

# FOR TEACHERS ONLY

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

## ENGLISH

# E

Wednesday, August 17, 2011 — 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/apda/> 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 these answer sheets are being hand scored prior to being scanned, the scorer must be careful not to make any stray marks on the answer sheet that might later interfere with the accuracy of the scanning.

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

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

## COMPREHENSIVE ENGLISH

### Rating of Short-Constructed Responses and Essay

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

#### *Introduction to the Tasks*

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

#### *Introduction to the Rubric and Anchor Papers*

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

#### *Practice Scoring Individually*

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

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

**Beginning in June 2011, schools are no longer 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

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Anchor Paper – Question 26 – Level 2 – A

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A person takes a major step in his/her life when he/she leaves home for the first time. Although this parting can be emotional for family members, it is understood that the parting is for the better. In the first passage, the narrator is leaving home to become a scholar at a prestigious university. He and his family are excited about his acceptance due to the hard lives they had to live. The narrator himself already imagines ~~what his life will be~~ <sup>he left for the university.</sup> but on the day he leaves, he realizes that he will truly miss his family when he says goodbye to his mother. Although his mother is sad that her son will be leaving her, she is happy for her son's good fortunes. The narrator's father also shows grief just as the narrator is about to leave, but the love that is shown makes the narrator reminisce the good times he spent at home. Similarly, the speaker's daughter in Passage 2 is parting. The speaker still views his girl as a young child that needs to be protected, but he also realizes that it is time for her to leave. He knows that his daughter will go on to achieve great feats in life as he simply looks on but he wants her to know that they will always be one. Parents are devastated when their children leave them, but they realize it is for the better and they seek to support their children in this important step in their child's life.

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Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*parting can be emotional for family members but a child's leaving home is for the better*) is supported with clear and appropriate details from both texts (*Although his mother is sad ... she is happy for her son's good fortunes* and *The speaker still views his girl as a young child ... but he also realizes that it is time for her to leave*). Language use is appropriate, and errors in conventions (*But on, reminisce, the better and they*) do not hinder comprehension.

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Anchor Paper – Question 26 – Level 2 – B

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When the time comes in a person's life that they must part from someone close ~~to~~ from them, it is a difficult and emotional task. Passage I is a first person narration of one's college departure. The narrators parents had "years of no hope, no dreams, only tears, hunger, shame, and darkness...". This changed when the narrator and his brother were accepted into leading universities. The narrator and his mother embrace before he departs. As his mother cries, she smiles and nods in acceptance of him leaving. ~~When~~ In the poem in Passage II, the narrator describes watching his daughter ~~leaving~~ embarking on a new adventure. At first, he describes her as "small, contained, and fragile," not ~~wanting~~ wanting to let her go. By the end of the poem he has accepted that she must take the chosen path and he can stay behind. Parting with a loved one is not a simple task and how ~~the~~ <sup>she</sup> departs helps hold their memory until they can meet again.

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**Anchor Level 2-B**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*When the time comes in a person's life that they must part from someone close from them, it is a difficult and emotional task*) is supported with clear and appropriate details from both texts (*As his mother cries, she smiles and nods in acceptance of him leaving and By the end of the poem he has accepted that she must take the chosen path*). Language use is appropriate, and errors in conventions (*narrators parents; contained, and; poem he*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

It's quite obvious it is hard to depart or leave something or someone you love. As I read the two passages I realized how hard it can get. In a way it can be positive, because you get to experience new things. In the passage 1 the narrator is <sup>excited</sup> happy to get accepted but feels sorrow when he is actually leaving his family. In the poem the speaker says "this is the moment, the break!" saying that they are separating.

Anchor Level 1-A

The response has a controlling idea (*it is hard to depart or leave something or someone you love and In a way it can be positive*), supported by partial and overly general information from the texts (*In passage 1 the narrator is excited to get accepted but feels sorrow when ... leaving and In the poem the speaker says ... they are separating*). Language use is appropriate, and errors in conventions (*obvious; passages 1; positive, because*) do not hinder comprehension.

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**Anchor Paper – Question 26 – Level 1 – B**

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In both passages, parting is sad. The son is leaving his family in passage 1. In passage 2 the father is leaving his daughter. He feels while he's gone she needs protection. While the son is sad that he is leaving in passage 1. He feels it will benefit his family.

**Anchor Level 1–B**

The response has a controlling idea (*parting is sad*), supported with overly general information from the texts (*The son is leaving his family in passage 1. In passage 2 the father is leaving his daughter*). Language use is appropriate, and errors in conventions (*passage 1. He feels*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 0

PASSAGE one, controlling; ~~was~~ being patience  
and seeing how giving time & not  
being as controlling achieve many goals  
into someones future. They need to be so  
conspicuous about their job & efforts on  
that matter. which is great giving total  
support on to ~~their~~ children. And  
(their).  
As in showing that the ~~present~~ generation  
will always tend to go for ~~the~~  
better.

Anchor Level 0

The response is incoherent. There is no reference to either text.

## Question 26 – Practice Paper A

Parting ways from family is both a difficult and necessary event in the lives of all children and parents. Children have to leave what is comfortable and familiar to them, in order to advance in the world, and to become independent. Meanwhile, parents have to encourage and accept their children's independence. Both passages invoke images of nostalgia to express the sadness at this parting of ways, however, the necessity of this rift is also discussed. In Passage One, the narrator is leaving his old life of drudgery for a university education in English. The narrator clearly has consuming dreams about his new life, as supported by his statement, "My dream had come true... my mind had wings and it traveled far away" (passage 1). The author eventually begins to reflect on what his departure means to the family. While he understands that this separation will end the cycle of poverty and illiteracy in his family, he begins to miss them as he says goodbye. His mother cries, it can be inferred, partly from sadness and partly from joy. The narrator says he will miss her, and that she believes her to be the most beautiful woman in the world. When he hugs his father, <sup>the narrator</sup> invokes major nostalgia. He describes the familiar habits of his father in detail, and tells the reader that he is remembering his childhood. He even assures the reader that we will be his father's son forever. Passage two also shows a parting of ways, only from a mother's perspective. The mother understands that her daughter must leave in order to advance in the world, as seen in the lines, "The knowledge of what must be done, the passion to acquire the skill" (passage 2). The mother also recalls the past, invoking a sense of nostalgia. She says that although she is sad, and "momentarily overcome" she will accept her daughter's need to advance. Both passages reflect this theme. Although there is an underlying sadness at departure, the narrators and presumably their relatives all understand the necessity of going separate ways.

Question 26 – Practice Paper B

If our love for one another is strong enough when we part, we will always feel our loves for them. No matter how far away they are. When we part, almost always it is bittersweet because most of the time the people leaving our lives are moving on to bigger and better things. The love from others' embraces is with memories and the feeling of the past and how things used to be. The comfort that a loved one gives us both at home and far away can comfort us no matter what we face and can even overpower death.

Question 26 – Practice Paper C

Well in the first two passage the authors are talking about going away to college. The parents are ~~ex~~pecting the fact that their child is moving on and they are not upset they are happy. ~~B~~ Their children are finally adults and are able to take ~~the~~ care of themselves.

Question 26 – Practice Paper D

Though a child leaving can be difficult for parents and family, it is worth it when it benefits all, or even just the one leaving. In Passage I, the narrator and his brother Jim are both accepted into "leading universities" which allow them to create better futures for themselves, as opposed to their past when they were "kicked ~~and~~ <sup>around</sup> ~~and~~" and "forced to quit school." The narrator had plans of becoming a translator after college, making money, and then being able to "give [his family] all ~~that had been denied them~~ <sup>what had been denied them</sup>." As the children leave, their parents are upset, but he mentions, "she cried, but a smile shone through her tears," showing that though his mother is sad to see them leave, she understands it will be to make all of their lives better. In Passage II, the narrator's daughter is leaving at the airport to continue living and learning elsewhere, with "the passion to acquire knowledge." Though her father feels she is still "small" and "fragile" and in need of protection, he understands that even though it "destroys [him] momentarily" to see her go, it will be worth it when she gains "[her] being and intelligence." from it. In both passages, their family is sad to see their children leave, but they knew it will all be worth it in the end.

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Question 26 – Practice Paper E

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Parting is one of those things that no one wants to do, but you have to. In the end, things find a way to work out. In passage 1, the family has to part with their sons because they are going to college to pursue a better life. In passage 2, the father doesn't want to, but in the end he accepts the parting with his daughter. Parting is hard but everyone has to do it at some point.

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## 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 (*Parting ways from family is both a difficult, and necessary event in the lives of all children and parents*) is supported with clear and appropriate details from both texts (*While he understands that this separation will end the cycle of poverty and illiteracy in his family, he begins to miss them as he says goodbye* and *The mother ... says that although she is sad, and “momently overcome” she will accept her daughters need to advance*). Language use is appropriate, and errors in conventions (*difficult, and; ways, however; separation; mothers perspective*) 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 (*the authors are talking about going away to college*), supported with partial and overly general information from the texts (*The parents are excepting the fact that there chld is moving on and they are happy*). Language use is imprecise (*excepting and there*), and errors in conventions (*Well in, two passage, upset they*) do not 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 (*Though a child leaving can be difficult ... it is worth it when it benefits all, or even just the one leaving*) is supported with clear and appropriate details from both texts (*though his mother is sad to see them leave, she understands it will be to make all of their lives better* and *her father ... understands that even though it “destroys [him] momentarily” to see her go, it will be worth it when she gains “[her] being and intelligence”*). Language use is appropriate, and errors in conventions (*child leaving and their family is*) do not hinder comprehension.

#### Practice Paper E — Score Level 1

The response has a controlling idea (*Parting is one of those things that no one wants to do, but you have to*), supported with partial and overly general information from the texts (*In passage 1, the family has to part with their sons* and *In passage 2, the father ... accepts the parting with his daughter*). Language use is appropriate, and errors in conventions (*hard but*) 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.

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**Anchor Paper – Question 27 – Level 2 – A**

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In the poem "At the San Francisco Airport," the author implements many literary elements, one of which is symbolism. His use of symbolism allows him to emphasize key ideas and connect events. The author uses light frequently to symbolize the opportunities that await the narrator's daughter in her new world. He also uses light to symbolize the narrator's hope for his daughter and her future, which will (he hopes) be bright—hence the ~~light reference~~ <sup>reference to light</sup>. The airport, which is the setting for the poem also serves as a symbol of an impasse, an area where people are constantly coming and going. This symbolizes the daughter's final stop before her venture into the new world. In a way, the daughter and father also symbolize one another—in the poem, the two are shown to be very much alike. The daughter exhibits many of the same traits as her father, the "frightened brain, the nervous will" being just two examples. It is therefore possible that the father chooses to let his daughter go, because, in some way, he is actually letting himself go. He is letting his daughter experience what he never could—she embodies his own desires. This symbolism helps to create a true connection between the father and the daughter, while the light and airport symbolism ~~help~~ <sup>function</sup> to emphasize their parting.

**Anchor Level 2–A**

The response presents a well-developed paragraph that provides an appropriate explanation of symbolism in Passage II (*His use of symbolism allows him to emphasize key ideas and connect events*), supported with clear and appropriate evidence from the text (*The airport ... also serves as a symbol of an impasse, an area where people are constantly coming and going* and *The daughter exhibits many of the same traits as her father*). Language use is appropriate, and errors in conventions (*airport which ... poem also and poem, the*) do not hinder comprehension.

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**Anchor Paper – Question 27 – Level 2 – B**

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In Passage A, the excerpt of a memoir, the author uses the literary element characterization. During this excerpt, he describes his parents as being emotionally hardened from many years of hardship. When the author told his parents he was accepted into the Beijing institute of language's english department, they burst into tears of joy. The author's use of characterization in describing their emotional hardness amplified the effect on his parents of him being accepted to college, easily showing the importance of this event to the reader.

**Anchor Level 2–B**

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage I (*The author's use of characterization in describing their emotional hardness amplified the effect*). Language use is appropriate, and errors in conventions (*During, institute of language's english, him being*) do not hinder comprehension.

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**Anchor Paper – Question 27 – Level 1 – A**

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In the first passage the author is telling a story from his point of view. He is telling how hard life was for the family but then things got better when two sons got accepted to the best schools. Things started backing up but what they didn't realize was how hard it would be. The man and dad were very upset when they were leaving because it felt like part of them were leaving. They then accepted the fact and dealt with it.

**Anchor Level 1-A**

The response implies an explanation of point of view in Passage I (*In the first passage the author is telling a story from his point of view*), supported with partial information from the text (*how hard life was for the family and two sons got accepted to the best schools*). Language use is imprecise (*The man and dad were very upset when they were leaving because it felt like part of them were leaving*), and errors in conventions (*up but, accepted, delt*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

In passage two  
The literary element characterization  
showed that it was hard  
for a man to let go  
The author of this passage  
use emotions to show  
had ~~the~~ that the character  
really cared, and ~~wanted~~ ~~to~~ wanted  
to protect his daughter for  
the rest of her life he felt  
she would be more safe  
with him.

Anchor Level 1-B

The response implies an explanation of characterization in Passage I, supported with partial information from the text (*character really cared, and wanted to protect his daughter*). Language use is imprecise (*author ... use emotions and show had that*), and errors in conventions (*go The and life he*) do not hinder comprehension.

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**Anchor Paper – Question 27 – Level 0**

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Being in a situation of leaving your family behind to me would be like an emotional state of crying and sorrow that would break my heart. Experiencing their company throughout the years and never really knowing that they'll be gone. I would take my family with me, I can't be without them, mother, father, sibling bond and also pet bond would be too strong to leave them. I would have to know I'll see them soon and I can see them anywhere I went and anytime.

**Anchor Level 0**

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

Question 27 – Practice Paper A

In the poem *At the San Francisco Airport*, the author utilizes the point of view of the narrator to get the story and his feelings across. The poem is about a father having to let go of his daughter, and ~~the~~ the author's use of his point of view helps us understand and learn what he's feeling. For instance, we see her as a little child in lines 6-7, as her father still sees her. We find that he still sees her as a fragile child in need of protection. We also see that the father is scared to lose his place in his daughter's life when he says "I am the past, and that is all". Point of view is a powerful literary element, and helps to get the message and feelings of the poem across.

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Question 27 – Practice Paper B

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Point of view is shown in Passage 2 because it is the father talking about how he feels about his child leaving. He says that he has seen his child grow into a grown-up and knows that it deserves to grow up and move on with their life. But it is very hard to see from the view of a father because he has taught his child all that know and helped them become the person the world sees today.

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Question 27 – Practice Paper C

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The author in the second passage uses symbolism and figurative language, even though it's confusing. This passage shows many symbolic words.

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Question 27 – Practice Paper D

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On the first passage, Point of View or (POV) was used to fully inflict the maximum damage to show how happy the parents are to their son (the narrator). "She cried but a smile shone through her tears". "She pulled me once more into her arms, then gently pushed me away" This is almost the hardest experience both mother and son will have, as he used PoV to show the critical awareness how happy she is for him when he departs for college.

Question 27 – Practice Paper E

In ~~the~~ passage, too, the author uses juxtaposition to illustrate the pairing of a ~~son~~<sup>father</sup> and his daughter. It is obvious that he ~~is~~ has mixed feelings about the pairing, through the author's constant juxtaposition of words and descriptions. In the first paragraph he describes the airport terminal. He begins by saying 'light,' and then compares it to the 'night' outside where the plane sits. The light inside would be compared to his comfort of his daughter, inside, with him. The night can symbolize his fright and sadness of her leaving him to venture outside of his life, on her own path. It is a juxtaposition because he uses light and dark words within the same sentences, such as 'deep' and 'bright.' Other instances in which the author shows his mixed feelings are in the words 'frightened' and 'nervous,' set ~~next~~<sup>(set)</sup> to the words 'passion' and 'skill.' The passage ends with the ~~author~~<sup>father</sup> saying, 'I remain in light and stare—in light and nothing else, awake.' The fact that there is not a juxtaposition in the last sentence, where light is paired with vision and being awake, shows ~~us~~<sup>the reader</sup> that the father has accepted the pairing, without stating it outright.

## QUESTION 27

### PRACTICE SET ANNOTATIONS

#### Practice Paper A— Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage II (*utilizes the point of view of the narrator to get the story and his feelings across*), supported with clear and appropriate evidence from the text (*he still sees her as a fragile child and the father is scared to lose his place in his daughter's life*). Language use is appropriate, and errors in conventions (*At the San Francisco Airport and says "I am*) do not hinder comprehension.

#### Practice Paper B — Score Level 1

The response provides an explanation of the literary element of point of view in Passage II (*Point of view is shown ... Because it is The father talking about How He Feels*), supported with partial information from the text (*Child Leaveing and grow-up And move on with Thair Life*). Language use is imprecise (*He Has Seen his Child grow into a grow-up And knows that it Deseves*), and errors in conventions (*Becuse, vary, His Child ... Thay*) do not hinder comprehension.

#### Practice Paper C — Score Level 0

The response demonstrates no understanding of the text. Although *symbolism* and *figurative language* are mentioned, there is no specific reference to either text.

#### Practice Paper D — Score Level 1

The response has an unclear explanation of point of view in Passage I (*Point of View ... was used to fully inflict the maximum damage to show how happy the parents are to their son*), supported with partial information from the text (*"She cried but a smile shone ... "She pulled me once more ... then gentely pushed me away" and when he departs for college*). Language use is imprecise (*an he used PoV to show the critical awarness how happy she is for him*), and errors in conventions (*On the first passage, gentely, expierence, an he used*) do not hinder comprehension.

#### Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of juxtaposition in Passage II (*It is a juxtaposition because he uses light and dark words within the same sentences*), supported with clear and appropriate evidence from the text (*He begins by saying 'light,' and then compares it to the "night" outside*). Language use is appropriate, and errors in conventions (*authors constant, planse sits, sentances; such, on which*) do not hinder comprehension.