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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

INFORMATION BOOKLET FOR SCORING THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH

GENERAL INFORMATION

The general procedures to be followed in administering Regents Examinations are provided in the publications *Directions for Administering Regents Examinations, August 2010 Administration* (DET 541), and *Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations: School Administrator's Manual, 2008 Edition*. Copies of the *Directions* are shipped to schools prior to each Regents Examination period and are available on the Department's web site at: . http://www.emsc.nysed.gov/osa/hsgen/home.html. The *School Administrator's Manual* is available on the Department's web site at: http://www.emsc.nysed.gov/osa/sam/secondary/home.html.

Questions about **general administration procedures** for Regents Examinations should be directed to the Office of State Assessment at 518-474-8220 or 518-474-5902. For information about the **rating** of the Regents Comprehensive Examination in English, contact Marguerite Pileggi, Beth Dievendorf, or Rosemarie Heinegg in the Office of State Assessment at 518-474-5912.

School administrators should print or photocopy this information booklet and distribute copies to all school personnel who will be scoring this examination.

SCORING THE EXAMINATION

The Scoring Key and Rating Guide

Note that paper copies of scoring keys and rating guides will **not** be sent to schools for the August 2010 Regents Examinations. Scoring keys and rating guides will be posted on the Department web site at: http://www.emsc.nysed.gov/osa/scoring/home.html at approximately 10:30 a.m. for morning examinations and approximately 2:30 p.m. for afternoon examinations. Schools must print sufficient copies to supply one to each rater.

The Scoring Key and Rating Guide contains:

- Correct answers to the multiple-choice questions
- Scoring rubrics
- Two to three prescored anchor papers at each score level, ranging from high to low, with commentary
- Five prescored practice papers

Rating the Examination

The reliability of the scores is a fundamental concern in the measurement of the student's achievement. Therefore, each part of the examination must be scored by at least two teachers. Qualified raters include teachers of English, reading, English as a second language, and special education who know the English curriculum and have received training. These raters should have previously received training in rating tasks in the test sampler draft as part of the turnkey training process that began in August 1998.

In order to ensure reliable scoring, the principal of each high school administering the Regents Comprehensive Examination in English must appoint a scoring coordinator who will:

- Manage the training and logistics of the scoring process.

- Provide task-specific training immediately before scoring.
- Assign two teachers to rate each task independently, with a third teacher available to resolve discrepant scores.

Organizing the Rating and Recording

Before student responses can be read and rated, each school must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the examination results. The procedure used in a particular school should be designed to produce a reliable score for each student and to facilitate maintenance of the school's records of each student's score. A suggested procedure for managing the mechanics of the rating process is described on pages E-3 and E-4.

Scoring of Multiple-Choice Questions

Multiple-choice questions may be either hand scored or machine scored. When hand scoring, indicate by means of a check mark each incorrect or omitted answer to multiple-choice questions on the designated answer sheet for the appropriate session. Do not place a check mark beside a correct answer. Use only red ink or red pencil. In the box provided for each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for each part of the multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's Session One answer sheet.

If used, machine-scorable answer sheets must be provided and scored by the school. A separate sheet must be used for each session of the examination; students may not use the same answer sheet for both sessions. Answer sheets supplied by the school must provide the same number of response options as are given in the examination questions, and the choices must be labeled 1, 2, 3, 4, not A, B, C, D. Instructions for using the answer sheets must be developed locally and provided to the proctors administering the examination.

Before answer sheets can be machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be rectified 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.

Detailed Directions for Training Raters to Score Student Responses

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

Introduction to the Task

The introduction to the task may take place once the administration of the session has begun. However, any use of the actual Scoring Key and Rating Guide for the session may *not* begin until after the Uniform Statewide Admission Deadline.

- Raters read the task and summarize its purpose, audience, and format.
- Raters read passage(s) 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. At this point, raters should also be directed to the additional scoring considerations printed at the bottom of each rubric. For all parts of the examination, if a student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1. Responses totally unrelated to the topic, illegible,

incoherent, or blank should be given a 0. A response totally copied from the text(s) with no original student writing should be scored as a 0. Additionally, for all parts except Session One, Part A (listening task), a student response that addresses only one document can be scored no higher than a 3.

- 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.

Suggested Rating Procedure

The following procedure is recommended for managing the mechanics of the rating process. The Rating Sheet and the Record Sheet are included in the Appendix. You may photocopy as many copies as needed.

1. Designate one person as the coordinator of the rating process. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essays, recording that information on the student's answer paper for Session One, and determining the student's final score for the examination.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing answer sheets/essay booklets and for preparing and maintaining records.
3. Provide a suitable location for the rating of essays.
4. Allow time to provide training for scoring the specific task for all raters immediately before the rating of the students' responses (about two hours per task).
5. Provide adequate time for rating (3-4 minutes per response for one rating).
6. Divide raters into two-person teams for each part. Designate one team member as Rater 1 and the other as Rater 2. Make every effort to avoid having a teacher rate his or her own students' responses.
7. After the session has been administered, separate the essay booklets into Part A and Part B. Before separating the parts, be sure to verify that the student has entered his or her name and the school name and has circled the correct session on each page of the essay booklet. After separating the parts, staple together all of the pages of the student's Part A response. Staple together all of the pages of the student's Part B response.
8. Arrange the essay responses for each part according to a sequence, using whatever order is most convenient, e.g., class period, alphabetical, or local identification number. Beginning with the first paper in the sequence, enter each student's name on a copy of the Record Sheet. (Master for duplicating appears in the Appendix.)
9. Divide each group of essays into bundles of 25-30 papers.
10. Prepare a rating sheet for each bundle. (See sample rating sheet in the Appendix.) After recording the students' names on the Rating Sheet, photocopy the Rating Sheet. Each rater will need a separate rating sheet for each bundle of essay papers he or she rates.
11. Distribute the bundles of essay papers to the rating teams, making sure that each rating team receives two rating sheets for each bundle. Each rater on a team should rate one of the bundles

and record his or her ratings on one of the rating sheets. The two raters should exchange bundles. The second rater should record his or her scores on the second rating sheet. **No scores or corrections should be indicated on the essay papers.**

12. After each team has completed rating a bundle, the team should return those answer papers to the central rating room. Remove the rating sheets completed by each rater from the bundles and enter the scores on the Record Sheet. Make sure each response has two independent ratings. Enter the resolved scores in the appropriate columns on the Record Sheet.
13. Review the two scores for each student to determine if the student's scores for that part are discrepant, i.e., a difference of two or more points between the two scores. Separate the students' responses with discrepant scores and make another bundle. Prepare a separate rating sheet for those discrepant papers. List the names of the students on a new rating sheet and attach the sheet to the corresponding bundle of student responses. Assign each of these bundles to a rater to obtain a third independent rating of the students' responses. Make sure that the third rater is not one of the original two raters of that response.
14. After all the necessary third ratings have been obtained, remove the rating sheets from the bundles of student responses and determine the resolved scores by using the method for resolving discrepant scores described on page E-5. Enter the resolved scores in the appropriate columns on the Record Sheet.
15. Repeat this process for all parts of the examination.
16. Transfer the resolved scores to the appropriate spaces on the students' Session One answer sheets.

Method for Determining the Score for Each Essay

Two Ratings:

1. Compare the two ratings.
2. If the two ratings agree, the student receives that score.
3. If the two ratings are contiguous, average the two scores.
4. If the two ratings are not contiguous, a third rating is necessary.

Three Ratings:

1. Compare the three ratings.
2. If two of the three ratings agree, the student receives that score.
3. If the three ratings are different, the student receives the middle score.

Examples:

Rater 1	Rater 2	Rater 3	Resolved Score*	Reason
2	2	—	2	Two ratings agree. Use that score.
2	3	—	2.5	Two ratings are contiguous. Average the two scores.
2	4	4	4	Two ratings are two or more points apart. Third rating is done. Two of the three ratings agree. Use that score.
2	5	4	4	Two ratings are two or more points apart. Third rating is done. Three ratings differ. Use the middle score.
0	1	—	0.5	Two ratings are contiguous. Average the two scores.

* If the final score ends in .5, do not round at this point.

Entering Essay Scores on the Record Sheet

The examples below show how students' scores should be recorded on the Record Sheet.

Name	Session One Essay A Scores				Session One Essay B Scores				Session Two Essay A Scores				Session Two Essay B Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score
Student A	4	4	—	4	4	6	5	5	4	3	—	3.5	4	2	5	4
Student B	0	1	—	.5	1	3	2	2	1	1	—	1	1	4	2	2

Determining the Student's Final Examination Score

A box like the one shown to the right will appear on the student's Session One answer sheet for the Regents Comprehensive Examination in English.

Session One —	**Essay A**	_____
	Essay B	_____
Session Two —	**Essay A**	_____
	Essay B	_____
Total Essay Score		
Session One —		
	A—Multiple Choice	_____
	B—Multiple Choice	_____
Session Two —		
	A—Multiple Choice	_____
Total Multiple Choice		
Final Score		

Record the student's scores for the essays and multiple-choice questions in Session One and Session Two on the designated lines. Add all four essay scores together. (If the total essay score ends in .5, that score should be rounded up to the nearest whole number at this time.) Write that score in the box labeled "Total Essay Score." (The maximum total essay score is 24.)

Add the number of correct answers for the multiple-choice questions on the three parts. Write that score in the box labeled "Total Multiple Choice." (The maximum total multiple-choice score is 26.)

To determine the student's final examination score, use the chart provided for each administration on the Department's web site at: http://www.emsc.nysed.gov/osa/concht/home.html. Locate the student's total essay score across the top of the chart and the student's total multiple-choice score down the left side of the chart. The point where those two scores intersect is the student's final examination score. The format of the chart is illustrated below. The chart provided for each administration will include scores ranging from 0 to 100 within the cells of the chart. Because the scale scores corresponding to raw scores in the conversion chart may change from one examination administration to another, it is *crucial* that, for each administration, you use *only* the conversion chart provided for that administration to determine the student's final score.

Regents Comprehensive Examination in English
Chart for Determining the Final Examination Score

Total Multiple-Choice Score ↓ / Total Essay Score ➡	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
0																									
1																									
2																									
3																									
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When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records. In addition, each rater must sign the Examination Scoring Certificate attesting that he or she fully and faithfully observed the rules and regulations for scoring the examination. The principal must also sign this certificate to attest that the rules and regulations for scoring were fully and faithfully observed.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of State examinations. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, a summer school principal may learn that an isolated error occurred in the calculation of a final score for a student or in recording students' scores in their permanent records. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve no more than five students' final scores on any Regents Examination and when such errors are detected within four months of the test date, the summer school principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the summer school principal must advise the Office of State Assessment in writing that the student's score has been corrected. The written notification to the Department must be signed by the summer school principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If a summer school principal has substantial reason to believe that the teacher scoring committee has failed to accurately score more than five student answer papers on any examination, the administrator must first obtain permission in writing from the Office of State Assessment before arranging for or permitting a rescoring of student papers. The written request to the Office of State Assessment must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and rating guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final examination scores.

Appendix

Rubrics
Rating Sheet
Record Sheet

SESSION ONE – PART A – SCORING RUBRIC
LISTENING AND WRITING FOR INFORMATION AND UNDERSTANDING

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-reveal an in-depth analysis of the text -make insightful connections between information and ideas in the text and the assigned task	-convey a thorough understanding of the text -make clear and explicit connections between information and ideas in the text and the assigned task	-convey a basic under-standing of the text -make implicit connections between information and ideas in the text and the assigned task	-convey a basic under-standing of the text -make few or superficial connections between information and ideas in the text and the assigned task	-convey a confused or inaccurate under-standing of the text -allude to the text but make unclear or unwarranted connections to the assigned task	-provide minimal or no evidence of textual understanding -make no connections between information in the text and the assigned task
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text	-develop ideas clearly and consistently, using relevant and specific details from the text	-develop some ideas more fully than others, using specific and relevant details from the text	-develop ideas briefly, using some details from the text	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- **If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.**
- **Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.**
- **A response totally copied from the text(s) with no original student writing should be scored a 0.**

SESSION ONE – PART B – SCORING RUBRIC
READING AND WRITING FOR INFORMATION AND UNDERSTANDING

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-reveal an in-depth analysis of the documents -make insightful connections between information and ideas in the documents and the assigned task	-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task	-convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task	-convey a basic understanding of the documents -make few or superficial connections between information and ideas in the documents and the assigned task	-convey a confused or inaccurate understand-ing of the documents -allude to the documents but make unclear or unwarranted connections to the assigned task	-provide minimal or no evidence of understanding -make no connections between information in the documents and the assigned task
Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently, using relevant and specific details from the documents	-develop some ideas more fully than others, using specific and relevant details from the documents	-develop ideas briefly, using some details from the documents	-are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- **If the student addresses only one text, the response can be scored no higher than a 3.**
- **If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.**
- **Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.**
- **A response totally copied from the text(s) with no original student writing should be scored a 0.**

SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text	-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts	-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the controlling idea -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, para-graphing, capitaliza-tion, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- **If the student addresses only one text, the response can be scored no higher than a 3.**
- **If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.**
- **Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.**
- **A response totally copied from the text(s) with no original student writing should be scored a 0.**

SESSION TWO – PART B – SCORING RUBRIC
READING AND WRITING FOR CRITICAL ANALYSIS

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make insightful analysis of the chosen texts	-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts	-do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- **If the student addresses only one text, the response can be scored no higher than a 3.**
- **If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.**
- **Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.**
- **A response totally copied from the text(s) with no original student writing should be scored a 0.**

Regents Comprehensive Examination in English
Rating Sheet

Examination Date: _____ **Rater's Name:** _____

Check One: **Rater Number:** **1** **2** **3** **(circle one)**

Session One
- **Essay A** ❑
- **Essay B** ❑

Session Two
- **Essay A** ❑
- **Essay B** ❑

School: _____

Date: _____

Student's Name	Essay Score

Regents Comprehensive Examination in English
Record Sheet

Examination Date:
(month and year) _____ **School:** _____ **District:** _____

Name	Session One Essay A Scores				Session One Essay B Scores				Session Two Essay A Scores				Session Two Essay B Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score