

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, January 24, 2012 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site 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 4	9 1	15 3	21 2
2 2	10 4	16 1	22 4
3 1	11 2	17 1	23 1
4 3	12 3	18 2	24 2
5 4	13 4	19 4	25 3
6 2	14 1	20 3	
7 1			
8 4			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

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

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

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Even when the product of a person's creativity is imperfect and artistically unimportant, it still has significance for him or her. The artist, Jade Snow, in *Passage I* has a passion for pottery. Even though her "first products are... mediocre," she is proud of them. Her imperfect creations express, as the narrator states, "the impulses of her heart." The person remembering in the poem also finds significance in her imperfect creations. Since she was in grade school when she colored the leaf tracings, they probably were not outstanding by artistic standards. Regardless, they are of great importance to her. This is because they conjure up grade school experiences. The joy of creating the art and discovering how leaves were constructed and the nostalgia this memory brings is what is significant. Although the creations of the people in both ^{the} passage and the poem were artistically imperfect, these creations captured a moment or feeling in time and were very special and significant for each of them.

Anchor Level 2–A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Even when the product of a person's creativity is imperfect and artistically unimportant, it still has significance for him or her*) is supported with clear and appropriate details from both texts (*The artist ... in Passage I has a passion for pottery ... Her imperfect creations express ... her heart*" and *The person ... in the poem ... finds significance in her imperfect creations ... because they conjure up grade school*). Language is appropriate, and errors in conventions do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

Creativity itself is an innate quality. However, it can only be developed through constant exploration and dedication towards a task. This ~~is~~ truth is evident in both passages. In Passage I, the narrator states, "... Jade Snow developed a "feeling" for art, an inspiration for good pottery, and the knowledge that sober, hard work was the most important quality of all". This quote exemplifies the development of creativity through hard work. Passage II describes the artwork of grade school students. The students discover that they can manipulate leaves, ultimately creating artwork. This was enabled by their exploration of their surroundings. This curiosity and spirit of innovation are a necessity for creative development. In Passage I, the subject explores her creativity through pottery. In ~~subject~~ Passage II, the creative medium is nature. In both passages the enlightening power of creativity is obvious.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Creativity ... can only be developed through constant exploration and dedication towards a task*) is supported with clear and appropriate details from both texts ("*... Jade Snow developed a "feeling" for art ... and the knowledge that sober, hard work was the most important quality of all*" and *The students discover that they can manipulate leaves, ultimately creating artwork. This was enabled by their exploration*). Language use is appropriate, and errors in conventions (*towards; all". This; This ... are*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

Creativity is the use of your imagination to create something. For example in the first passage Jade turned a plain old bookcase into work of art. She only did this using paint, paper beads, paper dolls and clay. ~~That~~ And in the other passage they describing the leaves but not with color with other objects. That is done with the use of imagination.

Anchor Level 1–A

The response has a controlling idea (*Creativity is the use of your imagination to create something*), supported with partial and overly general information from the texts (*Jade turned a plain old bookcase into work of art ... only ... using paint, paper beads, paper dolls and clay* and *They describing the leaves but not with color with other objects*). Language use is imprecise (*They describing*), and errors in conventions (*example in, And, color with*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Creativity can accelerate your ability to feel. In both passage #1 and passage #2, "Gathering Leaves in Grade School, both of the main characters are highly influenced by the touch of art in their lives. Whether it is making pots or gathering leaves, if you find an art form that you appreciate and that you believe in, new worlds can open up for you, and you will find yourself with less emotional restrictions and loving the world a lot more. Art is a way to engrave your soul into a material figure, something someone else can enjoy and identify with one of their senses. Creating something artistic is like molding your feelings and giving them to the world, being left with nothing to hide.

Anchor Level 1-B

The response implies a controlling idea (*Creativity can accelerate your ability to feel*), supported with partial and overly general information from the texts (*both of the main characters are highly influenced by the ... art in their lives*). Language use is imprecise (*touch of art*), and errors in conventions (*wether, potts, someone ... their*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

As the Sun ~~sets~~ sets over the bright green grassy hills, shades of purple, blue, and black illuminate the sky. Showing us extraordinary colors which no earthly material possesses. These beautiful shades of mystical color hypnotize even the most masculine of eyes, to stop and gaze upon the sunset sky. Showing us how beautiful life is if we just stop and look at the world around us. Same time tomorrow shall I come and examine the beauty that the sunset holds.

Anchor Level 0

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

Creativity isn't so much a skill you are said to be born with, but an adventure you can discover in your life. In both passages, there are stories told about two people and their strong eye for art and its natural beauty. In Passage I, Jade Snow is a college student who is passionate about pottery and every little detail about it. Jade is happy to have found creativity through the art of clay, although she found it at a later point in life. Passage II also defines being creative, as the author explains how simply tracing a leaf onto a piece of paper can be a very successful project. To them, it is not only about drawing something you picture in your mind, but copying something into a rare form and seeing it in a world that it has never been in.

Question 26 – Practice Paper B

I was born in Yonkers, raised in
Mount Vernon, then moved to New Rochelle.
I hate writing essays and I'm hungry. My friend
took my glasses and he keeps bothering me.
I'm going to hand in my paper now.

Question 26 – Practice Paper C

Many people are Creative in their own why. It can be Art, Dance or Other things. According to Passage 1 and Passage 2 the Two Characters are Creative in their own why but very different. In the fact that ~~they~~ Jade Snow loves to do Pottery and the other Character uses the environment to Create things. These two Character have a very different mind sets because they are Creative in a way that no one would imagine just put Clay together and using leaves to Create Art.

Question 26 – Practice Paper D

Creativity is a passion. It takes a person over and saturates their every ~~thought~~ thought. However someone who has a passion for creativity needs to find some way to express this passion. The Main Character in Passage I, Jade Snow, discovered her form of expressing this passion was through pottery. She loved looking at all the beautiful works that illuminated the shelves. Though some were deformed and imperfect they all showed the love each artist ~~ple~~ exitted while creating the piece. The speaker in Passage II had a passion for impression drawings. He or she loved to create impressions of different leaves. You get the idea that this speaker is of a younger age because the drawings are being hung up in his or her class room. Though none the less the speaker still sits staring at the works on the wall simply infatuated with their color and shape. Neither of the artists can stop thinking about their ~~#~~ forms of expressing their passions for creativity. It saturates their every ~~thought~~ thought.

Question 26 – Practice Paper E

Through the two passages, the reader learns that perfection does not make art. Art is determined by the viewer and his or her interpretation of beauty. Despite the flaws in the leaves or the imperfections in the pottery, beauty was still found.

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 (*Creativity isn't so much a skill you are said to be born with, but an adventure you can discover in your life*) is supported with clear and appropriate details from both texts (*Jade is happy to have found creativity through the art of clay, although she found it at a later point in life* and *the author explains how simply tracing a leaf onto a piece of paper can be a very successful project*). Language use is appropriate, and there are no errors in conventions.

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 (*Many people are Creative in their own why*), supported with partial and overly general information from the texts (*Jade Snow loves to do Pottery and the other Charater uses the enviroment to Create things*). Language use is imprecise (*own why, do Pottery, mind Sets*), and errors in conventions (*Charater and imagen*) may 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 (*Someone who has a passion for creativity needs to find some way to express this passion*) is supported with clear and appropriate details from both texts (*She loved looking at all the beautiful works ... they all showed the love each artist emitted while creating the piece* and *He or She loved to create impressions of different leaves*). Language use is appropriate, and errors in conventions (*a person ... their, imperfect, none the less*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*perfection does not make art*), supported with partial and overly general information from the texts (*Despite the flaws in the leaves or the imperfections in the pottery, beauty was still found*). Language use is appropriate, and there are no errors in conventions.

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.

Anchor Paper – Question 27 – Level 2 – A

Within passage II, there is a clear use of the literary technique known as symbolism as a means of ~~to~~ further developing the passage. The use of symbolism contributes specifically to the depth and meaning of the passage. In the final stanza where the author talks about how the leaves on the board are flapping around, because they are without any branches to hold on to, ~~the author could~~ a connection could be made to the possible life situation of the author. It is possible that the author could feel that ~~that~~ he, like the leaves, is just flapping in the wind without anyone or anything to hold on to. It could be true that the author sees his own life before him when he looked so intently at the leaves. With the use of symbolism in passage II, a much clearer and deeper understanding of the passage and the author can be developed.

Anchor Level 2–A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage II (*symbolism contributes specifically to the depth and meaning of the passage*), supported with clear and appropriate evidence from the text (*In the final stanza where the author talks about how the leaves on the board are flapping around ... a connection could be made to the possible life situation of the author*). Language use is appropriate, and errors in capitalization (*passage*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 2 – B

In the passage simile is used to express how Jade felt about art. The author states that, "She played with simple forms, decorations and textures and the hours, like the fishing trips during her childhood, would simply fly while all troubles were forgotten in the joy of creating." This shows that Jade loved to work on art just like she loved to go fishing when she was a kid. It also shows that when Jade is doing art, which she loves to do, time does not exist and she could work forever on what she is doing. If people love something a lot time will not affect what they are doing.

Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of the use of simile in Passage I (*simile is used to express how Jade felt about art*), supported with clear and appropriate evidence from the text ("*She played with simple forms ... and the hours, like the fishing trips during her childhood, would simply fly ... all troubles were forgotten and Jade loved to work on art just like she loved to go fishing*"). Language use is appropriate, and there are no errors in conventions.

Anchor Paper – Question 27 – Level 1 – A

In the poem, the poets use of language was very depth into it. He/she described every ~~the~~ little detail of the leaf & the action the person was doing. The poet would go from the beautiful outdoors speaking well & delightful, & then would change his/her mood when the story takes place in the classroom. "All day in the stuffy air of the classroom..." (line 17-20). "We put them under tracing paper & rubbed..." (lines 7-10). ~~This~~ This poem ~~was~~ is implying that the beauty outside is gorgeous & more people should be observing more of its beauty rather than not looking at it at all.

Anchor Level 1-A

The response implies an explanation of the literary technique of diction in Passage II (*In the poem, the poets use of language ... described every little detail*), supported with overly general information from the text (*the poet would go from the beautiful outdoors speaking well & delightful*). Language use is imprecise (*very depth*), and errors in conventions (*gorgeous & more and beauty*) may hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

In passage one the author uses point of view to develop the story. The author uses the point of view of ~~someone~~ ~~at~~ Jade Snow's ~~class~~ to show how things developed throughout the class for Jade Snow. ~~The poem~~ This allows for the reader to see exactly what she was doing as well as what she was feeling. You can really feel how the class was for the students and how she took advantage of the class to develop her skills even outside of class time. ~~He~~^{The author} also portrays some of her thoughts throughout the passage

Anchor Level 1–B

The response implies an explanation of the literary element of point of view in Passage I (*the author uses the point of view to show how things developed throughout the class for Jade Snow*), supported with overly general information from the text (*This allows for the reader to see exactly what she was doing as well as what she was feeling*). Language use is appropriate, and errors in conventions (*the passage*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 0

Each message uses specific imagery
to show what the other is
discussing.

Anchor Level 0

The response demonstrates no understanding of the text, referring to the use of *specific imagery to show what the other is discussing*.

The author of Passage II uses colors as a ~~motif~~ motif; each color ~~is~~ is representative of a different idea and aids the author in furthering the messages within the piece. The first mention of color is within the first stanza in which the author refers to the color of potatoes, evoking a sense of ~~earthiness~~ earthiness and a connection to nature. This is a helpful development because the poem is about leaves and it sets the reader up for a poem that centers on such elements. The second mention of color is the "black, vined calacomb's" in line 11; ~~the~~ here, the author uses black to add a sense of depth and mystery to the piece, depicting the leaves as complex and intricate things. The third stanza employs the colors green, brown, and orange to discuss the different stages of the leaves' lives. Passage II uses ~~the~~ colors ~~to~~ to develop the passage.

Question 27 – Practice Paper B

In passage II the author uses visualization. He describes well of what they do for art that anyone can picture it clearly. ~~22~~ The author describes in detail of how it looks and how they do it. you can really picture the atmosphere.

Question 27 – Practice Paper C

Both passages use symbolism that both describe items and talk about them like they are important to them. They start to develop points that represent something around their life

Question 27 – Practice Paper D

In Passage I the author uses metaphors quite often. For example, "They reflected the quality of her workmanship and the impulses of her heart more than any other material she had used", this means that Jade's heart and soul went into creating pottery. Also she could keep memories by remembering what had inspired her to make each piece. "They" refers to the pottery Jade created.

Question 27 – Practice Paper E

In passage one the narrator ~~gave~~^{used} characterization to describe the teacher. ~~He~~^{The narrator} starts off by saying how the teacher would give simple lessons to start of. But in the next paragraph the narrator explains how the teacher is always working, and how he knows many methods to teach and do pottery - "whether it's easy or hard." He himself seemed a tireless worker, maintaining the best possible equipment and stock of materials for his students, and constantly re-establishing new and higher requirement for making pottery." The narrator described the teacher as a person that works hard for ~~him~~ self and for his students, and that he is always thinking, "when ~~was~~^{ever} he perfected one technique of form ~~he~~ progressed to an unknown form."

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A— Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of motif in Passage II (*The author of Passage II uses colors as a motif; each color is representative of a different idea and aids the author in furthering the messages within the piece*), supported with clear and appropriate evidence from the text (*the author refers to the color of potatoes, evoking a sense of earthiness*). Language use is appropriate, and an error in punctuation (*leaves and*) does not hinder comprehension.

Practice Paper B — Score Level 1

The response has an unclear explanation of the literary technique of visualization in Passage II (*the author ... describes well of what they do for art that anyone can picture*), supported with partial and overly general information from the text (*The author describes in detail how it looks and how they do it*). Language use is imprecise (*describes well of what and picture the atmosphere*), and an error in spelling (*atmosphire*) does not hinder comprehension.

Practice Paper C — Score Level 0

The response demonstrates no understanding of the text, referring to *passages* that *describe items and talk about them*.

Practice Paper D — Score Level 1

The response has an unclear explanation of the literary technique of metaphor in Passage I (*the author uses metaphors quite often*), supported with overly general information from the text (*the impulses of her heart ... means that Jades heart and soul went into creating pottery and she could keep memories by remembering what had inspired her*). Language use is appropriate, and errors in conventions (*for, this, Jades*) do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of *characterization to describe the teacher* in Passage I, supported with clear and appropriate evidence from the text (*the teacher is allways working, he knows many methods to teach, and is constently re-establishing new and higher requirement for making pottery*). Language use is appropriate, and errors in conventions (*narritor, He himself, the narritor*) do not hinder comprehension.