

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, January 27, 2016— 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 2	15 2	21 3
2 1	10 3	16 4	22 2
3 3	11 4	17 3	23 1
4 2	12 3	18 1	24 1
5 4	13 2	19 1	25 4
6 1	14 1	20 1	
7 2			
8 3			

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

When someone has had pleasant experiences in the past, they will often attempt to remember, relive, or look forward to the next time that they may have the experience. Nostalgia is always present in ourselves. Both passages displayed someone's longing for the revival of the past. The memoir told of someone who was remembering good times had in the house during the previous summer. He talks about the house being like a "flower within a hard seed," implying that next summer it would flourish with people again. ^{The narrator} misses last summer time in the house and they await the next time that ~~he~~ they will experience the joy of being in the house during summertime. The poem was similar in the sense that the narrator missed the past. The narrator ~~to~~ wanted to relive his/her adolescence in the farm by reenacting his teenage self. He/She ran through familiar places and attempted to ice skate on a pool of ice, like he/she did when he/she was young. In the end of the poem, the narrator says that his/her "attempt to glide back to childhood" was silly, as it only resulted in him/her falling. But they ~~still~~ were still compelled to do so after being remembered of the past.

Anchor Level 2–A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*When someone has had pleasant experiences in the past, they will ... look forward to the next time that they may have the experience*) is supported with clear and appropriate details from both texts (*they will experience the joy of being in the house during summertime* and *The narrator wanted to relive his/her adolescence in the farm by reenacting his teenage self*). Language use is appropriate, and errors in conventions (*adolescence* and *being remembered of the past*) do not hinder comprehension.

Often as adults, we try to go back to our childhoods. In passage one and passage two, the narrators both try to go back to their childhoods also. The narrator of passage one tries to go through this private journey of returning to his childhood by revisiting his old summer house, which contained many good memories for him. He even says, "... this household with in it, like a ... ~~a~~ hard seed, the promise of summer". The "promise" represents his good memories. For the narrator of passage II, the "private" journey back to childhood was achieved by actually ~~and~~ reenacting the same activities he used to do as a kid. So all in all, both narrators try to go back ~~the way~~ to their childhoods by taking private journeys.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Often as adults, we try to go back to our childhoods*) is supported with clear and appropriate details from both texts (*The narrator of passage ... go through this private journey of returning to his childhood by revisiting his old summer house, which contained many good memories for him and the "private" journey back to childhood was achieved by actually reenacting the same activities he used to do as a kid*). Language use is appropriate, and errors in conventions (*passage one and passage two* and *reenacting*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

As humans there comes a time were we all make our own individual journey. These journey may take us back to places in our past or just to learn more about yourself. In the first passage the narrator goes back to his old home to see its remains. Upon his arrival memories of the house come back to him. In passage two we learn how the journey the narrator made when he was thirteen left scratches on him that stayed with him. From both passages we see how the journey someone makes either makes memories or reminds you of them. Thus when these memories are involved when an individual's journey is found in both passages.

Anchor Level 1–A

The response has a controlling idea (*As humans there comes a time were we all make our own individual journey*), supported with partial and overly general information from the texts (*Upon his arrival memories of the house come back to him and the journey the narrator made when he was thirteen left scratches on him that stayed with him*). Language use is imprecise (*memories are involved when an individual's journey is found in both passages*), and errors in conventions (*were, yourself, passage two, you*) may hinder comprehension.

In both passage 1 and passage 2, the narrator speaks of private journeys. These journeys are made up of places that at certain times of the year are greater than other times. Even though they seem different, both the journeys are very similar in that they both hold memories of their previous better days. These better days hold their place in these places.

Anchor Level 1–B

The response implies a controlling idea (*the narrator speaks of private journeys*), supported with partial and overly general information from the texts (*These journeys are made up of places that at certain times of the year are greater than other times*). Language use is imprecise (*These better days hold their place in these places*), and errors in conventions (*passage 1, passage 2, certan, diffrent*) may hinder comprehension.

Private Journeys are something that everyone goes through, it's sort of like a road to self discovery. In order to be a complete person, and to become a leader, you have to have a private journey ~~in order to~~ ~~to~~ ~~ex~~ have experienced things and be able to learn and mend as a human being. While on a private journey you go through many emotions, and because of that, you learn from your mistakes, so you don't make the same one, twice. When you begin to stop making the same mistake twice, and you start to learn from your mistakes, you can realize that your private journey is over, and that your road to self discovery is complete.

Anchor Level 0

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

Passage one and Passage two both describe a detailed memory, in which the person telling the story holds close to their hearts. The authors are looking back on a time when they've lost something that they can't get back, whether it be a house ~~that~~ you grew up in or an old talent you've lost. You don't exactly know when you're creating a private journey, or a memory you'll never forget, until you look back on it. Basically, Passage one and Passage two describe an event that the author ~~misses~~ misses, but it's never too late to try again.

The windows are shut tight the shades are drawn; if its handle is pinned under the weight of a second, even less functional toaster is unplugged. The kitchen cupboards are empty except for a stack of napkins, a box of sugar cubes and eight cans of ~~beer~~ beer. The porch furniture six white plastic chairs two green wicker tables have been stacked in the ~~dining~~ dining room. The croquet set the badminton equipment the tennis net, and the flag are behind closet doors. The dinghy is turtled on sawhorses in the barn the given way to the stale smell of mothballs ~~ashes~~ ashes mildew.

In both of the passages the narrators both talk about how their memories go back to when they were younger. That if they had the chance to go back and relive their days they would. They think that the memories might be enhanced if they went back in time. Both the narrators talk about how hard they worked.

The idea of memories ~~changing the way a~~ ^{can change the way} people privately journey mentally throughout their lives. In both paragraphs, the narrators are taking journeys through the memories they recall of where they have lived. Passage one shows how a house's appearance can instantly change within a few changes but the memories the narrator has cannot be lost. "Dormant life lies everywhere, waiting to be picked up where it left off," shows that the narrator misses what the summer holds in this house, but the memories are just waiting to start again. The memories that this person has cannot be forgotten but only continued. "Like a voluptuous flower... the promise of summer," shows that the good memories that they once had are bound to come again. The poem shows negative memories of skating on a pond. The personal journey of this narrator seems to be spiteful and not ~~pleasant~~ pleasant memories. "Hating the very scratches left by my experiment," shows that the memories of this ~~once~~ childhood place cannot be changed or ~~better~~ made better. Both narrators had memories of their childhood and some were more pleasant towards their journeys than others.

Private journeys are taken when a memory that has been captured envelopes the mind of a person who seeks a reminder of time that has passed. In many cases, private journeys use every one of the five senses to assist in interpreting the memory. In the memoir of Passage I the narrator speaks of "the roasted-salt scent of August," and "warm to cold, noisy to silent, light to dark" to depict what each of their senses felt. In the poem of passage II the narrator attempts to recapture a moment and fails, which leaves their private journey unveiled and the narrator becomes emotionally raw. In the poem the narrator speaks of, "his their memory and failure when they say, "I fell, unstable on the clutter of wood and water bubbled and bent like earth itself, and thrashed home through the trees hating the very scratches left by my experiment." Private journeys can be a negative or positive experience depending on the person having it and their memories.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response has a controlling idea (*both describe a detailed Memory, in which the person telling the Story holds close to their hearts*), supported with partial and overly general information from the texts (*Whether it be a house you grew up in or an old talent you've lost*). Language use is imprecise (*in which the person ... holds close, Passage one and Passage two describe an event that the author Misses*), and errors in conventions (*person ... their; they can't get ... a house you grew up in; forget, until*) may hinder comprehension.

Practice Paper B — Score Level 0

The response is a copy of the text and demonstrates no understanding of the task or text.

Practice Paper C — Score Level 1

The response has a controlling idea (*the narrators both talk about how their memories go back to when they were younger*), supported with partial and overly general information from the texts (*if they had the chance to go back and relive them days they would*). Language use is imprecise (*They think that the memories might be enhanced*), and errors in conventions (*younger. That if they and them days*) 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 (*memories can change the way people privately journey mentally throughout their lives*) is supported with clear and appropriate details from both texts (*a house's appearance can instantly change ... but the memories the narrator has cannot be lost and the memories of this childhood place cannot be changed or made better*). Language use is appropriate, although sometimes inexact (*paragraphs* for “passages,” *pound* for “pond,” *then* for “than”), and errors in conventions (*journey's, appearance, pleasant*) do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Private journeys are taken when a memory that has been captured envelops the mind of a person who seeks a reminder of time that has passed*) is supported with clear and appropriate details from both texts (*the narrator speaks of “the roasted-salt scent of August,” and “warm to cold, noisy to silent, light to dark” and the narrator attempts to recapture a moment and fails*). Language use is appropriate, and errors in conventions (*passage II, the narrator speaks of their memory and failure when they say, the person having it and their memories*) 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.

The narrator of passage II uses foreshadowing to help develop the poem. Foreshadowing is hints given to the reader about what might happen to the characters. In this case, the author indicates that what he is about to do may not be such a good idea. He says the pond was "lined with stalks and briar-strands that left the center scarcely open." That it was "scarcely open" indicates that he should not enter, and the "briar-strands" warn him back like sentries guarding the frozen pond. The language he uses to describe his trip to the pond implies that something bad will happen. He "blundered back through the sharp thickets," indicating it was not an easy trip. "The cold grew and a frown from the sky deepened the ominous area under the black branches." This whole sentence is dark and foreboding. The word ominous is a word that indicates bad things to come. In the end, after the foreshadowing, the narrator goes home discouraged and beat down after his failed attempt to regain his adolescent freedom and joy.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of foreshadowing in Passage II (*In this case, the author indicates that what he is about to do may not be such a good idea*), supported with clear and appropriate evidence from the text (*That it was "scarcely open" indicates that he should not enter, and the "briar-strands" warn him back like sentries guarding the frozen pond*). Language use is appropriate, and errors in conventions (*through the* and *The word ominous is*) do not hinder comprehension.

The author from Passage I continually uses point of view throughout the memoir. Point of view is how the character, usually the narrator, views ~~his~~ their surroundings. Point of view ~~is~~ can be somewhat unreliable though because it is just the one character that is giving their opinion. In Passage I, point of view is used to explain the decay of the house, or as the character/narrator sees it. The narrator has been to the house before as they say "I" in the passage. The author does this so the reader can have a better understanding of how the house is abandoned and falling into isolation. This helps to exaggerate how the house has changed over the seasons since the narrator has last been there. Helping to develop the story.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage I (In Passage I, point of view is used to explain the decay of the house, or as the character/narrator sees it), supported with clear and appropriate evidence from the text (The author does this so the reader can have a better understanding of how the house is abandoned and falling into isolation). Language use is appropriate, and errors in conventions (unreliable though because; The narrator ... as they say; there. Helping to develop the story) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In passage ~~the~~ ~~the~~ one the author develops the ~~paragraph~~ passage with the use of imagery. As the passage begins the reader is shown the summer home through the authors extensive descriptions. He talks about the "doors that have always been open", the broken toaster that needed another to make it work. He describes through and through more to give the reader a better idea.

Anchor Level 1-A

The response implies an explanation of imagery in Passage I (*As the passage begins the reader is shown the summer home through the author's extensive descriptions*), supported with partial information from the text (*He talks about the "doors that have always been open", the broken toaster that needed another to make it work*). Language use is imprecise, including a miscopied quote from the text (*"doors that have always been open"*) and the final sentence (*He describes through and through more to give the reader a better idea*), and errors in conventions (*passage one* and *"doors ... open", the*) do not hinder comprehension.

In Paragraph 2 I will used
~~there to talk about the poem~~
a ~~the~~ literary element theme to
talk about this poem. To show how
the author uses that element
of his poem.

I ~~believe~~ believe he
is talking about ~~a~~ his place
he ~~live~~ live ^{from}. ~~He~~ He move to a
farm when he was thirteen, "and
the forests and brown ~~to~~ field."

Anchor Level 1-B

The response has an unclear explanation of theme in Passage II (*To show how the author uses that element of his Poem*), supported with overly general information from the text (*He move to a farm when he was thirteen, "and the forests and brown field*). Language use is imprecise (*I will used*), and errors in conventions (*Poem. To show how the author uses that element of his Poem; believe; Place; He move*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

In passage I, the memoir except the author uses characterization to give a better feel of the story. Through characterization and his descriptive choice of words he was able to set the mood of the passage.

Anchor Level 0

The response demonstrates no understanding of the task or text, referring to the author's use of *characterization to give a better feel of the story*.

Throughout Passage I, the narrator continually uses figurative language in order to develop the passage. By vividly describing many memories spent at the summer home using figurative language, the author is able to help readers visualize what the setting most likely looks like. In order to emphasize the fact that it is winter, the author describes the lawn as "hard as tundra, brown as burkap" (lines 15-16). Also, the author states that "the house has gone into hibernation" (line 10). Although the house is not literally hibernating, this figurative language helps readers to visualize the empty home. Furthermore, at the end of the passage, the author states that the house holds the promise of summer "like a voluptuous flower within a hard seed" (lines 31-32). This use of figurative language shows how excited the author is for summer. The image of the beautiful flower hidden by the hard seed gives readers hope that the happy memories of summer will ~~soon~~ soon return to the empty home.

In the second passage the narrator show that he or she was "in the winter before the first spring, to a hike alone, ducking first under our barbed wire then our neighbor's, through thorny and hurricane-hit woods to a store selling candy and soft drink and gas by Route 14.

Question 27 – Practice Paper – C

In passage I the author uses the literary element of theme. Theme is the central or main idea of the story. For instance, the main point of passage I was going back to his house which had been closed and locked for a while. When the house was locked it got really dirty. For example, "no water runs from the faucets." The main point was when you leave your house locked up for a while it becomes into a very bad condition. As you can see the author in passage I used the literary element of theme.

In the poem, the author uses symbolism to demonstrate the characters' longiness to relive the past. The frozen pond symbolized the child's past. He or she desperately tried to escape the present.

He attempted to skate but could not stop falling. The author conveyed the theme that one cannot always live in the past or else one will get hurt. Through "the scratches left behind by [his] experement" the child recognized that he could not go back in the past and ~~he~~ that he needed to make the most of the present.

The point of view of the ~~second~~^{second} passage is that the author talks about when he/she was young and remembers what ~~he~~^{he/she} did when they moved into a farm. "The fall we moved to the farm, I was thirteen." The author sees the pond is frozen and try's to ice skate and fails to do so.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of figurative language in Passage I (*By vividly describing many memories spent at the summer home using figurative language, the author is able to help readers visualize what the setting most likely looks like*), supported with clear and appropriate evidence from the text (*Although the house is not literally hibernating, this figurative language helps readers to visualize the empty home and The image of the beautiful flower hidden by the hard seed gives readers hope that the happy memories of summer will soon return to the empty home*). Language use is appropriate, and there are no errors in conventions.

Practice Paper B — Score Level 0

The response is mainly a copy of the second stanza of Passage II, demonstrating no understanding of the task or text.

Practice Paper C — Score Level 1

The response provides an explanation of theme in Passage I (*Theme is the central or main idea of the story. For instance, the main point of passage I was going back to his house which had been closed and locked for a while*), supported with partial and overly general information from the text (*When the house was locked it got really dirty for example, “No water runs from the faucets.”*). Language use is imprecise (*the main point of passage I was going back to his house and it becomes into*), and errors in conventions (*locked it, dirty for, while it, see the*) may hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of symbolism in Passage II (*In the poem, the author uses symbolism to demonstrate the characters longiness to relive the past*), supported with clear and appropriate evidence from the text (*The frozen pond Symbolized the child’s past and Through “the scratches left behind by [his] experiment” the child recognized that he could not go back in the past*). Although the response contains inaccuracies in the line quoted from the text, language use is appropriate, and errors in conventions (*characters longiness, desparately, auther, experiment” the*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response implies an explanation of point of view in Passage II (*the Author talks about when He/she was young and remember what he/she did when they moved in to a farm*), supported with overly general information from the text (*The author see’s the pond is Frozen and try’s to ice skate and fails to do so*). Language use is imprecise (*moved in to*), and errors in conventions (*the Author, when He/she, and remember what, he/she did when they, see’s, try’s*) may hinder comprehension.