

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, January 26, 1999 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are recommended for rating papers in the Comprehensive Examination in English.

- (1) Use only *red* ink or *red* pencil in rating papers. Do not correct the student's work by making insertions or changes of any kind.
- (2) Indicate by means of a checkmark each incorrect or omitted answer in Part I; do not place a checkmark beside a correct answer. In the box provided under each section in Part I, record the number of credits the student received for that section. (Include fractional credits.) Total the number of credits the student received for the four sections of Part I and record the total number in the appropriate space in the box in the upper right corner of the answer sheet. (Include fractional credits.)
- (3) After rating Part II and Part III, record the number of credits the student received for each part in the appropriate spaces in the box in the upper right corner of the answer sheet. (Include fractional credits.)
- (4) Record the total examination score (the sum of the credits the student received for the three parts) in the appropriate space in the box in the upper right corner of the answer sheet. *At this time*, $\frac{1}{2}$ credit should be raised to the next credit.
- (5) Check carefully for mechanical errors (e.g., addition). Using a calculator might be helpful.
- (6) Write your initials clearly in the appropriate space on the answer sheet.

Note: The scoring key for Part I is on the last page of this Scoring Key and Rating Guide.

Rating Literature Essays and Compositions

Reliability of Rating

Reliability of rating can be greatly increased by having teachers meet before rating the literature essays and compositions to discuss the requirements of each question and the specific criteria for rating the question as well as general criteria for rating writing samples. The Scoring Key and Rating Guide provided for each examination includes rating criteria specific to the questions on each examination.

If teachers can use the committee method to score the papers, reliability is further improved. In the committee method, different teachers rate the essay and the composition for a particular student, and, preferably, no teacher rates papers from his/her own students. If possible, two teachers should rate each piece of writing, and the two scores should be averaged to determine the single score for that piece of writing. If the two ratings differ by two or more points, the piece of writing should be rated by a third teacher; then the three scores should be averaged to determine the single score for that piece of writing.

Detailed Directions for Rating

Listed on the following pages are the criteria for Part II, the literature essay questions, and Part III, the composition questions, on the January 1999 Comprehensive Examination in English. Study these criteria carefully before beginning to rate the answer papers.

Part II

	Credits	Approximate Percentage
Evaluate the essay as a whole, considering the extent to which the student meets the specific criteria listed below. The word length is given primarily to motivate the student to develop the essay adequately. The essay is based on a total of 25 credits.	24–25	95–100
	21–23	85–90
	17–20	70–80
	16	65
	11–15	45–60
	8–10	30–40
	5–7	20–25
	1–4	1–19
	0	0

Note: ½ credit may be assigned.

A

Specific Criteria:

1. The student has selected two works in which internal or external pressures cause tension within a family.
2. For each work, the student has described the pressures that caused tension within the family.
3. For each work, the student has discussed the effects of the tension on the family.
4. The student has adequately developed the essay through the use of specific references from each work. The student has not written a plot summary.
5. The student has provided accurate information from the works chosen and has not distorted the integrity of the works.
6. The student has organized the material to produce a unified, coherent essay.
7. The student has expressed ideas in fluent and precise language.
8. The student has followed the conventions of standard written English.
9. The student has specified titles and authors.

B

Specific Criteria:

1. The student has selected two works in which an individual's encounter with death or destruction leads to the individual's affirmation of the dignity and worth of human life.
2. For each work, the student has identified the individual.
3. For each work, the student has identified the encounter with death or destruction.
4. For each work, the student has shown how the individual's encounter with death or destruction ultimately leads to the individual's affirmation of the dignity and worth of human life.
5. The student has adequately developed the essay through the use of specific references from each work. The student has not written a plot summary.
6. The student has provided accurate information from the works chosen and has not distorted the integrity of the works.
7. The student has organized the material to produce a unified, coherent essay.
8. The student has expressed ideas in fluent and precise language.
9. The student has followed the conventions of standard written English.
10. The student has specified titles and authors.

Part III

	<u>Credits</u>	<u>Approximate Percentage</u>
Evaluate the composition as a whole, considering the extent to which the student meets the specific criteria listed below. The word length is given primarily to motivate the student to develop the composition adequately. The composition is based on a total of 30 credits.	28–30	91–100
	25–27	81–90
	21–24	71–80
	20	65
	16–19	51–60
	13–15	41–50
	10–12	31–40
	7–9	21–30
	0–6	0–20

Note: $\frac{1}{2}$ credit may be assigned.

A

Specific Criteria:

1. The student has demonstrated an understanding of purpose by arguing for *or* against the idea of bringing a gambling casino into the region.
2. The student has supported the opinion by using specific reasons, examples, or details.
3. The student has demonstrated an understanding of audience by using diction and tone appropriate for a letter to the Governor.
4. The student has written in the required form, a letter. NOTE: Do not penalize the student who includes more than the body of the letter; e.g., a salutation and a closing.
5. The student has organized the material to produce a unified, coherent letter.
6. The student has expressed ideas in fluent and precise language.
7. The student has followed the conventions of standard written English.

B

Specific Criteria:

1. The student has demonstrated an understanding of purpose by agreeing *or* disagreeing with the proposal to extend class periods in some subjects, but meeting fewer times a week.
2. The student has supported the opinion by using specific reasons, examples, or details.
3. The student has demonstrated an understanding of audience by using diction and tone appropriate for an editorial for the school newspaper.
4. The student has written in the required form, an editorial.
5. The student has used specific reasons, examples, or details.
6. The student has organized the material to produce a unified, coherent editorial.
7. The student has expressed ideas in fluent and precise language.
8. The student has followed the conventions of standard written English.

C

Specific Criteria:

1. The student has established a central idea related to the topic.
2. The student has maintained a consistent point of view.
3. The student has developed the topic in an original or creative way.
4. The student has adequately developed the composition through the use of appropriate reasons, examples, or details.
5. The student has organized the material to produce a unified, coherent composition.
6. The student has expressed ideas in fluent and precise language.
7. The student has followed the conventions of standard written English.

COMPREHENSIVE ENGLISH — *concluded*

Part I

Allow <i>one</i> credit.	Allow <i>one-half</i> credit.	Allow <i>one-half</i> credit.	Allow <i>one</i> credit.
(1) 4	(11) 1	(31) tangent	(41) 1
(2) 1	(12) 3	(32) evaporate	(42) 2
(3) 2	(13) 1	(33) balanced	(43) 4
(4) 3	(14) 2	(34) motorcycle	(44) 3
(5) 1	(15) 4	(35) bulletin	(45) 1
(6) 4	(16) 3	(36) peculiar	(46) 4
(7) 2	(17) 1	(37) prohibition	(47) 3
(8) 1	(18) 3	(38) abdomen	(48) 3
(9) 4	(19) 3	(39) thieves	(49) 2
(10) 3	(20) 1	(40) eligible	(50) 3
	(21) 2		(51) 1
	(22) 4		(52) 4
	(23) 2		(53) 2
	(24) 3		(54) 3
	(25) 2		(55) 2
	(26) 4		(56) 4
	(27) 4		(57) 1
	(28) 2		(58) 2
	(29) 1		(59) 1
	(30) 3		(60) 3