new ways to make it interesting and fun. People try to learn new skills to better themselves and to enhance their lives. For instance the author of passage I has a bad experience with knitting; but when a stylish friend steps in and teaches the author, things change a bit. The author has a new perspective on knitting which is that it's okay to make some errors. This new found outlook made knitting more of a hobby than ~~an~~ a challenging assignment. It became enjoyable. One can see that the women in passage II also had some fun in developing a skill. Instead of studying with some dreary flashcards, the women would simply just name random objects around the house. Visual learning is much more lively than memorization. She made a game out of it. And where as she most likely doesn't know every Spanish word for every household object, it's alright; she can just move on to the next one. Developing a skill doesn't have to be a hard task, it can be so much more; it can be enjoyable.

In passage one and two both the author take about the skills they have. But passage two is taking about his wife. Passage one he or she is taking about them self.

In passage one he or she is having ~~bad luck~~ with knitting ~~if~~ she dose not like the color that she made it with. so she ask one of her friends on how to knit better. ~~the~~ passage two talks about his ~~wife~~ ^{wife} taking flower up stairs and talking in Spanish ~~to~~. The symbol in these two stories or poems are their skills and how they can do things.

Question 26 – Practice Paper C

In passage I, it is telling you about how it is important in life not to give up no matter how hard it may or may not be. The young woman in the first passage told us about how she had to make a mitten in school and when she graduated she met a girl that showed her how to knit, and told her to never give up.

In passage II, the man wrote a poem talking about his wife. "She moved from room to room" teaching their humble belongings. They never gave up they persisted the ~~the~~ dreams. otherwise they would have never got all of their humble belongings, and his wife would have never learned Spanish.

Developing a skill takes time. You have to learn to walk before you can run, and with perfecting anything you need to master the basics first. In passage 1, the author talks about knitting, and how her first knitting experience was discouraging. She saw though what she could accomplish if she stuck to the task, and decided to go for it. While she hit speed bumps on her path to knitting the perfect sweater or hat, in the end it shows that all her hard work pays off. With any skill, no matter if it's knitting or speaking Spanish, hard work and perseverance pays off. In the second passage, the author describes his wife, and her vibrant attitude in learning a new language, Spanish. While saying the words for "water" and "toothbrush" don't seem like huge accomplishments, with these building blocks she will soon be able to say sentences, and eventually converse in fluent Spanish. Developing a skill takes time and practice, it's like a masterpiece; it can't be perfected in just a day or even a week. To truly become skilled in ~~some~~ something, you have to truly work it, put dedication into it, and work from the ground up.

When I picked up my first guitar, I was baffled ~~at~~ how weak I sounded. Several months passed and I felt I was doomed never to be great at anything, but one night I spoke with my father about these feelings and he taught me what to do. The next morning I played guitar for hours. The after was the same. This was the turning point that lead to one of my most predominant talents playing guitar. Feeling finally confident with my ability to improve, ~~the~~ a brilliant rush of inspiration exploded out of me and I've kept playing ever since.

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 (*Developing a skill may be challenging, but people are constantly coming up with new ways to make it interesting and fun*) is supported with clear and appropriate details from both texts (*The author has a new perspective ... its okay to make some errors. This new found outlook made knitting more of a hobby; It became enjoyable; Instead of studying with some dreary flashcards, the women would simply just name random objects around the house*). Language use is appropriate, and errors in conventions (*ehance, For instance the, its alright*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response implies a controlling idea (*Both the auther take about the skills they have*), supported with partial and overly general information from the texts (*In passage one he or she Is having Bad luck with knitting or she Dose not like the colouer that she made it with and Passage two talks about his wife taking flower up staers and talking in Spanish*). Language use is imprecise (*take* for “talk,” *themself, Dose* for “does,” *She ask ... on how*), and errors in conventions (*takeing, he or she ... themselves, Bad, So she ask, up staers, storyes, pomes*) may hinder comprehension.

Practice Paper C — Score Level 1

The response implies a controlling idea (*it is importin in life not to give up no matter how hard it may or may not be*), supported by partial and overly general information from the texts (*she meet a girl that showed her how to nite, and told her to never give up and “She moved from room to room” tuching there humbble belonging*). Language use is imprecise (*nite* for “knit,” *there* for “their,” *persued, have neve got*), and errors in conventions (*importin, mittin, graduated she, worte a pome, humbble, other wise, and His wife*) may hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Developing a skill takes time ... you need to master the basics first*) is supported with clear and appropriate details from both texts (*While she hit speed bumps on her path to knitting the perfect sweater or hat, in the end it shows that all her hard work pays off and with these building blocks she will soon be able to say sentences and eventually converse in fluent Spanish*). Language use is appropriate, and errors in conventions (*perserverence; wife, and; practice, it’s*) do not hinder comprehension.

Practice Paper E — Score Level 0

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

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.

In Passage II, one technique that the author uses is figurative language. The passage contains many metaphors and similes. For example, the author says, "My wife moves room to room, touching our humble belongings with a wand of new word...", (Lines 1-3). The way that the author uses the word "wand" to represent his wife's assortment of new words that she learned gives a deeper meaning to the passage.

The author also says, "She's going to fill the bathtub now and scatter fresh flowers of language over the surface, and lie there steeping among them..." (Lines 14-18).

This quote compares language and words to flowers the wife can put in her bath to absorb. The figurative language in this passage helps us understand the narrator's wife's thirst for knowledge and desire to learn a new language. We begin to understand the wife's motivations and feelings, and we start to know her more as a person.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of figurative language in Passage II (*The figurative language in this passage helps us understand the narrator's wife's thirst for knowledge and desire to learn a new language*), supported with clear and appropriate evidence from the text (*This quote compares language and words to flowers the wife can put in her bath to absorb and we begin to understand the wife's motivations and feelings*). Language use is appropriate, and errors in conventions (*word ... ,* and *them ... ,*) do not hinder comprehension.

Passage I (the excerpt from an essay) uses the literary element of theme. Theme throughout the excerpt is expressed in the learning of knitting. Knitting is the main focus and is developed. When the girl first started knitting, she wasn't very good at it and so she quit. When she saw and admired a German woman, with a closet full of knitted sweaters she realized she wanted to pick it up again. The theme is to continue to learn how to knit and don't quit if at first you don't succeed. In line 17, Sabina proves to the girl that she doesn't always need a pattern to go by, that she can learn as she goes, and create new patterns. She taught the girl to just work with the yarn, not to make the yarn do something it can't. She learned to forgive the simple and few mistakes that would happen as she sewed. She began making derby hats and getting to be good at its technique.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of theme in Passage II (*The theme is to continue to learn how to knit and don't quit if at first you don't succeed*), supported with clear and appropriate evidence from the text (*When the girl first started knitting, she wasn't very good at it, and so she quit; she realized she wanted to pick it up again; She learned to forgive the simple and few mistakes*). Language use is appropriate, and errors in conventions (*women* for "woman" and *hats ... its*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

The irony in passage 1 is his given up faith that he can do it. The irony comes in when he meets a women who steal his interest back into knitting. But this time hes knitting sweaters. And his favorite project was a hat. So even though he thought he was a failer until he met the woman thats were the irony comes from.

Anchor Level 1-A

The response has an unclear explanation of irony in Passage 1 (*The irony in passage 1 is his given up faith that he can do it*), supported with overly general information from the text (*The irony comes in when he meets a women who steal his interest back into knitting*). Language use is imprecise (*failer*), and errors in conventions (*knitting. But* and *thats were*) may hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

In passage one the author uses the ~~literary~~ literary element of imagery. Imagery is shown by the way the author describes the story. how the author uses bright colors and shapes to describe things in the story.

Anchor Level 1-B

The response provides an explanation of imagery in Passage I (*imagery is shown by the way the author describes the story*), supported with overly general information from the text (*how the author uses bright colors and shapes*). Language use is imprecise (*describe things*), and errors in conventions (*author describes and story. how*) do not hinder comprehension.

My wife moves room to
room touching our humble
belongings with a burst
of new words the more the
more get the reader making
them notice themselves for
the first time in years.
In the kitchen, I hear
her crashing a few round
pylables into a pan of - you
followed over by a prick
quintal bulldozing
her brates she drinking
two stars

Anchor Level 0

The response is a copy of the first 11 lines of Passage II, demonstrating no understanding of the task or text.

If people were to simply give up after their first failure, no one would ever be successful. In passage one, the author uses the theme of perseverance to portray the main idea. Although the author failed in seventh grade, she eventually learned all that it takes to knit.

Perseverance is an idea that everyone learns in elementary school. When the author is telling her story of how to knit, she is letting the audience know that with hard work anything can be achieved. Another idea that goes along with perseverance is hope. Hope is what motivates people to go along day after day. When the author says on line nine, "I didn't knit again until graduate school", it shows that she failed and gave up for a while. If she had continue to practice knitting, she would have been more successful years earlier.

If one does not put effort and passion into the things that they do, the chances of them being successful are less likely. Life is full of challenges and to overcome them, one can never give up.

In Passage II, the author uses the quote, "Scatter fresh flowers of language;" to show that his wife's ~~is a surprise~~ ~~throughout~~ new language is a new and fresh element added to her life. Speaking this new language is like a new sensation.

Question 27 – Practice Paper C

Theme throughout the both of
the passage we need to controlling
our development skills.

In ~~Passages~~ 2, The characterization of the narrator's wife sets the mood and development of the poem. In passage 2, the wife is ecstatic, joyful, eager, and excited to use the new words she has learned. ~~The~~ The Author, in doing so, developed the poem based on her characteristics. The poem was light, playful, and soothing, just as how the wife appears to be. The language that the author uses to describe the actions of the wife really adds to ~~the~~ ~~the~~ experiencing her actions. It shows how ~~the~~ ^{her} newly learned language affects her positively. These factors bring a ~~realistic~~ and realistic and joyful feel to the poem, enhancing the reading experience.

In Passage II, the author makes use of metaphors to develop the poem. In lines 8+9, the author says "Cracking a few rounds syllables into a pan of aqua." The author was saying the words were like eggs. In line 12, the wife is "climbing the stairs with an armload of colorful noises." The words are being compared to an armload of laundry. In line 16, the language is being compared to flowers in the quote "fresh flowers of language." Throughout Passage II, the author makes use of the literary element, metaphor to help the reader understand that the wife is influenced by the surrounding objects.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of theme in Passage I (*When the author is telling her story of how to knitt, she is letting the audience know that with hard work anything can be achieved*), supported with clear and appropriate evidence from the text (*Although the author failed in seventh grade, she eventually learned all that it takes to knitt and When the author says ... “I didn’t knitt again until graduate school”, it shows that she failed and gave up for a while*). Language use is appropriate, and errors in conventions (*perserverance, knitt, had continue, one ... they do*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response implies an explanation of figurative language in Passage II (*the author uses the quote, “scatter fresh flowers of language”; to show ... his wife’s new language*), supported with overly general information from the text (*new language is a new and fresh element added to her life*). Language use is appropriate, and errors in conventions (*language”,)* do not hinder comprehension.

Practice Paper C — Score Level 0

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

Practice Paper D — Score Level 1

The response implies an explanation of mood and supports this explanation with partial and overly general information from the text (*the wife is estatic, joyful, eager, and excited; The Author, in doing so, developed the poem based on her characteristics ... light, playful, and soothing*). Exhibits errors in conventions that do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of metaphor in Passage II (*Throughout Passage II, the author makes use of the literary element, Metaphor to help the reader understand that the wife is influenced by the surrounding objects*), supported with clear and appropriate evidence from the text (*The author was saying the words were like eggs and the words are being compared to an armload of laundry*). Language use is appropriate, and errors in conventions (*noises.” the and element, Metaphor*) do not hinder comprehension.