

# FOR TEACHERS ONLY

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

## ENGLISH

# E

Wednesday, August 12, 2015—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 <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 ..... <b>2</b> .....	9 ..... <b>4</b> .....	15 ..... <b>3</b> .....	21 ..... <b>2</b> .....
2 ..... <b>1</b> .....	10 ..... <b>2</b> .....	16 ..... <b>4</b> .....	22 ..... <b>1</b> .....
3 ..... <b>4</b> .....	11 ..... <b>3</b> .....	17 ..... <b>3</b> .....	23 ..... <b>3</b> .....
4 ..... <b>3</b> .....	12 ..... <b>1</b> .....	18 ..... <b>1</b> .....	24 ..... <b>3</b> .....
5 ..... <b>1</b> .....	13 ..... <b>2</b> .....	19 ..... <b>1</b> .....	25 ..... <b>2</b> .....
6 ..... <b>3</b> .....	14 ..... <b>2</b> .....	20 ..... <b>3</b> .....	
7 ..... <b>2</b> .....			
8 ..... <b>3</b> .....			

## 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 passage I and passage II demonstrate the idea that parental affection can be shown in different ways. <sup>It is the responsibility of</sup> ~~parents~~ ~~jobs~~ parents to love their children; however, there are many different ways of exhibiting such affection. In passage I, the author's mother chooses to raise her with rules that are rather strict. She does not coddle her daughter, but instead makes her do her chores, ~~utilize~~ utilize polite social graces and work hard for material items she desires. Because the author's mother is strict does not make her any less affectionate than another parent. In doing so, her mother is trying to prepare her to be independent one day because she loves her daughter. Similarly in passage II, the narrator displays parental affection but in a different way. When the narrator's son hears the sound of thunder he ~~becomes~~ <sup>gets extremely</sup> scared. The author displays a different sense of parental affection in how he attempts to comfort his son in response to the loud noise. This is different from the previous passage because it shows a much more sensitive and compassionate form of affection; thus, parental affection is demonstrated in different ways in both passage I and passage II.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*It is the responsibility of parents to love their children; however, there are many different ways of exhibiting such affection*) is supported with clear and appropriate details from both texts (*In passage I, the author's mother chooses to raise her with rules that are rather strict. She ... makes her do her chores, utilize polite social graces and work hard and The author ... attempts to comfort his son in response to the loud noise ... it shows a much more sensitive and compassionate form of affection*). Language use is appropriate, and errors in conventions (*daughter. similarly* and *thunder he gets*) do not hinder comprehension.

In both passages I, and II, a sense of parental security, is conveyed. Both writing peices reflect the way a child looks at their parents as someone to protect them from anything, and make anything better. In passage I, the narrator talks about how much she looks up to her parents, and appreciated the hard work they enforced. When the little girl sees an item she wants, her mom makes her work for it before she can have it. The little girl worked hard and excitedly earned the item. ~~st~~ When she found that another girl had the same thing, she was upset until her mother explained that hers was special because she earned it. she was able to feel better, and take it as a life lesson. In passage II, the narrator explains the way a kid looks up to his parents for help and safety no matter what. The kid in the story, after hearing thunder, looks up to his parent as if ~~shoe~~ he could shoe the thunder away. Both passages show how children use their parents to feel safe and protected no ~~ca~~ matter what the situation may be.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*In both passages I and II, a sense of parental security is conveyed. Both writing peices reflect the way a child looks at their parents as someone to protect them*) is supported with clear and appropriate details from both texts (*When she found that another girl had the same thing, she was upset until her mother explained that hers was special because she earned it* and *The kid in the story, after hearing thunder, looks up to his parent as if he could shoe the thunder away*). Language use is appropriate, although at times imprecise (*kid, story* for “poem”, *shoe* for “shoo”), and errors in conventions (*peices, a child ... their parents, she looks ... and appreciated*) do not hinder comprehension.

To a young child family is one of the most important and comforting things. Both Passage I and II show examples of a child looking to thier family for help or comfort. In Passage I lines 45-49 The narator tells how she pedaled home to tell her mother about the events and how her mother wiped her tears away and told her why her basket was special. Passage II lines 7-9 also shows how a child will look to thier parents when they are scared or intimidated. In conclusion family is a very important thing for a child to have growing up, because if the families not around who will the child turn to?

**Anchor Level 1-A**

The response has a controlling idea (*Both Passage I and II show examples of a child looking to thier family for help or comfort*), supported with partial and overly general information from the texts (*In Passage I lines 45-49 The narator tells how she pedaled home to tell her mother about the events and how her mother wiped her tears away and told her why her basket was special and Passage II lines 7-9 also shows how a child will look to thier parents when they are scared or intimidated*). Language use is imprecise (*comforting things and tell her mother about the events*), and errors in conventions (*thier, narator, a child will look to thier parents, families for “family’s”*) may hinder comprehension.

I passage 1 it shows the way a young girl has been ~~raised~~ raised. I seems like the young girl has ~~very~~ very stricked parents. The young girl did lots of chores when she grow up. If the young girl lost something it would not be replaced with a new one. It seemed like it was hard to grow up with her ~~par~~ parents. then one day the little girl saw a basket that she really liked but her parent didn't by it for her she had to save up her money to get it. I passage 2 it show a different side of growing up how it was fun. That the person could play with what ever toy's

**Anchor Level 1-B**

The response has an unclear controlling idea (*shows the way a young girl has been raised and show a different side of growing up*), supported with partial and sometimes inaccurate information from the texts (*the little girl saw a basket that she really liked but her parent didn't by it for her she had to save up her money and how it was fun. That the person could play with what ever toy's*). Language use is imprecise (*I seems like, I passage 2 it show a different, what ever toy's*), and errors in conventions (*raised; strickd parent's; parents, then one day; by it for her she had; it show; toy's*) may hinder comprehension.

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Anchor Paper – Question 26 – Level 0

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The family's relationship was  
different from each others views.  
They hate everyone elses opinions. The  
child hates the mom because  
she is controlling.

**Anchor Level 0**

The response demonstrates no understanding of the task or texts, referring to *family's relationship* being *different* and making an inaccurate response to the unidentified Passage I with no reference to Passage II.



Family Relationships are a major idea in both the essay excerpt and poem. Both the passage and the poem show the parents' protectiveness and consoling attitudes. The excerpt shows the mother as compassionate and consoling when she wipes away her daughter's fears and says "...your basket is extra special... Your basket is special because you paid for it your self." The poem shows the child's view of a parent as protective when the narrator says "How then you looked at me, as if I might send them away, as if with a few low-toned, well chosen words I could send the thunder-gangs scuttling back through all the holes in the sky." Both the excerpt and the poem convey that a consoling, protective parent is important in Family Relationships.

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Question 26 – Practice Paper B

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Depending on whoever the person may be,  
it is safe to say that family relationships teaches  
how to be responsible. Growing up as a child, your  
parents show you right from wrong,

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In the first passage there tells of a girl who worked hard to gain anything in her house. While some tasks seemed difficult, there were rewards. She gained allowance and even a white basket for her bike. She also gained a life lesson from her mother about being grateful about the things you hate and have earned. This shows a sense of security in a family setting. In the second passage there is also a sense of security but not in the same as the first. In the second the boy looks to his father for protection from the thunder. These both show the need of security and affection in a family setting.

Both passage 1 and passage 2 display strong family relationships in that, when problems evolve, children look to their parents to assist them and console them. In passage 1, the narrator's feelings of anguish and disappointment when she finds out another girl got the same bike basket that she did are appeased by her mother. As she wipes away her daughter's tears, the mother teaches her the omnipresent lesson that is things obtained are more valuable when one works hard to get them. In passage 2, the speaker shows how his son looks to his parent for protection from the thunder. The speaker says, "How then you looked at me, as if I might send them away, as if with a few low-toned, well chosen words I could send the thunder gangs scuttling back through all the holes in the sky." This shows how, in the face of danger and fear, a child will always believe and feel that he is protected by his parents. Both passages show that children rely on their parents to make them feel better and to protect them when faced with hardship.

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Question 26 – Practice Paper E

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Both passages have an underlying theme of family. In passage I, the mother has these philosophies that her children had to follow, eventually, they saw what the mother was doing and became thankful. In passage II, the parents are comforting the children from the storm. He is already thankful for the protection and guidance he is given.

## 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 (*Both the passage and the poem show the Parents' protectiveness and consoling attitudes*) is supported with clear and appropriate details from both texts (*The excerpt shows the mom as compassionate and consoling when she wipes away her daughters tears and The Poem shows the child's view of a parent as protective when the narrator says "How then you looked at me, as if I might send them away"*). Language use is appropriate, and errors in conventions (*Relationships, daughters fears, payed, child's view*) do not hinder comprehension.

#### Practice Paper B — Score Level 0

The response is a personal response, referring to *family relationships* and making no connection to the task or texts.

#### Practice Paper C — Score Level 1

The response has a controlling idea (*These both show the need of security and affection in a family setting*), supported with partial and overly general information from the texts (*In the first passage there tells of a girl who worked hard to gain anything in her house and In the second the boy looks to his father for protection from the thunder*). Language use is imprecise (*there tells, gained allowance, but not in the same as the first*), and errors in conventions (*she ... you, grateful, In, the second the boy*) 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 (*Both passage 1 and passage 2 display strong family relationships in that, when problems evolve, children look to their parents to assist them and console them*) is supported with clear and appropriate details from both texts (*In Passage 1, the narrator's feelings of anguish and disappointment when she finds out another girl got the same bike basket that she did are appeased by her mother and In Passage 2, the speaker shows how his/her son looks to his parent for protection from the thunder ... "How then you looked at me, as if I might send them away"*). Language use is appropriate, and there are no errors in conventions.

#### Practice Paper E — Score Level 1

The response implies a controlling idea (*Both passages have an underlying theme of family; eventually, they ... became thankful; He is already thankful*), supported by partial and overly general information from the texts (*the mother has these philosophies that her children had to follow and the parents are comforting the children from the storm*). Language use is imprecise (*has these philosophies and saw what the mother was doing*), and errors in conventions (*theme; has ... had; follow, eventually, they; comforting; the children ... He*) 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.

Passage I contains an immense amount of pathos, that varies from the different characters. As the narrator's character progresses, the reader gets a sense of hostility and anger towards the mother. The discipline in their household is very strict and limited the siblings in multiple ways. The daughter was especially hostile when the mother refused to buy the basket. Her emotions were altered when she finally had enough money to pay for the basket. This life lesson made the girl feel ~~absolute~~ gratitude for her mother's tough lessons because she knew this was for the best. The mother's character is seen as heartless and stubborn towards the beginning. Towards the end the mother is satisfied because her daughter is realizing the mother's motives for controlling her children. "Your basket is special because you paid for it yourself..." said the mother. This quote shows how the emotions of both the mother and the daughter change from a negative perspective to a positive relationship and a heartwarming outcome.

**Anchor Level 2-A**

The response presents a well-developed paragraph that provides an appropriate explanation of pathos in Passage I (*Passage I contains an immense amount of pathos ... the reader gets a sense of hostility and anger towards the mother and The mother's character is seen as heartless and stubborn towards the beginning. Towards the end the mother is satisfied*), supported with clear and appropriate evidence from the text (*The daughter was especially hostile when the mother refused to buy the basket and "Your basket is special because you paid for it yourself..." said the mother. This quote shows how the emotions ... change*). Language use is appropriate, and errors in conventions (*pathos, that and narrators character*) do not hinder comprehension.



In Passage II, "Peter and Thunder", the author uses figurative language to develop the passage. Firstly, the narrator states, "How, crouched over toy parts, / suddenly you stiffened. How then turned / how you stared up in the direction / of the thunders" (2-5). The author uses words such as "crouched", "stiffened", and "stared" to show and describe to the reader how the child reacted to the thunder storm outside. It shows the reader how frightened the boy is of this storm. Furthermore, the narrator says, "They are at the gates" (5). This portrays the storm as if it is a person coming closer to where they are. Similarly, the author refers to the storm as "thunder gorgs". He ~~is~~ is essentially comparing the storm to an ~~is~~ intimidating gorg that is coming to possibly hurt him. Overall, the figurative language used is to develop and describe how scared ~~is~~ this little boy is of the thunder storm.

**Anchor Level 2-B**

The response presents a well-developed paragraph that provides an appropriate explanation of figurative language in Passage II (*In Passage II, "Peter and Thunder", the author uses figurative language to develop the passage and the figurative language used is to develop and describe how scared this little boy is of the thunder storm*), supported with clear and appropriate evidence from the text (*The author uses words such as "crouched", "stiffened", and "stared" to show and describe ... how the child reacted and the narrator says, "They are at the gates"(5). This portrays the storm as if it is a person*). Language use is appropriate, and errors in conventions (*"Peter and Thunder"; thunder storm; the author ... He is ... to possibly hurt him*) do not hinder comprehension.

Passage one has a very important theme that should be taught to all kids in a stern way, Responsibility. It is important to start teaching that to kids at young age, because it's a life lesson that will stick with them all their life. The passage conveys that through a mother teaching her children young, and the narrator looking back upon it saying how they were taught a life lesson. The author expresses this theme by stating all the little details ~~of~~ ~~of~~ responsibility the narrator had as a child. The author also showed us that it stuck with the ~~the~~ narrator as she grew up. And how she uses those lessons in her life today.

**Anchor Level 1–A**

The response implies an explanation of theme in Passage I (*Passage one has a very important theme ... Responsibility and The passage conveys that through a mother teaching her children young, and the narrator looking back upon it saying how they were taught a life lesson*), supported with overly general information from the text (*The author expresses this theme with stating all the little details of responsibility the narrator had as a child*). Language use is imprecise and inappropriate (*teaching that to kids at young age, stick with them, there for "their", looking back upon it saying how*), and errors in conventions (*way, Responsibility; there life; up. And*) do not hinder comprehension.

Peter and Thunder used lots of point-of-view. because he was trying to show what the son was feeling "as if I might send them away, as if I could send the thunder-gangs scuttling bac through all the holes in the sky" he was say that his son saw him as a super hero and wanted him to make the storm sego away

**Anchor Level 1-B**

The response implies an explanation of point-of-view in Passage II (*Peter and Thunder used lots of point-of-viwe. because he was trying to show what the son was feeling*), supported with partial and overly general information from the text ("*as If I might send them away ... I could send the thunder-gangs scuttling bac through all the holes in the sky*" he was say that his son saw him as a super hero and wanted him to make the storm sego away). Language use is imprecise (*used lots of point-of-viwe and he was say that*), and errors in conventions (*Peter and Thunder, viwe, as If, tow-toned, bac, in the sky*" he was) may hinder comprehension.

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Anchor Paper – Question 27 – Level 0

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The use of symbolism is very well done in  
Passage I. The way she describes the mother's  
ease of financial problems was cool. ~~cool~~ ~~cool~~  
The Ben Franklin line is the line I liked the  
best.

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**Anchor Level 0**

The response demonstrates no understanding of the task or texts, referring to *symbolism as very well done* and personally responding to one textual reference as *cool* and *liked the best*.

In passage II, the poem "Peter and Thunders", a literary device used by the author was imagery. Imagery is the use of language to help create a picture or image in the readers mind. The author greatly described the actions of the little boy which enabled me to picture his reactions, facial expressions and body language when the author said, "How, crunched over toy parts, suddenly you stiffened." I imagined the boy being frozen with fear. He stiffened and became uncomfortable due to the sudden sound of thunder when the author said, "How then you looked at me, as if I might send them away, as if with a few low-toned, well chosen words I could send the thunder-gangs scuttling back through all the holes in the sky", I envisioned the little boy looking up at his parent with a hopeful, pleading, frightened expression. The use of imagery helps enhance the poem by enabling the reader to picture the events written about.

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Question 27 – Practice Paper B

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the literary device I used on page from story was irony.

I used irony by saying that I was craving buffalo wings, and later that night I went and got some and had a dozen wings for 5 dollars a piece and a mountain dew. that was ~~very~~ very ironic because my friend texted me later that day and we went! How nice is that? thats pretty neat.

Question 27 – Practice Paper C

The ~~quater~~ from Passage 1 is able to persuade and show the importance of family through symbolism this is apparent through the basket being the child's wants and the moral for the basket being hard work. And it takes hard work some times to get what we want, and we learn when we work for something it means more

Question 27 – Practice Paper D

In the poem "Peter and Thunder", the author uses ~~personification~~ <sup>personification</sup> to describe a thunderstorm that frightens the boy. The storm is personified as a fierce creature or an enemy preparing to strike. "They are at the gates" makes the storm seem like a predator advancing through the barriers around the child. Describing the storm as "thunder-gangs" makes it seem like a person about to do harm.



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Question 27 – Practice Paper E

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The author in passage one uses structure to write her essay in a way that makes sense. She begins by stating that her mother taught her a lesson but does not reveal the lesson immediately. She first begins to tell a story in which she learned the lesson. After the story is presented she tells the reader the lesson. The structure of the essay helps the reader understand what the writer is presenting.

## 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 (*Imagery is the use of language to help create a picture or image in the readers mind and The use of imagery helps ... the reader to picture the events*), supported with clear and appropriate evidence from the text (*When the author said, “How, crouched over toy parts, suddenly you stiffened.” I imagined the boy being frozen with fear and When the author said “How then you looked at me...”, I envisioned the little boy looking up ... with a hopeful, pleading, frightened expression*). Language use is appropriate, and errors in conventions (*uncomfortable; sky”, I; enhace*) do not hinder comprehension.

#### **Practice Paper B — Score Level 0**

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

#### **Practice Paper C — Score Level 1**

The response has an unclear explanation of symbolism in Passage I (*The author from Passage I is able to persuade and show the importance of family through symbolism*), supported with partial and overly generalized information from the text (*this is apparen through the basket being the child’s wants and the money for the basket being hard work*). Language use is imprecise (*the child’s wants, the money ... being hard work, And we learn when we work for something it means more*), and errors in conventions (*symbolism this and apparen*) may hinder comprehension.

#### **Practice Paper D — Score Level 2**

The response presents a well-developed paragraph that provides an appropriate explanation of personification in Passage II (*In the poem “Peter and Thunder”, the author uses personification to describe a thunderstorm that frightens the boy. The storm is personified as ... an enemy preparing to strike and Describing the storm ... makes it seem like a person*), supported with clear and appropriate evidence from the text (*“They are at the gates” makes the storm seem like a predator advancing through the barriers around the child*). Language use is appropriate, and errors in conventions (*Thunder”, the and gates” makes*) do not hinder comprehension.

#### **Practice Paper E — Score Level 1**

The response implies an explanation of structure in Passage I (*The author in passage one uses structure to write her essay in a way that makes sense*), supported with partial and overly general information from the text (*She begins by stating that her mother taught her a lesson, She first begin to tell a story, After the story is presented she tells the reader the lesson*). Language use is sometimes imprecise (*She first begin to tell a story in which she learned the lesson*), and errors in conventions (*tought, imedeatly, first begin, presented she*) may hinder comprehension.