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

INFORMATION BOOKLET FOR ADMINISTERING AND SCORING THE COMPONENT RETESTS IN ENGLISH

GENERAL INFORMATION

The general procedures to be followed in administering Component Retests in English are provided in the publication *Directions for Administering and Scoring Component Retests*. This document is available on the Department's web site at: http://www.emsc.nysed.gov/osa/component.html. Questions about general administration procedures for component retests should be directed to the Office of State Assessment at 518-474-8220 or 518-474-5902. For information about the rating of the Component Retests in English, contact the Office of State Assessment at 518-474-5912.

School administrators should photocopy this information booklet and distribute copies to school personnel who will be involved in the administration and scoring of the component retests.

ADMINISTERING THE COMPONENT RETESTS

Test Description

The Component Retests in English assess student attainment of the learning standards at the commencement level. The component retests are administered in five 50-minute sessions on five successive days. Students are to be allowed a maximum of 50 minutes to complete each session. To achieve the maximum raw score possible on the component retest, the student must complete all five sessions. However, all students who complete at least four of the five sessions will earn an official component retest score. Students who complete fewer than four component retest sessions are considered to have withdrawn from the component retest. Schools may *not* enter a component retest score in the permanent records of students who completed fewer than four retest sessions, but their papers may be rated only to provide feedback on their test performance.

Component A covers the informational standard assessed in Session One of the Regents Examination. Modules 1 and 2 each include an extended constructed-response item based on a listening passage. Modules 3, 4, and 5 each include five multiple-choice questions and two short constructed-response items based on an informational piece and a graphic piece.

Component B covers the literary-response and critical-analysis standards that are assessed in Session Two of the Regents Examination. Modules 1, 2, and 3 each include five multiple-choice questions and two short constructed-response items based on paired literary passages. Modules 4 and 5 each include one extended constructed-response item based on a critical lens that will be applied to a literary work that the student has read.

Test Materials

For each session, each student is to be given the appropriate test booklet for the component (A or B), date, and session. The test booklet includes one or more detachable answer sheets. Students must record their answers to the multiple-choice questions and their short responses or essay on these answer sheets. Each component retest answer sheet also includes a box for recording student scores on questions for that module. The component retest booklets for Module 5 also include spaces for recording the student's

scores for Modules 1 through 5 and for entering the student's final (total raw) score and score range on the test. (See page 7.)

Each teacher administering Module 1 and Module 2 of the Component A retest should receive the appropriate Teacher Dictation Copy containing the listening passage to be administered as the first part of each of those two test sessions. The Teacher Dictation Copies should be distributed *one hour* before the scheduled starting time so that teachers will have time to familiarize themselves with the materials before beginning that session of the examination. There are no listening passages for the remaining three modules of the Component A retest or for any of the five modules of the Component B retest.

SCORING THE EXAMINATION

On or about May 13, 2010, rating materials for all of the component retests will be available on the Department's web site at: http://www.emsc.nysed.gov/osa/component.html. Paper copies of the rating materials will *not* be sent to schools. Schools must print sufficient copies of these materials to supply them to each rater.

The Scoring Keys and Rating Guides

For each module, there will be a separate scoring key and/or rating guide. Materials for modules with 4-credit extended-response questions will contain the scoring rubric along with annotated anchor and practice papers. Modules with multiple-choice questions and 2-credit short constructed responses will contain a scoring key for the multiple-choice questions and scoring rubrics for the 2-credit items along with annotated anchor and practice papers. A conversion chart for Component A and for Component B will also be provided.

Rating the Component Retests

The reliability of the scores is a fundamental concern in the measurement of the student's achievement. Therefore, the essays (Component A—Modules 1 and 2; Component B—Modules 4 and 5) for the Component Retests in English must be rated by at least two qualified raters. The 2-credit short responses and multiple-choice questions for the Component Retests in English need only be rated by one qualified rater. Scores ending in .5 may not be assigned to a 2-credit short response. Qualified raters include teachers of English, reading, English as a second language, and special education who know the English curriculum and have received specific training in the scoring of the component retests as part of the turnkey training process that began in March 2001.

In order to ensure reliable scoring, principals of each high school administering the Component Retests in English must follow the procedures described below:

- Appoint a scoring coordinator who will manage the training and logistics of the scoring process.
- Provide task-specific training just prior to scoring.
- Assign two teachers to rate each essay independently, with a third teacher available to resolve discrepant scores. Only one rater is needed for the 2-credit short response.

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records.

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, an administrator may learn that an isolated error occurred in determining 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 examination and when such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the 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 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 an administrator 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.

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 component retest results. The procedure used in a particular school must be designed to produce a reliable score for each student and to facilitate maintenance of the school's records of each student's score. Some of the suggested rating procedures for the Regents Comprehensive Examination in English might be helpful. (See the *Information Booklet for Scoring the Regents Comprehensive Examination in English*, which is available on the Department's web site at: http://www.emsc.nysed.gov/osa/hseng.html.)

Scoring of Multiple-Choice Questions

Modules 3, 4, and 5 of the retest for Component A and Modules 1, 2, and 3 of the retest for Component B contain multiple-choice questions. On the answer sheets for these modules, indicate by means of a check mark each incorrect or omitted answer to multiple-choice questions. Do not place a check mark beside a correct answer. Use only red ink or red pencil. In the boxes provided on the answer sheets, record the number of questions the student answered correctly for that module.

Detailed Directions for Training Raters to Score Student Responses

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

Introduction to the Task

The introduction to the task may take place once the administration of all five modules comprising the component retest has concluded and the school has downloaded the rating materials from the Department's web site.

- Raters read the task and summarize it.
- 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 4-credit rubric.
- 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.

Practice Scoring Individually

- Raters score a set of five practice papers individually.
- Raters should score the five papers independently without looking at the scores and commentaries provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring.

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 are the same. 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.
1	4	3	3	Two ratings are two or more points apart. Third rating is done. Three ratings differ. Use 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 for Component A

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

Name	Module 1: Essay Scores				Module 2: Essay Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score
Student A	4	4	—	4	2	4	3	3
Student B	3	1	1	1	1	2	—	1.5

Entering Essay Scores on the Record Sheet for Component B

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

Name	Module 4: Essay Scores				Module 5: Essay Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score
Student C	2	0	2	2	3	3	—	3
Student D	3	3	—	3	4	3	—	3.5

Determining the Student's Final Component Retest Score Range

Unlike the scores earned on Regents Examinations, final scores for the component retests will not be reported on a 0–100 scale. The student's final score will be designated as one of three possible score ranges:

- *Score range 65 and above*
  A component retest result of *score range 65 and above* is equivalent to a score of 65 or higher on a Regents Examination and satisfies the State testing requirement for a local or a Regents diploma.
- *Score range 55–64*
  A component retest result of *score range 55–64* is equivalent to a score between 55 and 64 on the corresponding Regents Examination. For students who are eligible as provided in Section 100.5 of the Regulations of the Commissioner of Education, a component retest result of *score range 55–64* may satisfy the State testing requirement for the local diploma.
- *Score range below 55*
  A component retest result of *score range below 55* is equivalent to a score below 55 on the corresponding Regents Examination and does not satisfy the State testing requirement for a local or a Regents diploma.

A table similar to the one at the right appears on the student's answer sheet for Module 5. In this table, enter the student's scores for Modules 1 through 5 and add these scores to arrive at the student's final score. If the sum of the scores for the five modules ends in .5, that score should be rounded up to the nearest whole number at this time. Enter the student's final score on the answer sheet.

To determine the student's final score range, use the conversion chart that accompanies the scoring materials. Locate the student's final score down the left side of the chart. The score range to the right of the student's final score is the student's final score range. Enter the score range (*65 and above*, *55–64*, or *below 55*) on the answer sheet. The conversion chart will include final scores ranging from 0 to 35 and the score ranges associated with those final scores.

Component A*

Module 1 Score _____

Module 2 Score _____

Module 3 Score _____

Module 4 Score _____

Module 5 Score _____

Final Score _____

Score Range _____

Because the score ranges corresponding to the final raw scores on the conversion chart differ between the Component A retest and the Component B retest, schools must be sure to use the correct conversion chart for the component on which the student tested. The score ranges corresponding to raw scores on the conversion chart also change from one component retest administration to another. Thus, it is also crucial that for each administration, the conversion chart provided in the scoring materials for that administration be used to determine the student's score range.

* The procedure for determining the student's score range is the same for Component B except that the school must use the conversion chart provided in the scoring materials for Component B.

Appendix

Rubrics

Component A

(used for 2-point responses that refer only to the text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation
- supports the explanation with the information from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation

  or
- implies an explanation

  or
- has an unclear explanation

  AND

- supports the explanation with partial 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 and/or text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Component A

(used for 2-point responses that refer to the text and the graphic)

Score Point 2

- presents a well-developed paragraph addressing the task
- demonstrates basic understanding of the text and graphic
- supports the explanation with the information from ***both*** the text and graphic
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation

  or
- implies an explanation

  or
- has an unclear explanation

  AND

- supports the explanation with partial or overly general information from the text and/or graphic
- 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 and/or text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Component B

(used for 2-point 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
- implies an explanation of the literary element

  or
- has an unclear explanation of the literary element

  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.

Component B

(used for 2-point 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/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Listening and Writing for Information and Understanding (Component A: Modules 1 and 2)

Quality	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 clear and explicit connections between information and ideas in the text and the assigned task	—convey a basic understanding of the text —make explicit connections between information and ideas in the text and the assigned task	—convey a simple or incomplete understanding of the text —allude to the text but make superficial connections to the assigned task	—provide confused, minimal, or no evidence of textual understanding —make minimal, inaccurate, or 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 relevant and specific details from the text	—develop some ideas more fully than others, with some specific and relevant details from the text	—develop ideas briefly, using some detail from the text	—show minimal or 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 use of appropriate devices and transitions	—maintain a clear and appropriate focus —exhibit a logical sequence of ideas but may lack internal consistency	—lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization	—show minimal or 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	—use language that is precise, with a sense of voice and evident awareness of audience and purpose —vary structure and length of sentences to enhance meaning	—use appropriate language, with some awareness of audience and purpose —occasionally make effective use of sentence structure or length	—use language that is basic or unsuitable, with little awareness of audience or purpose —attempt to vary sentence structure but with little success	—use language that is minimal, incoherent, or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	—demonstrate control of conventions, exhibiting only occasional errors	—demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension	—demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult	—are minimal, making assessment of conventions unreliable —may be illegible or not recognizable as English

A response that is only a personal response and makes no reference to the text(s) can be scored no higher than a 1.

A response totally unrelated to the topic, illegible, incoherent, or blank should be scored a 0.

A response totally copied from the text(s) with no original student writing should be scored a 0.

Reading and Writing for Critical Analysis (Component B: Modules 4 and 5)

Quality	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, interpretations, 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 a clear and reasoned analysis of the chosen text	—provide a reasonable interpretation of the critical lens that establishes the criteria for analysis —make implicit connections between criteria and the chosen text	—provide a simple or incomplete interpretation of the critical lens —allude to the critical lens, making superficial connections to analyze the chosen text	—provide a confused interpretation of the critical lens or do not refer to the critical lens —reflect minimal or no analysis of the chosen text
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 relevant and specific evidence and appropriate literary elements from the text	—develop some ideas more fully than others, with some references to specific and relevant evidence and appropriate literary elements from the text	—develop ideas briefly, using some evidence from the text —may rely primarily on plot summary	—show minimal or 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 use of appropriate devices and transitions	—maintain a clear and appropriate focus —exhibit a logical sequence of ideas but may lack internal consistency	—lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization	—show minimal or 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	—use language that is precise, with a sense of voice and evident awareness of audience and purpose —vary structure and length of sentences to enhance meaning	—use appropriate language, with some awareness of audience and purpose —occasionally make effective use of sentence structure or length	—use language that is basic or unsuitable, with little awareness of audience or purpose —attempt to vary sentence structure, with little success	— use language that is minimal, incoherent, or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	—demonstrate control of conventions, exhibiting only occasional errors	—demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension	—demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult	—are minimal, making assessment of conventions unreliable —may be illegible or not recognizable as English

A response that is only a personal response and makes no reference to the text(s) can be scored no higher than a 1.

A response totally unrelated to the topic, illegible, incoherent, or blank should be scored a 0.

A response totally copied from the text(s) with no original student writing should be scored a 0.

Component Retest in English
Rating Sheet

Component Retest Date: _____ **Rater's Name: _____**

Rater Number: 1 2 3 (circle one)

Circle one:

Component A Retest **Component B Retest** **School: _____**

Module 1 ☐ Module 4 ☐

Module 2 ☐ Module 5 ☐

Student's Name	Essay Score

Component Retest in English
Record Sheet for Component A

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

Name	Module 1: Essay Scores				Module 2: Essay Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score

Component Retest in English
Record Sheet for Component B

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

Name	Module 4: Essay Scores				Module 5: Essay Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score	Rater 1	Rater 2	Rater 3	Resolved Score