

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, June 16, 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 2	9 3	15 4	21 2
2 1	10 4	16 2	22 4
3 4	11 3	17 1	23 1
4 3	12 2	18 3	24 3
5 4	13 4	19 4	25 3
6 2	14 2	20 1	
7 3			
8 1			

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

The details in both Passage I and Passage II reveal that when someone is happy and content with their lives and themselves, others can see it and they respond to it. The author of ~~P~~ Passage I ~~I~~ talks about how happy his father always looked. When he walked around, he did not hurry or seem preoccupied, he seemed to be genuinely content. In Passage II, the author discusses Mrs. Taussig, an old piano teacher that now had a psychoanalysis practice. Throughout the conversations in this passage, the author shows how happy Mrs. Taussig is with her life. ~~The author even says~~ One paragraph even begins with the sentence, "she seemed ~~so~~ intensely happy in herself." At the end of Passage I, is the line, "And ~~in~~ remembering this, I find myself happy." The closing of Passage II is the narrator promising to keep in touch with Mrs. Taussig. Both of these endings show the positive responses that people ~~haven~~ have when they see others that are content.

Anchor Level 2–A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*when someone is happy and content with their lives and themselves, others can see it and they respond to it*) is supported with clear and appropriate details from both texts (*When he walked around, he did not hurry or seem preoccupied, he seemed to be genuinely content* and *Throughout the conversations in this passage, the author shows how happy Mrs. Taussig is with her life*). Language use is appropriate, and errors in conventions (*someone ... their lives and themselves; preoccupied, he; Passage I, is*) do not hinder comprehension.

In both passage I, and II the narrator and the person there with are all content with life. In passage I, the son is happy because his father is happy. The son mentions how ~~to~~ his dad doesn't walk like others, instead he walks with warmth and hospitality which ~~just~~ provides a sense of how happy ^{and content} his dad is. In the second passage the narrator shares his story about his ~~friendship~~ relationship with Mrs. Taussig. ~~They~~ ^{The narrator} had known ~~each other~~ her previously as a student who learned how to play the piano from her. But now, later in life the narrator meets with her as a ~~post~~ psychoanalysis listener and together they have an interesting conversation. Both are content and happy with life and the chance to catch up. An example from the passage is at the end when they hug each other tightly.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*In both passage I, and II the narrator and the person there with are all content with life*) is supported with clear and appropriate details from both texts (*The son mentions how his dad doesn't walk like others, instead he walks with warmth and hospitality which provides a sense of how happy and content his dad is and now, later in life the narrator meets with her as a psychoanalysis listener and together they have an interesting conversation. Both are content and happy with life and the chance to catch up*). Language use is appropriate, although sometimes imprecise (*there* for “they’re” and *psychoanalysis listener*), and errors in conventions (*passage I, and II; doesn't; others, instead; life the narrator*) do not hinder comprehension.

When one is content, one is happy or pleased with the way things are going. One can be content in all aspects of life: from their academics, to social life, to love life. In passage one, the narrator's father carries himself in such a content matter, it's as if nothing could break him. He is described as "nearly always happy" and "by letting himself go, not quite." He is described as carefree in the most conservative way. In passage two, the narrator calmly speaks of the past events that had occurred in the past fifteen years to Mrs. Taussig, who is genuinely concerned and interested. When leaving, the narrator promises to keep in touch.

Anchor Level 1-A

The response has a controlling idea (*When one is content, one is happy or pleased with the way things are going*), supported with partial and overly general information from the texts (*the narrator's father carries himself in such a content matter* and *the narrator calmly speaks of the past events that had occurred in the past fifteen years to Mrs. Taussig*). Language use is sometimes imprecise (*carries himself in such a content matter*), and errors in conventions (*One can be ... their academics and matter, it's as if*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

In passage one and passage two both main characters are content. In passage one the character is very content with his daily walks through his neighbor hood. Passage 2 The pschyoanalyst is content with her job. She knows how to handle herself and keep her cool.

Anchor Level 1-B

The response implies a controlling idea (*both main characters are content*), supported with partial information from the texts (*the character is very content with his daily walks* and *The pschyoanalyst is content with her job*). Language use is inappropriate (*She knows how to handle herself and keep her cool*), and errors in conventions (*passage one* and *Passage 2 The pschyoanalyst*) may hinder comprehension.

Every person has their own motive or idea of contentment. A person may feel content when thinking of a memory. That memory may ~~make~~ comfort a person or make them remember a better or soothing time which will make the person feel content. Also, for in the present, what someone may do for a living or on their spare time may put them in a zone ~~in~~ ~~where~~ ~~they~~ ~~feel~~ ~~happy~~ ~~to~~ ~~be~~ ~~in~~ in where they feel happy to be in.

Anchor Level 0

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

Question 26 – Practice Paper A

Those who live with contentment ~~find~~
~~do~~ find satisfaction and ~~happy~~ happiness
in the simple things in life. In Passage
1, the narrator vividly describes
her father's walk. She admires his ~~gait~~
and the way he carries himself. ~~Something~~ Something
as simple and small as her father's
walk brings her happiness. In Passage
2, the narrator visits her old
music teacher. The music teacher, who
is now a psychoanalyst finds contentment
in listening to other people speak. She
tunes in ^{carefully} as if she were analyzing
a musical piece. Overall, a contented
spirit allows a person to notice the
joy in the small things in life.

Question 26 – Practice Paper B

As I finished reading passage 2 I noticed that it didn't have too much in common but, there were some things that I could use to relate both these passages to each other. I would say the controlling idea would be the way the characters express their 5 senses, the Hear, taste, touch, smell, and see. The characters are well aware of everything.

The feeling of contentment is showed in passage one through a sons views of his father and the feeling of his father. All he is doing is walking and some how the son is being and feeling content. His father makes him happy. In paragraph two the narrator is showing a sign of contentment as he sits with his old instructor in the house that basically raised him. In both these passages they give me the feeling of content because they make me think of things that make me happy.

A comfortable life doesn't come from having everything you've dreamed of. ~~It~~ comes from your ^{the} ~~en~~ simplicity ~~of~~ and appreciation of the things around you. The narrator in passage one explained his father's satisfaction with life, by his loose on a jittered walk. The father wasn't doing anything special just walking, but through this comfortability with life was shown. In passage two Mrs. Taussig gave a description of comfortability, by describing her job and them giving her natural elements that made the job easier.

In both passage I and Passage II the narrators express a feeling of contentment in themselves and in others. In passage I the narrator explains that when his father walked he walked with a kind of happiness that made others happy, "walking along, he was nearly always happy" (line 1 passage I). The author expresses contentment in who his father was in the last line, "And remembering this, I find myself happy". In passage II the narrator describes a recent visit to his old piano teacher. In line 24 the narrator expresses his piano teacher's contentment with her life, "She seemed intensely happy in herself."

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 (*Those who live with contentment find satisfaction and happiness in the simple things in life*) is supported with clear and appropriate details from both texts (*She admires his gait and the way he carries himself. Something as simple and small as her father's walk brings her happiness and She tunes in carefully as if she were analyzing a musical piece*). Language use is appropriate, and errors in conventions (*pschoanalyst finds*) do not hinder comprehension.

Practice Paper B — Score Level 0

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

Practice Paper C — Score Level 1

The response has an unclear controlling idea (*The feeling of contentment is showed in passage one through a sons views of his father and the feeling of his father*), supported with partial and overly general information from the texts (*All he is doing is walking and some how the son is being and feeling content and the narrator is showing a sign of contentment as he sits with his old instructor*). Language use is imprecise (*in the house that basically raised him, In both these passages they give me, think of things*), and errors in conventions (*is showed, passage one, a sons views of his father ... All he*) may hinder comprehension.

Practice Paper D — Score Level 1

The response has a controlling idea (*A comfortable life doesn't come from having everything you've dreamed of. It comes from the your simplicity and appreciation of the things around you*), supported with partial and overly general information from the texts (*The father wasn't doing anything special, just walking, but through this comfortibility with life was shown and Mrs. Taussig gave a description of comfortability, by discribing her job*). Language use is imprecise (*them giving her natural elements*), and errors in conventions (*passage one; fathers satisfaction; loose on ajitated walk; comfortibility, by discribing*) may hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*In both passage I and Passage II the narrators express a feeling of contentment in themselves and in others*) is supported with clear and appropriate details from Passage I (*when his father walked he walked with a kind of happiness that made others happy*) and partial and overly general information from Passage II (*the narrator expresses his piano teacher's contentment with her life, "She seemed intensely happy in herself."*). Language use is appropriate, and errors in conventions (*passage I; walked he; happy, "walking; line 24 the narrator*) 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 author of Passage I uses metaphors throughout his poem to illustrate the contentment he saw in observing his father's gait. He described how his father "gathered as he came, a natural heavy weight" describing the power which his father wielded because of his contentment. He then went on to contrast that with a metaphor describing others as moving "like burglars" ^{in progress} describing the chaos and nervousness in their stride. This set his father apart from others as his stride reflected "hospitality" the opposite of a burglary, caring and deep in feeling. These metaphors used in the poem are effective in proving a point through illustration, that contentment is a powerful and positive feeling, ^{and} that its resonance is undeniable, yet these ideas would not have effectively been portrayed had it not been for the author's use of metaphors.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of metaphors in Passage I (*The author of Passage I uses metaphors throughout his poem to illustrate the contentment he saw in observing his father's gait*), supported with clear and appropriate evidence from the text (*He described how his father "gathered as he came, a natural heavy weight" and his stride reflected "hospitality" the opposite of a burglary, caring and deep in feeling*). Language use is appropriate, and an error in conventions (*authors*) does not hinder comprehension.

Happiness brings lots of joy to oneself or life in general. In passage II, the author uses theme as a literary element to talk about happiness. For example, in line 24 it states "she seemed intensely happy in herself. she said, "I liked teaching piano to children. This shows her happiness towards teaching the children and how it made her happy that they learned from her. Another example is in lines 29-31. It says, "Music prepares you to listen like that. I can hear all the melodies in a narration, and the meaning of all the pauses, all the silence. It comes naturally to a musician." This shows how being a musician ~~incorporates~~ ^{helps her} with her job to be a psychoanalysis and how it makes her more happy to involve music with her job because she loves being a musician and her job she can do both. Another happiness thing was seeing the narrator again after 15 years. She was happy to see him again and to catch up. As a result happiness, makes life worth living for and it gives us a reason to ~~that~~ why we do the thing we do.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of the use of theme in Passage II (the author uses theme as a literary element to talk about happiness), supported with clear and appropriate evidence from the text (This shows her happiness towards teaching the children and how it made her happy that they learned from her and it makes her more happy to involve music with her job because she loves being a musician). Language use is generally appropriate, but is sometimes imprecise (a psychoanalysis and her job she can do both), and an error in conventions (As a result happiness, makes) does not hinder comprehension.

The first passage was written in a way that made me want to continue to read it. It was small and stright to the point yet full of great details. One liteary element that was in this was imagery. Everything that the author said I could picture, from the way that he walk to the "boxy suits" he wore. The words were eloquent and flowed to create something amazing. It was just a small description of someones walk, but the description told me a lot about the person. His walk told me he was confident and respectable, but without the imagery I would be able to picture who this person is, or ~~about~~ what he looks like, or more importantly how they walked.

Anchor Level 1-A

The response provides an explanation of imagery in Passage I (*Everything that the author said I could picture*), supported with partial and overly general information from the text (*It was just a small description of someones walk, but the description told me a lot about the person*). Language use is imprecise (*the way that he walk, I would be able to picture, how they walked*), and errors in conventions (*stright, point yet, liteary*) may hinder comprehension.

The author of passage II uses ~~setting~~ the setting to develop the passage. In passage II, the author explains Mrs. Taussig's house. It explains how the narrator has ~~sig~~ a special feeling where it ~~brings back memories~~ the setting brings back memories of the narrator's childhood of playing piano. Another place where the setting is used to develop ideas is where Mrs. Taussig explains how the upstairs is her room above all of what she deals ~~with~~ ~~of~~ with her patients on the ground floor. The ~~author~~ author develops this passage ~~with~~ with setting ~~to~~ in various places throughout the passage.

Anchor Level 1-B

The response provides an explanation of the setting in Passage II (*the author explains Mrs. Taussig's house*), supported with partial and overly general information from the text (*Where the setting brings back memories of the narrator's childhood of playing piano*). Language use is imprecise (*is where Mrs. Taussig explains and above all of what she deals with her patients on the ground floor*), and an error in conventions (*feeling. Where*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

In passage I, the ~~writter~~ writer uses Imagery as he tries to give us a clear view of the whole scene.

Anchor Level 0

The response demonstrates no understanding of the task or texts, simply referring to *Imagery* with which the writer *tries to give us a clear view of the whole scene*.

Question 27 – Practice Paper A

The Author of passage 1 uses a Simile when he describes the way the Father walks in lines 15 & 16. "But daddy walked like hospitality like warmth in motion." You can't walk warmly or walk like you have great manners for your home. The whole passage is based on how the Father walks with so much pride & his head held high.

Question 27 – Practice Paper B

~~Indeed according~~ First, walking along, he was nearly always happy. ~~But~~ Coming down a street, he moved by letting himself go, not quite boat motion but some way his shoulders (in spite of those boxy suits)! The ~~ground is full of~~ The ground floor is too full of history.

In passage II the author uses characterization to develop the passage. The author shows a part of the characters past then shows the changes they have made. The changes result in a pursuit of happiness. It allows the reader to know that change can bring you contentment. Showing the difference in one character at one point in their life to the next and how they did it proves the effort the character gave. With that characterization the author provided, it developed a strong & positive passage.

In Passage 1 (the poem), the author uses imagery to show the father's contentment. The author ~~shows~~ ^{demonstrates} the reader's walk by the use of imagery. We can tell that he is happy from the description that was provided to us by the author. The narrator said "Other people walk ~~ed~~, but my father sort of gathered as he came, a natural heavyweight, feet pumping a secret treadle that only he understood..." The narrator didn't give much imagery when he was telling how the "others" walked to show that there was nothing special in their walk, but he used imagery when describing the father's walk, to show the difference and gracefulness in his walk.

The author in passage 2 uses the technique of perspective, or point of view to allow readers to feel the ~~emotions~~ same emotions that he did. In the beginning, readers sense a nostalgic mood when the author describes his memories in the house. Also, by ~~the~~ using ^{the} first person point of view, the ~~are~~ readers ~~are~~ are able to feel more connected to the author as if they ~~are~~ are in his shoes. It ^{also} gives the passage a more personal tone. The passage ~~continues to~~ ~~even~~ ^{then} quotes Mrs. Tarssig, by doing so readers are able to connect to her as character. This allows the readers to understand Mrs. Tarssig and ~~to~~ ~~how~~ her perspective. The use of point of view and perspective in passage 2 allows readers to connect with characters and feel the emotions that they ~~experience~~ experience.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response implies an explanation of simile in Passage I (*The Author of passage I uses a Simile when he describes the way the father walks in lines 15 & 16*), supported with partial and overly general information from the text (*You cant walk warmly or walk like you Have great manners for your home*). Language use is imprecise (& for “and” and *for* for “toward”), and errors in conventions (*Author* and *cant*) do not hinder comprehension.

Practice Paper B — Score Level 0

The response demonstrates no understanding of the task or text, providing three random sentences that are directly copied. Two sentences are copied from Passage I and one sentence from Passage II.

Practice Paper C — Score Level 1

The response implies an explanation of characterization in Passage II (*The author shows a part of the characters past then shows the changes they have made*), supported with partial information from the text (*Showing the difference in one character at one point in their life to the next and how they did it proves the effort the character gave*). Language use is imprecise (*their life* and *strong + positive*), and errors in conventions (*characters past* and *past then*) may hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of imagery in Passage I (*the author uses imagery to show the fathers contentment and We can tell that he is happy from the description that was provided*), supported with clear and appropriate evidence from the text (*The narrator said “...my father sort of gathered as he came, a natural heavyweight”*). Language use is appropriate, and errors in conventions (*readers* and *fathers*) do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of perspective or point of view in Passage II (*to allow readers to feel the same emotions that he did*), supported with clear and appropriate evidence from the text (*readers sense a nostalgic mood when the author describes his memories in the house and by using the first person point of view, the readers are able to feel more connected to the author*). Language use is appropriate, and errors in conventions (*passage 2* and *readers sense*) do not hinder comprehension.