

FOR TEACHERS ONLY

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

ENGLISH

E

Monday, January 26, 2015—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 3	9 1	15 3	21 2
2 4	10 3	16 2	22 3
3 3	11 1	17 1	23 4
4 2	12 2	18 3	24 1
5 1	13 4	19 2	25 2
6 4	14 3	20 4	
7 3			
8 2			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

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

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) The 2-credit short responses are to be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may not score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper.

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

Question 26

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

Score Point 2

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

Score Point 1

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

AND

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

Score Point 0

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

Although traditions are important in life, it is inevitable that they will fade. This truth is upheld in Passage One with the narrator's family. The mother plays a traditional instrument, the okoto, which also taught her to cherish her womanhood. It is obvious that this instrument is of great importance to her and her culture. Still, her American daughter is unable to understand the tradition. She admits, "I cannot understand the teachings of my mother's okoto." She is unable to appreciate this tradition that altered her own mother's life because of the time and place she grew up in. Correspondingly, Passage Two entails a tradition of climbing a tree. The narrator tells of the last person to make the climb, seeing the "scar of his initials and the date." Yet sadly, the tree is being cut down. As time went on, less people scaled that tree and the tradition was lost. It is clear that the traditions in both passages could not survive the journey of time.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Although traditions are important in life, it is inevitable that they will fade*) is supported with clear and appropriate details from both texts (*The mother plays a traditional instrument, the okoto; this instrument is of great importance to her and her culture; her American daughter is unable to understand the tradition and the tree is being cut down; less people scaled that tree and the tradition was lost*). Language use is appropriate, and errors in conventions do not hinder comprehension.

As time goes on and the world changes, sometimes century old traditions get thrown in the dark, put on the way side for more modern needs. This is exemplified in both passage one and passage two. ~~in passage one.~~ For instance, in passage I, the age old tradition of raising a young girl to become a wife and let her express her soul through the okoto. Another tradition is the teaching of the okoto to young girls when it becomes time for them to embrace their womanhood. Also, through ~~tradition~~ tradition, the Japanese wife is supposed to be sheltered, or enclosed within the home of her husband. ~~Now~~ ~~the mel~~ ~~tradition~~ Then, the okoto and the music played on the instrument were supposed to ~~say~~ symbolize the woman's soul. Now, in more modern ~~times~~ times, the tradition of the okoto is lost and now the melodies are ~~just~~ heard as just that instead of the everlasting still soaring soul of a Japanese wife. This loss of tradition directly translates to the second passage as well. In the second passage, the tradition of showing you are a strong young man is lost. This is because they cut down the tree that, for many years, had been climbed by young boys to prove they were now young men or at least big enough to do it. This loss of tradition throughout time is directly symbolized by both of the two passages.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (As time goes on and the world changes, sometimes century old traditions get thrown in the dark, put on the way side for more modern needs) is supported with clear and appropriate details from both texts (the age old tradition of raising a young girl to become a wife and let her express her soul through the okoto; now the melodies are heard as just that; they cut down the tree that, for many years, had been climbed by young boys to prove they were now young men). Language use is appropriate, and errors in conventions (century old traditions, way side, age old tradition, lost and) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

Traditions are kept but they all don't last forever. This is shown in passage ONE that through the whole family all the women knew how to play the Okoto but as time passed to more present times the women of the family did not know how to play the Okoto that proves that traditions don't last long or forever. In the poem ^{passage 2} the tree was like a influential object that lasted for years and after was cut down this influential object that watched people grow and that people had many moments on had been cut down this supports my statement that traditions don't last forever.

Anchor Level 1-A

The response has a controlling idea (*Traditions are kept but they all don't last forever*), supported with partial information from the texts (*through the whole family all the women knew how to play the Okoto and the tree was like a influential object that lasted for years*). Language use is sometimes imprecise (*after was cut down and had many moments on*), and errors in conventions (*don't, passad, times the women, a influential object, down this*) may hinder comprehension.

In some families' tradition means a lot.
~~The~~ In the story "The autobiography excerpt" and "the poem" are two stories based on ~~poems~~ traditional. In the story "The autobiography" the mom was explaining to her daughter about how they use to live and stuff. She told them her childhood. In "the ~~autobiograph~~ ^{poem}" it was ~~saying~~ ^{talking} about the ladder the dad use to use, and how it passed down to generation, and how they always use it towards the house.

Anchor Level 1-B

The response has a controlling idea (*In some families' tradition means a lot*), supported with partial and overly general information from the texts (*the mom was explaining to her daughter about how they use to live and stuff* and *it was talking about the ladder the dad use to use*). Language use is often imprecise (*based on traditional, and stuff, told them her childhood, how it passed down to generation, use it towards the house*), and errors in conventions (*they use to, abot, alway's*) may hinder comprehension.

Traditions are always a part
of our world, whether it's
gathering with the family
every month or passing down
a family ring or Christmas
caroling together as a family
for Christmas. This controlling
idea is shown in the first
passage and the poem

Anchor Level 0

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

Question 26 – Practice Paper A

Traditions can mean a lot to a family. Some traditions can be more important than others and some traditions can affect someone's life in a major way, like the ~~the~~ traditions in passage I. In ~~Japan~~ ^{women} are considered to be a well-bred wife if ~~they~~ they remain inside the courtyard walls. This ~~tradition~~ tradition is definitely affecting the woman's life. She doesn't have the freedom of walking through the village anymore. ~~the~~ The tradition in passage II was climbing a tree. Climbing a tree won't affect ~~people's~~ ^{lives} like the tradition in passage I will.

Question 26 – Practice Paper B

Traditions, while grounding for some, ~~modern~~ eventually become obsolete, and lose their ability to comfort. To the older generations, who experienced life as defined by tradition, these traditions give context to life and lend it an air of ageless elegance and strength. In passage I, the narrator's mother explains that learning the okoto as a "well-bred wife" would teach her of "timelessness and strength," which in turn allows her to understand the "delicate" "resonance" of womanhood. She doesn't just participate in a tradition, she embeds herself in it, and it within herself. As it had for her cousin, the "romantic" okoto taught her to "soar." In a similar way, Cousin Sam in passage II is given the "strength of dominion" once he "plants the 'family seat'" at the top of a pine tree. Only a child of "ten or twelve," Sam was given the power to overlook an entire farm simply because he has followed his uncle and countless others before him in a family tradition. In both the cases of the mother and Sam, those who fully participate in and are surrounded by tradition gain strength from those who have come before. Traditions, and the ideas that they are based on, are perishable, have, and eventually become obsolete. In passage I, the narrator cannot understand the tradition of the okoto. She can recognize its beauty, but as an "American daughter" she derives no strength ^{sense of} or timelessness from the instrument because she, as a modern child, sees it as obsolete, a relic of a dead world that she cannot connect to. In much the same way, the narrator of passage II is unable to participate in the tradition of watching over the farm from the tree because it has to be cut down. The age of the tradition, here as in with the okoto, is its downfall because just as the okoto becomes a relic the tree ages and dies. Traditions, which once offered strength and age, are in more modern times ~~seems~~ obsolete and dying.

Question 26 – Practice Paper C

Traditions shape who you are supposed to be. The idea of a good Japanese wife is one who knows her boundaries. Even though a good Japanese wife must be surrounded by the ~~house's~~ house's courtyard walls ~~as boundaries~~ as the "boundaries of a well-bred wife" (Passage I), she learns something within that tradition. In learning the *okoto*, a Japanese instrument, a wife learns to "soar" (Passage I). Through music, ~~a wife~~ a Japanese wife learns to reach over and beyond the courtyard walls. In a sense, a tradition like this controls what the Japanese women can do. Traditions do not only shape you, but sets up expectations for the subsequent generations. For the family in Passage II, it was a family tradition to climb this big tree and sit in the node of the tree where precedent generations sat before. Tradition is usually pressuring in circumstances like these. For someone in the family to not climb the tree is breaking tradition, but since the tree is cut down, those who did do the tradition become just a legacy.

Question 26 – Practice Paper D

In traditions things are being repeated.

Now in the two passages given.

Japanese word for wife # literally means honorable person remaining within.

Question 26 – Practice Paper E

~~Traditions are~~ Traditions are repeated generations after generations. In the first passage it talks about how the narrators mother played Okoto's and how she ~~got~~ ^{got} ~~it~~ ^{from her father.} ~~it~~ ^{Okoto} ~~from her father.~~ In the second passage it talks about how a tree is being cut down and generations used to climb that tree. The narrators grandfather and his father climbed it.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response has a controlling idea (*Traditions Can mean a lot to a family*), supported with partial information from the texts (*In Japan women are considered to be a well-bread wife if they remain inside the courtyard walls* and *The Tradition in passage II was climbing a tree*). Language use is sometimes imprecise (*this tradition is defentally effecting this womens life*), and errors in conventions (*importain; someones; walls.this; The Tradition*) 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 (*Traditions, while grounding for some, eventually become obsolete, and lose their ability to comfort*) is supported with clear and appropriate details from both texts (*In passage I, the narrator's mother explains that learning the okoto ... teaches her of "timelessness and strength"; the "romantic" okoto taught her to "soar"; the narrator cannot understand the tradition of the okoto; the narrator of passage II is unable to participate in the tradition of watchng over the farm from the tree because it has to be cut down*). Language use is appropriate, and errors in conventions (*passage I; okoto as ... would teaches; which in turn allows; relic the tree*) 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 (*Traditions shape who you are supposed to be and Traditions do not only shape you, but sets up expectations for the subsequent generations*) is supported with clear and appropriate details from both texts (*she learns something within that tradition. In learning the okoto, a Japanese instrument, a wife learns to "soar"; a Japanese wife learns to reach over and beyond the courtyard walls; it was a family tradition to climb this big tree and sit in the nook of the tree where precedent generations sat before*). Language use is appropriate, and errors in conventions (*Traditions do ... shape you, but sets up*) do not hinder comprehension.

Practice Paper D — Score Level 0

The response demonstrates no understanding of the task or texts beyond copying part of the first sentence of Passage I.

Practice Paper E — Score Level 1

The response implies a controlling idea (*Traditions are repeated generations after generations*), supported with partial information from the texts (*the narrators mother played okoto's and how she got a okoto from her father and it talks about how a tree is being cut down*). Language use is sometimes imprecise (*it talks about and she got a okoto*), and errors in conventions (*narrators, okoto's, down and*) 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.

Passage I uses the literary element of point of view to develop the passage. This passage is told by a woman who recounts a memory about the okoto, a Japanese harp. In this passage, she not only speaks about her memory, but also the memory of her mother. Her mother remembers the okoto as something far more profound than simply a harp. Her mother believed that ~~they~~ "The notes are delicate yet there is resonance." Also, she believed that by listening to the notes "you will learn about timelessness and strength [and that] you will understand ~~that~~ ^{how,} despite sorrow, heart and spirit can fly." However, the narrator did not receive the same insight about the okoto. She did not understand the teachings of the okoto, but she loved the notes it played. It seems that she has become Americanized and lost sight of her heritage. However, even though she does not understand the okoto, she respects it for all that it has done. It was allowed and enabled her mother to "cherish her womanhood" despite the fact that she grew up motherless. The okoto has done more for her mother than she can fathom.

Anchor Level 2–A

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage I (*This passage is told by a woman who recounts a memory about the okoto, a Japanese harp*), supported with clear and appropriate evidence from the text (*Her mother believed that "The notes are delicate yet there is resonance" and However, even though she does not understand the okoto, she respects it for all that it has done*). Language use is appropriate, and an error in conventions (*recieve*) does not hinder comprehension.

The literary technique of imagery is used in Passage II to further the readers comprehension of the poem. Imagery is the use of descriptive language to create a mental image of a place, thing, taste, or smell for the reader to better understand the meaning of the passage. For example the first few lines, "The trunk's roped to fall, ... chipped and sprayed," create an image in the reader's mind of the falling tree. This allows the reader to "see" the events of the poem and understand what the characters are seeing. "Gran's roof, the apple trees ... the alpenglow." This also allows the reader to visualize the setting, giving a description of ~~the~~ what the narrator sees. Imagery is an important literary technique that allows a reader to see and better comprehend the meaning of the literary work.

Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*Imagery is the use of descriptive language to create a mental image of a place, thing, taste, or smell for the reader to better understand the meaning*), supported with clear and appropriate evidence from the text (*the first few lines ... create an image in the reader's mind of the falling tree and "Gran's roof, the apple trees ... the alpenglow" ... allows the reader to visualize the setting*). Language use is appropriate, and errors in conventions (*readers comprehension, example the, create in image*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In passage 1 we see a lot of examples of symbolism. When the father passes down the Okoto, the narrator says "My father gave me Okoto to teach me to cherish my womanhood." The Okoto symbolizes more than just womanhood though. It also symbolizes romance and loneliness. ~~the~~ "...it seemed so romantic" - in that line we find that the narrator thinks the Okoto is romantic.

Anchor Level 1-A

The response implies an explanation of symbolism in Passage I (*The okoto symbolizes more than just womanhood though*), supported with partial and overly general information from the text (*It also symbolizes romance and loneliness and the narrator thinks the Okoto is romantic*). Language use is sometimes imprecise (*in that line he find that*), and errors in conventions (*alot of and loneliness*) do not hinder comprehension.

The literary element that is used on passage 2 is the theme. The theme is show at the passage 2 like a traditions. The traditions of passage 2 is that every one of the family climb in to the woods. Sam climb at the age of early sixties and her father did at the same age that Sam did. Thats a example of traditions that when someone on the family do something like climb to the woods maybe your father or other person on your family also do it and do it at the same age and thats a traditions.

Anchor Level 1-B

The response provides an unclear explanation of theme in Passage II (*The theme is show at the passage 2 like a traditions*), supported by partial information from the text (*the family climb in to the woods*). Language use is imprecise (*on passage 2, a example, like climb to the woods, person on your family*), and errors in conventions (*is show, traditions ... is, Sam climb, someone ... do, thats a traditions*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

The author used literary elements such as language because of how her story is put together across and the choice of words she is using in her story all sets it up to be the literary element language.

Anchor Level 0

The response demonstrates no understanding of the task or texts, simply referring to *literary elements such as language*.

The poem "Chain Saw" uses Structure throughout in an extremely provocative way. To begin, the poem opens ~~present~~ in the present day where it is evident that a tree is being cut down. By starting out with a ~~new~~ current depiction of the setting of the story, the author gives the reader a solid foundation for ~~more~~ critically thinking about the rest of the poem. From present day, the author goes on to vary his poetic structure to the future tense. After hearing ~~all~~ about the cutting down of the tree, the author informs the reader "Soon ferns will grow there". The structural transition of how the author shifted into the future was flawless since it ~~was~~ helped build upon the image the reader already had of the cut down tree. Further, after maintaining traditional structure at the beginning of the poem the author in the ~~the~~ middle and end creates a more nuanced literary spine. Indeed, the author varies the reader's sense of time by transitioning to the past, where the poem speaks about a boy named Sam. By reversing normal temporal relations the author's structure is both impactful and brilliant. The gaining of knowledge about the rich family history having to do with the tree helps cast the poem in an entirely new light. Consequently, the varied structure towards the end of the poem helps to establish ~~the~~ further meaning and impact to the opening scene where the tree was chopped down. The reader was only able to come to the realization of how important the tree was to the family due to the shifting time structure.

In passage one the author used setting as a literary term by telling us where they came from and what they have done. "During the 1920's when I was a child in Japan, my seventeen-year-old cousin married into a wealthy family." This is an example of setting used in this passage.

Question 27 – Practice Paper C

The author of passage II uses figurative language because he never says exactly what he means, you have to think about it for a second and interpret what he really means.

The author of Charnsaw writes his other poem ~~in the point of view of his~~ in the point of view of ~~his~~ her childhood self. The author writes "strong fork, last rowble seat, white pine a century old," ~~no~~ ^{author} describes the ~~tree~~ tree as he ~~she~~ remembers it in childhood, but recollects on the tree as an Adult. The Author really understands the significance of the tree as he/room that everyone in his or her family has coquered.

The author of Passage I uses the dialogue ~~substance~~ to develop the main point of how important the mother thinks her past and family traditions are. The excerpt of the autobiography is a conversation between the mother and her daughter, the author. Throughout the exchange the mother is able to recall specific details from childhood events. She remembers the sound that her cousin's skates would make, which shows her attention to family details and their importance to her. The specific memories in the dialogue is used by the author to show her mother's pride in her family and traditions.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of structure in Passage II (*The reader was only able to come to the realization of how important the tree was to the family due to the shifting time structure*), supported with clear and appropriate evidence from the text (*the poem opens in the present day where it is evident that a tree is being cut down giving the reader a solid foundation for critically thinking about the rest of the poem and the author varies the reader's sense of time by transitioning to the past, where the poem speaks about a boy named Sam*). Language use is appropriate, and errors in conventions (*poem the and relations the*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response implies an explanation of setting in Passage I (*The author used setting as a literary term by telling us where They came from and what They have done*), supported with partial information from the text (*"During The 1920's, when I was a child in Japan, my seventeen-year-old cousin married into a wealthy family"*). Language use is imprecise (*literary term, They came, They have, This is*), and errors in conventions do not hinder comprehension.

Practice Paper C — Score Level 0

The response demonstrates no understanding of the task or texts, beyond one vague reference to *figurative language*.

Practice Paper D — Score Level 1

The response implies an explanation of point of view in Passage II (*The author of Chainsaw writes his or her poem in the point of view of his or her childhood self*), supported with partial and overly general information from the text (*The author describes the tree as he or her remembers it in childhood, but recollects on the tree as an Adult*). Language use is imprecise (*the tree as he or her remembers, recollects on the tree, as heirloom*), and errors in conventions (*in childhood, but; an Adult; signifigance; coquered*) may hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of dialogue in Passage I (*The excerpt of the autobiography is a conversation between the mother and her daughter*), supported with clear and appropriate evidence from the text (*Throughout the exchange the mother is able to recall specific details from childhood events and She remembers the sound that her cousin's okoto would make*). Language use is appropriate, and an error in conventions (*memories ... is*) does not hinder comprehension.