

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, January 11, 2011 — 9:15 a.m. to 12:15 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 <http://www.p12.nysed.gov/osa/> and select the link "Examination 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 and Completing the Pearson Answer Sheet

Multiple-choice questions must be hand scored using the scoring overlay provided in the shipment of secure examination materials. When scoring the January 2011 Regents Comprehensive Examination in English:

- use scissors to cut out the rectangle as indicated on the bottom of the scoring overlay, but do **not** make any perforations elsewhere on the scoring overlay
- use only a No. 2 pencil to record scores on the answer sheet
- do **not** make any marks on the Pearson answer sheet, other than in the spaces provided for recording scores, scorer names, and code letters denoting the scorer for the Parts 1, 2, and 3 multiple-choice questions and for Questions 26, 27, and 28
- do **not** machine scan the Pearson answer sheets. Marking up or scanning these answer sheets will interfere with the Department's score collection.

Correct Answers			
Part 1	Part 2	Part 3	
(1) 3	(9) 1	(15) 4	(21) 3
(2) 1	(10) 2	(16) 2	(22) 2
(3) 4	(11) 4	(17) 1	(23) 1
(4) 2	(12) 3	(18) 1	(24) 1
(5) 1	(13) 4	(19) 4	(25) 4
(6) 3	(14) 2	(20) 3	
(7) 4			
(8) 2			

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 need only be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper.

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

Anchor Paper – Question 26 – Level 2 – A

To accomplish work industriously is to use one's own labor and skills to help make the world a better place. For the narrator in passage one, this is illustrated by the fact that he plows his sidewalks everyday in the winter for the children to get to school. He remarks that he is not required to, and doesn't even enjoy it. He says his sidewalk is fifty feet on one side, and 160 feet on the other, "a distance that seems to lengthen as the snow deepens" (line 5). This implies that the work is cumbersome for the narrator. However, despite the difficulty of the task he continues to plow the snow each time it falls. He assures the audience "I have obligations" (line 11). This is because he feels he must plow the snow for the benefit of the school children. Though his duty is laborous for him, it makes the walk to school easier and less dangerous for children. The poem praises people like the narrator in passage one. It says "I love people ... who do what has to be done, again and again" (lines 8 and 11). It stresses the difficulty of work and at the same time the perseverance of the men and women who do the work. The narrator also writes that this type of work is "to move things forward" (line 10) demonstrating the progress that industrious labor can achieve. Both of these passages emphasize the altruistic nature of certain types of work. They support the idea that work helps improve the condition of the world and other's lives.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*To accomplish work industriously is to ... make the world a better place*) is supported with clear and appropriate details from both texts (*in passage one ... he plows his sidewalks ... for the children to get to school* and *The poem ... stresses the difficulty of work and ... the perseverance of the men and women who do the work*). Language use is appropriate, and errors in conventions (*laborous* and *perseverence*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

Successful and efficient communities cannot be built on laziness. In this era in which hard work is rewarded and lathargy punished, communities must have a solid core of hard workers. In passage II, the author expressed his gratitude toward these people. In fact, he states "I love people who harness themselves... who pull like water buffalo, who strain in the mud and the muck to move things forward." The author compares these hard workers to oxen and water buffalo who are some of the hardest working animals. In passage I, the author clearly admires his grandfather who worked extremely hard to ~~share~~^{take} care of his farm. Now it is the author's turn to work shoveling the sidewalks on his street corner. Since there is a high school and elementary school nearby, it is imperative that the author do his job. Children often walk by his house on their way to school and back and it is his "obligation" to keep those streets clear. The author's ^{hard work} is ~~very~~ ~~important~~ crucial in his communities success. In both passage, hard work is rewarded with gratitude and respect.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Successful and efficient communities ... must have a solid core of hard workers*) is supported with clear and appropriate details from both texts (*The author compares ... hard workers to oxen and water buffalo and the author clearly admires his grandfather who worked extremely hard*). Language use is appropriate, and errors in conventions (*lathargy, states "I, water buffalo who, crucial in, communities success, In both passage*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

In Passages I + II, it talks about how hard work can pay off. Passage I gives examples of shoveling snow and planting tomatoes. The author uses the child's grandfather ~~as~~ as someone to look up to, with his great talent of tomato planting. Also, the author uses the weather to explain the good of hard work such as, snowfalls and blizzards, by shoveling the sidewalks of his house.

Anchor Level 1-A

The response has a controlling idea about *how hard work can pay off*, supported with partial information from one text (*shoveling snow and planting tomatoes*). Language use is appropriate, and errors in conventions do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

In passage one it emphasizes this guys effort about shoveling the snow on the sidewalk and also talks about his grandparents once owning a farm.

In passag two it talks about hard workers who do alot of movements to get there job done.

Anchor Level 1–B

The response implies a controlling idea about work, supported with partial and overly general information from the texts (*this guys effort about shoveling the snow* and *In passag two it talks about hard workers*). Language use is imprecise (*this guys* and *there* for “their”), and errors in conventions (*alot* and *passag*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

Alot of people work. Some people like to work. Work prandes responsibility. People like working.

Anchor Level 0

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

Question 26 – Practice Paper A

In both passage one and passage two, the authors focus on hard work. Passage one tells of a man and the obligation he feels to shovel the snow off ~~his~~ the sidewalk. The line "I have obligations" explains how he feels about the work. He feels that it is mandatory that he shovel. Later on the author writes "Children would be walking past my house to school in the morning, and it was my job to make the way clear before they arrived." This man is dedicated to his work and works hard to get it done. The author of passage two has a similar opinion on work. He wrote, "The people I love the best jump into work head first," to show that he fully cares about hard work and loves people who feel the same. "I want to be with people who submerge in the task" further explains the author's desire to surround himself with people who care about hard work as much as he does.

Question 26 – Practice Paper B

Work can be very occupying, Work can be very time consuming and take a very long time. Most of the time work is very boring. Although work can show a persons character, If they love work most of the time they are good people. People who have a good work ethic are good people. If you work hard a reward can always be granted.

Question 26 – Practice Paper C

Both passages talk about working hard and hard workers. In passage 1, the author talks about how he and his family have to work hard around their house and in passage 2 the author talks about how they want to be around hard working people

Manual labor is a strenuous and tiring, but very rewarding experience. Both in the passage and the poem, the hard work that the narrators do allows them ~~a~~ feelings of great accomplishment. Although the narrator in the first passage hates the daunting task of shoveling his massive sidewalk, he is awarded a feeling of achievement. He remembers his grandfather shoveling and feels that he has lived up to his grandfather's name. The narrator of the poem ~~gets~~ treats labor a different way but also gets pleasure from work being done. He writes, "I love people who... do what needs to be done, again and again." Unlike the author of passage one, who only enjoys the end result, the writer of the poem feels the actual process is what ~~counts~~ matters. Though the feelings are brought about in different ways, at the end of the day, happiness is achieved.

Question 26 – Practice Paper E

Work is a very hard thing to do as it states in passage one and passage two. In passage 1 it states that the person works in wintery conditions with a plow and in passage two it talks about how its very difficult to work in the conditions they used to back in the ~~early~~ 1800's and early 1900's.

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 (*the authors focus on hard work*) is supported with clear and appropriate details from both texts (*Passage one tells of a man and the obligation he feels to shovel and The author of passage two ... cares about hard work and loves people who feel the same*). Language use is appropriate, and errors in conventions (*authors focus, manditory, simmlilar*) do not hinder comprehension.

Practice Paper B — Score Level 0

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

Practice Paper C — Score Level 1

The response has a controlling idea (*Both passages talk about working hard and hard workers*), supported by partial and overly general information from the texts (*In passage 1, The author talks about ... work and in passage 2 the author talks about ... working people*). Language use is appropriate, and there are no errors in conventions.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Manual Labor is a ... rewarding experience, which leads to feelings of great accomplishment*) is supported with clear and appropriate details from both texts (*Although the narrator ... hates ... shoveling ... he is awarded a feeling of achievement and The narrator of the poem ... also gets pleasure from work*). Language use is appropriate, and there are no errors in conventions.

Practice Paper E — Score Level 1

The response has a controlling idea (*Work is a very hard thing to do*), supported with overly general information from the texts (*in passage I ... the person works in wintery conditions and in passage two it talks about ... work ... back in the 1800's and early 1900's*). Language use is imprecise and inappropriate (*passage 1 it and it talks about*), and errors in conventions (*its*) 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 the second passage makes use of figurative language to expound upon his theme. By using both metaphor and simile, the author makes comparisons that enhance the ideals of the passage, as well as catching the reader's interest and delight. The author uses metaphor in the lines 6 and 8, both of which compare people to animals that are ~~well equipped~~ hard-working (the ox) and confident (the seals). He also uses simile in the poem. One example of this is the comparison of hard-working people to water buffalo "with massive patience." By comparing hard-working people to such obvious examples of hard-working animals, the author is not only making the passage more enjoyable to read, he is also reiterating and explaining his theme of the great merits of those people who always put their best efforts in.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of metaphor and simile in Passage II (*using both metaphor and simile ... enhance the ideals of the passage*), supported with clear and appropriate evidence from the text [*compare people to animals that are hard-working (the ox) and confident (the seals)*]. Language use is appropriate, and there are no errors in conventions.

Anchor Paper – Question 27 – Level 2 – B

In ^{Passage I} ~~the story~~ the author uses the literary element of ~~the~~ point of view to help develop his passage. ~~The~~ The story is narrated by the author. This allows ~~the~~ the reader to gain a deeper understanding of the narrator because the reader is given a direct window into the mind of the author. This window gives the reader an opportunity to understand his thought process. When the narrator starts discussing how his obligation to shovel his sidewalk was passed on to him by his grand father the reader has an easier time understanding and connecting to it than they would if the narrator was someone other than the author.

Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage I (*the reader is given a direct window into the mind of the author*), supported with clear and appropriate evidence from the text (*his obligation to shovel ... was passed on to him by his grandfather*). Language use is appropriate, and errors in conventions (*the reader ... they would*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

The theme of ~~Passage~~ Passage I is hard work. The author knows there are many literary elements to use in one's work. He uses them in very skilled ways. Hard work at some point is needed in everyone's life. The man in this passage is very aware of this. He lives in a city ~~area~~ and his house is right in between two schools. The man knows that it is his duty to shovel the walkways for the students to pass. Hard work is part of his life!

Anchor Level 1–A

The response implies an explanation of the literary technique of theme in Passage I, supported with partial and overly general information from the text (*He uses theme in very skilled ways* and *his house is right in between two schools*). Language use is appropriate, and there are no errors in conventions.

Anchor Paper – Question 27 – Level 1 – B

In passage II the ~~are~~ literary elements that ~~some~~ is being use is Point of view. The author is trying to get across that there are people that love to work and some that don't. The authors uses "Point of view" because he/she wants to be with others that want to work and like to get things done.

Anchor Level 1–B

The response implies an explanation of the literary element of point of view in Passage II (*he/she wants to be with others that want to work*), supported with overly general information from the text (*there are people that love to work and some that don't*). Language use is imprecise (*is being use*), and errors in conventions (*elements that is, people that, some that, The authors uses*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

The author ~~is~~ in the first passage
uses imagery to explain the setting.

Anchor Level 0

The response demonstrates no understanding of the text, referring to the author's use of *imagery to explain the setting*.

Question 27 – Practice Paper A

In Passage 1, the author uses flashback to bring back the memories of the man's ~~father~~ grandfather. By using flashback, one can see how much of a dedicated hardworker his grandfather was. One realizes that the man admires and appreciates his grandfather's work deeply.

Question 27 – Practice Paper B

The self-narrative point of view used by the author in Passage I allows us, readers, to gain insight in the lives of hard-workers. To neighbors passing or school kids running the clear sidewalk seems mundane and insignificant; since it is ~~always~~^{always} cleared for them and therefore never stops them "from wherever they needed to go," they take the sidewalk for granted. The literary device of point of view ~~permits~~^{permits} us^{to} understand the laborous task behind the unappreciated odd cement. We are able to step in the author's shoes and short stories such as these serve as reminders that there is an energy behind everything we see. The use of point of view also allows the reader to present a personal story regarding hard workers (his grandfather) and its consequence ("He died 25 years ago, but people in town still stop me to talk about his tomatoes.."). This personal story shows that there are gains behind hard-work and his self-narrative make these gains more relatable to us.

Question 27 – Practice Paper C

The characterization in the passage that the author ~~shows~~ shows is determination.

The man's character is determined and hardworking. He wants to clean the sidewalk no matter what so the children can pass and go wherever they want to go.

Question 27 – Practice Paper D

An example of a literary device
used in this passage is similes
that show how two things
are alike

Question 27 – Practice Paper E

The author of the poem gracefully utilizes similes and ~~metaphors~~ metaphors to fully develop the poem. He compares hardworking people to oxen, ~~oxen, water buffalo, and water buffalo~~ and water buffalo ~~to~~ because these are both animals used to assist hard labor. They are large and strong, which helps them get work done by pulling carts and ~~such~~. The author also ~~also~~ compares hardworking people to seals, who are excellently adapted to their environment. They are sleek, ~~fast~~ quick, and never dilly-dally. ~~These are traits that a worker would need because they~~ These are traits that a worker would need because ~~they~~ ^{he} would need to be efficient and not lazy. These comparisons used by the author help develop the meaning of the poem because it further demonstrates the qualities of a hard-working person and helps ~~show~~ the reader ^{better} understand the theme of hard work. ~~better~~

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response implies an explanation of the literary element of flashback in Passage I, supported with overly general information from the text (*how much of a dedicated hardworker his grandfather was*). Language use is appropriate, and there are no errors in conventions.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage I (*point of view permits us to understand the laborous task*), supported with clear and appropriate evidence from the text (*Since it is always cleared for them ... they take the sidewalk for granted*). Language use is appropriate, and errors in conventions (*insignificant; Since; laborous; reader* for “author”) do not hinder comprehension.

Practice Paper C — Score Level 1

The response implies an explanation of the literary element of characterization in Passage I (*The mans character is determined and hard working*), supported with partial information from the text (*he wants to clean the sidewalk ... so the children can pass*). Language use is appropriate, and errors in conventions (*mans character* and *hard working he wants*) do not hinder comprehension.

Practice Paper D — Score Level 0

The response demonstrates no understanding of the text, referring to *similies that shows how two things are alike*.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of similies and metaphors in Passage II (*These comparisons ... develop the meaning and further demonstrates the qualities of a hard-working person*), supported with clear and appropriate evidence from the text (*He compares hardworking people to oxen and water buffalo ... animals used to assist hard labor*). Language use is appropriate, and there are no errors in conventions.