

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, August 13, 2014—8:30 to 11:30 a.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Comprehensive Examination in English*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

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

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

Anchor Paper – Question 26 – Level 2 – A

Freedom comes in many forms. Passage I and Passage II both share a central bond with this concept, and each ~~the~~ supports the idea that liberty is a precious thing, no matter what form it comes in. Passage I shows this in the parrot's pleasure at being out of its confining cage, the "ecstasy and apprehension" of being free of it. When the girls in the excerpt intend to recapture the bird, it quickly took the opportunity to fly away. Repetition of the word "escape" and how the girls wished to grab the parrot and "thrust it shrieking back into its cage" all add to the effect that the bird's freedom is something precious that it is not usually allowed. Likewise, in Passage II, the prisoner spoken of is physically confined; however, in the "immortal mind" he or she is free to go anywhere and do anything, even what was otherwise impossible to do outside of one's imagination. How this person is able to "in sweet converse pass the joyous hours" demonstrates that the mind is free even if the body is not, and shows the value of that. Indeed, both Passage I and Passage II demonstrate well that liberty is highly precious.

Anchor Level 2–A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*each supports the idea that liberty is a precious thing, no matter what form it comes in*) is supported with clear and appropriate details from both texts (*Passage I shows this in the parrot's pleasure of being out of its confining cage, the "ecstasy and apprehension" of being free of it and How this person is able to "in sweet converse pass the joyous hours" demonstrates that the mind is free even if the body is not, and shows the value of that*). Language use is appropriate, and an error in conventions (*is free even if*) does not hinder comprehension.

Liberty is more than just freedom, its a right. And no matter who or what it is that desires freedom, they always will take their chance to gain liberty. They just need to wait for the opportunity to arise. The parrot in passage 1 was greatly loved by Mrs. Willisden. She would keep it next to her wherever she went. She even ate dinner with it near her, or at least in the room. But even though she loved it and took care of it so much, it still took ~~it~~^{the} first chance it could to fly out of its cage and hide itself deep within the branches of the tree. The prisoner in passage 2 cannot escape his cell. He's heavily watched and stuck in a securely built prison. Although they control where his ~~physical~~^{physical} body may be able to go, they cannot control or even determine where his mind can roam. The prisoner thinks of home, of picking flowers, seeing the sun and the stars, and going between the heavens and Earth. Liberty is something all humans and all creatures that ~~withheld~~^{are} withheld desire. They will all find a way to get it for themselves eventually.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*no matter who or what it is that desires freedom, they always will take their chance to gain liberty*) is supported with clear and appropriate details from both texts (*even though she loved it ... it still took the first chance it could to fly out of its cage and hide itself deep within the branches of the tree and they cannot control ... his mind ... The prisoner thinks of home, of picking flowers ... and going between the heavens and Earth*). Language use is appropriate, and errors in conventions (*freedom, its a right; passage 1; it's cage; withheld*) do not hinder comprehension.

People always want liberty. Some people are willing to die for liberty such as the antagonist from "Brave Heart" who screamed "~~Give me Liberty or Give me~~ "Freedom!" before his final breath or the fathers of this country whom stated "Give me Liberty or Give me Death!"

~~Before~~ Before we give/sacrifice our lives for liberty, what is it? Liberty is a state of being free, free from being caged. Poll from Passage one free one it self from cage by leaping out and advance to wide and unknown world. The state of being free is not only limited to physical but to mental being as well. Described in passage II, no chains and no enclosed cell and bind the free mind. The mind will keep on dreaming and will fly the sky in it's mind. Liberty can come in every shape and any size. It is up to ~~us~~ to persuade it and cherish it.

Anchor Level 1-A

The response has a controlling idea (*Liberty is a state of being free, free from being caged*), supported with partial information from the texts (*Poll from Passage one free one it self from cage* and *The mind will keep on dreaming and will fly the sky in it's mind*). Language use is imprecise (*leaping out and advance to wide and unknown world*), and errors in conventions (*antigonist, fathers ... whom, in it's mind, charish*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

The controlling idea about liberty is shown in both passages. Passage I shows how even though the people tried to do everything to keep the parrot he still got away. There really isn't anything ~~that~~ that can control rights and liberty from someone. The parrot uses his liberty when getting away from the house. ~~In~~ In passage II the ~~prisoner~~ prisoner loses his liberty while in jail.

Anchor Level 1–B

The response implies a controlling idea (*There really isn't anything that can control rights and liberty from someone*), supported with partial and overly general information from the texts (*The parrot uses his liberty when getting away from the house and the prisoner loses his liberty while in jail*). Language use is sometimes imprecise (*uses his liberty*), and errors in conventions (*how even ... the parrot he and passage II*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

Liberty is granted, gained, earned, or made.
Rarely is it not by design that something be
free. To be free is to be lifted from
all social constraints.

Anchor Level 0

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

A creature, whether it be human or an animal, cannot be tied down for too long. Eventually said creature will crave liberty, physically and mentally. Liberty is an essential and untangible thing that we cannot simply live without. In Passage I, the parrot has been cooped up for so long in the house, that when presented with the chance, he takes off like a rocket. The parrot may have been unhappy due to his little to nothing liberty, and so sought after it. In Passage II, the prisoner has zero to no chance of escaping into liberty physically. "No chains can bind it, and no cell enclose" shows us how the prisoner can still ~~escape~~ obtain liberty through his mind. He has all the world to explore, all the answers to come up with, and no one can stop him from having liberty through his mind. Both the parrot and prisoner have found their liberty, ~~and~~ ~~and~~ physically and mentally respectively.

When some people hear liberty they think freedom. In passage one a bird escapes its home and sits in a tree. The people who accidentally let him out try to get him but when the lady grabs his cage he flies away. In passage two it says "No chains can bind it, no cell enclose." It speaks and says he wants freedom and will do whatever it takes. When he has his freedom he will wander freely and pick fruit and flowers. Everyone deserves to be free, to feel the sun on your back and fly freely instead of being locked in some cage. The bird and the man are both locked in cages waiting for the sweet taste of freedom.

now they both stood looking
up at the parrot pitifully.
fearfully Mord who had left the
window open and Eleanor who had
been cleaning the cage they
advanced towards the tree
uncertainly step by step
as though attracted still with the
remembrance of upward stare

Liberty is a privilege, not a right. For the prisoner in passage 2, he lost the opportunity to be free when he committed whatever crime to end up in prison. Mrs. Willesden's parrot from passage 1 was stricken with ~~an~~ ~~illness~~ ~~when~~ liberty when being stuck in that cage; always to be at Mrs. Willesden's side. These 2 passages show that liberty is something that should not be taken too lightly, but enjoyed as one of human's greatest accomplishments.

Question 26 – Practice Paper E

Freedom is important to the caged human and animal alike. In passage 1, the Parrot was kept in a confined cage, but escaped to a nearby tree. In the passage the parrot seemed to be getting used to his new found liberty, and is seeing what he can do. In the end of the passage, the bird takes his liberty and flies away with it triumphantly, if uncertainly. In passage 2, the prisoner is human, and still dreams about having his freedom. While his body is confined in the prison, his mind is free to wander anywhere, and he dreams of the things he would do if freed. In both passages Freedom and liberty are important to the one who was or is being caged.

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 (*Liberty is an essential and intangible thing that we cannot simply live without*) is supported with clear and appropriate details from both texts (*the parrot has been cooped up for so long in the house, that when presented with the chance, he takes off like a rocket and the prisoner has zero to no chance of escaping ... “No chains can bind it, and no cell enclose” Shows us how the Prisoner can still obtain liberty through his mind*). Language use is appropriate, and errors in conventions (*Eventually said* and *house, that when*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response implies a controlling idea (*When some people hear liberly they think freedom*), supported with partial and overly general information from the texts (*a bird escapes its home and sit in a tree and he wants freedom and will do whatever it takes*). Language use is imprecise (*It speaks and says*), and errors in conventions (*some, a bird ... sit, accidenlly, Everyone ... your*) may hinder comprehension.

Practice Paper C — Score Level 0

The response is copied from the text, demonstrating no understanding of the task or text.

Practice Paper D — Score Level 1

The response has a controlling idea (*Liberty is a priviledge, not a right*), supported with partial and overly general information from the texts (*he lost the opportunity to be free when he committed whatever crime to end up in prison and Mrs. Willesden’s parrot from passage 1 was stricken his/her liberty when being stuck in that cage*). Language use is imprecise (*committed whatever crime and to for “too”*), and errors in conventions (*priviledge, passage 2, one of human’s greatest accomplishment*) 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 (*Freedom is important to the caged human and animal alike*) is supported with clear and appropriate details from both texts (*In the end of the passage, the bird takes his liberty and flys away with it triumphitly, if uncertainly and While his body is confined in the prison, his mind is free to wander anywhere, and he dreams of the things he would do if freed*). Language use is appropriate, and errors in conventions (*passage 1, the Parrot, excaped*) 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.

In Passage II, the author freely uses the literary technique of imagery, a technique ~~that~~ where the author uses descriptive words and phrases to paint a picture in the reader's mind so he/she can more closely experience what is being written about. From the very beginning, in lines 1-3, the author describes the "high walls," "the iron grates," and "massive bolts" of a prison. These words help the reader envision a dark, gloomy place where people are trapped. The author then goes on to say that no prison can contain the human mind. For example, line 6 reads, "No chains ~~can~~ can bind [the mind], no cell enclose". The chains and cells, which seemed so all-powerful and daunting in the beginning of the poem, are rendered useless by the mind's sense of freedom. Further imagery is used to describe the wonder of human thoughts. Lines 7 and 8 depict "light" and a "flash", showing the quickness and brightness of people's ideas. In lines 10 and 11, the mind "wanders, plucking honeyed fruits and flowers", and visits a fireside, which can be interpreted as the nature of human memories. In conclusion, the literary technique of imagery is a powerful tool to depict the freedom and power of the human mind, though the outside world may try to confine it.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*In Passage II, the author freely uses the literary technique of imagery, a technique where the author uses descriptive words and phrases to paint a picture in the reader's mind*), supported with clear and appropriate evidence from the text (*the author describes the "high walls," the "iron grates," and "massive bolts" of a prison. These words help the reader envision a dark, gloomy place where people are trapped and in lines 10 and 11, the mind "wanders, plucking honeyed fruits and flowers" ... which can be interpreted as the nature of human memories*). Language use is appropriate, and errors in conventions (*high walls and the mind's sense*) do not hinder comprehension.

In passage one, the author uses characterization to develop the story. Each character has their own personality. This creates interest in the story and helps it to flow. For example, "It wore an air of silly bravado, and looked what it was, thoroughly idiotic. . ." In this statement, the bird is almost described as quirky. The idea that this bird seems so innocent helps add to the idea of liberty and also adds humor to the passage. "Well, it's no good crying, Miss," this statement was said by Maud. This shows that her character is more practical. This makes the situation seem more like real life and something the reader can relate to, it helps bring the reader into the story through the use of characterization. Characterization ~~helps develop~~ ^{is} a literary element that the author used in passage one to create the short story.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage I (*Each character has their own personality*), supported with clear and appropriate evidence from the text (*In this statement, the bird is almost described as quirky and This statement was said by Maud. This shows that her character is more practical*). Language use is appropriate, and errors in conventions (*passage one* and *Each ...their*) do not hinder comprehension.

Passage II may be looked at as using a point of view. In the passage, a poem, the prisoner explains the way he sees things and wishes to be free escape. The reason that the author writes 'as such' is because he talks as if he is the one in that position. The poet wants to be free, have freedom. What he sees describes what a prison can be like.

Anchor Level 1-A

The response implies an explanation of point of view in Passage II (*the prisoner explains the way he sees things*), supported with partial and overly general information from the text (*he talks as if he is the one in that position* and *The poet wants to be free*). Language use is imprecise (*using a point of view and writes as such*), and errors in conventions (*see's; to be free, escape; to be free, have Freedom*) may hinder comprehension.

The literary element that was used by the author of passage one was plot. Plot is when the author tells what happens first, second, third and so on. Therefore, the author was tell us what happened from the start to right where to bird try to fly away but later succeed at it. Lastly, it also outline the story to give you clues on what will happen next.

Anchor Level 1-B

The response provides an explanation of plot in Passage I (*Plot is when the author tells what happens first, second, third and so on*), supported with partial and overly general information from the text (*the author was tell us what happened from the start to right where to bird try to fly away but later succeed at it*). Language use is imprecise (*was tell us what, right where to bird, it also outline*), and errors in conventions (*to bird*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

As in prisoner in guzers are
good for being in ~~good~~ for bad.
Freedom is a important part.

Anchor Level 0

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

In Passage 2, the author uses alliteration quite effectively. The repeating sounds emphasize key words and phrases in the text. For example, the author says "High walls are huge" to emphasize the hopelessness of the prisoners' situation. The author also repeats words (ex. "mount to mount", "vale to vale") to show how much the inmate's mind is wandering. The use of repeated sounds really helps establish key points in the passage.

In passage ~~the~~ one the author uses many literary elements such as Characterization. It seen that Characterization is used in this paragraph when the author ~~describes~~ describes the parrot and describing the parrot's actions, such as ~~was~~ when the parrot seem to be moving side to side on the tree. ~~to~~ Also when the ~~the~~ parrot is being described ~~of having~~ to be "peevishly disentangling its wing and tail feather..." Characterization played a part of telling of the parrot's ~~actions~~ movement.

Question 27 – Practice Paper C

The first passage is written in the third person as if someone were to be watching what had occurred. This point of view did a great deal to help develop the passage and create a better understanding overall. If the point of view had been from the bird, the reader would clearly see the desire for freedom and feeling of success, however, the passage would lack reaction and worry that can only come from the girls. They also can not be the point of view, as the sense of liberty would be lost entirely. This is why a third person view is most successful, as one is able to see the story from multiple angles and perspectives. This ability brings better understanding and meaning to those who are exposed to it. It also prevents the story from missing important details that help the passage to flow and be seen visually in one's head. Overall, the point of view used in the passage is vital ~~to~~ in order for it to be successful in the way that it is.

Question 27 – Practice Paper D

7 AM wakin' up in the mornin', gotta be
fresh gotta go downstairs. Gotta have
my bowl gotta have cereal

In the poem, Passage II, irony is seen. It talks about how the prisoner being enclosed but how his spirit cannot be contained. Also how the prison guards try to contain him from his evil ways but immorally captivate him.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of alliteration in Passage II (*The repeating sounds emphasize key words and phrases in the text*), supported with clear and appropriate evidence from the text (*the author says “High walls and huge” to emphasize the hopelessness of the prisoners situation and The author also repeats words ... to show how much the inmate’s mind is wandering*). Language use is appropriate, and errors in conventions (*says “High and prisoners situation*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response implies an explanation of characterization in Passage I (*characterization is used in this paragraph when the author describes the parrot and discribing the parrots actions*), supported with partial information from the text (*Such as When the parrot Seem to be moving Side to Side on the tree and the parrot is being described to be “peevisly disentangling its wing and tail feather*). Language use is imprecise (*It seen and characteriztion played a part of telling of the parrots movement*), and errors in conventions (*paragrah, the author describes ... and discribing, the parrot Seem to be*) may hinder comprehension.

Practice Paper C — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of third person point of view in Passage I (*This is why a third person view is most successful, as one is able to see the story from multiple angles and perspectives*), supported with clear and appropriate evidence from the text (*If the point of view had been from the bird, the reader would clearly see the desire for freedom ... however, the passage would lack reaction ... from the girls and They also can not be the point of view, as the sense of liberty would be lost entirely*). Language use is appropriate, and the one error in conventions (*success. however*) does not hinder comprehension.

Practice Paper D — Score Level 0

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

Practice Paper E — Score Level 1

The response implies an explanation of irony in Passage II (*It talks about how the prisoner being enclosed but how his spirit cannot be contained*), supported with partial and overly general information from the text (*the prisoner being enclosed and the prison gaurds try to contain him*). Language use is imprecise (*from his evil ways but immoraly captivate him*), and errors in conventions (*enclosed but, gaurds, ways but, immoraly*) may hinder comprehension.