

# FOR TEACHERS ONLY

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

## ENGLISH

# E

Wednesday, January 28, 1998 — 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 1998 Comprehensive Examination in English. Study these criteria carefully before beginning to rate the answer papers.

**Part II**

	<u>Credits</u>	<u>Approximate Percentage</u>
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 an individual solves a problem that is manmade.
2. For each work, the student has identified the individual.
3. For each work, the student has identified the manmade problem.
4. For each work, the student has shown how the individual solves the problem that is manmade.
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.

*B*

**Specific Criteria:**

1. The student has selected two works in which a character is portrayed in all his or her human complexity.
2. For each work, the student has identified the character.
3. For each work, the student has described the character.
4. For each work, the student has shown how the character is portrayed in all his or her human complexity.
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:** ½ credit may be assigned.

**A**

**Specific Criteria:**

1. The student has demonstrated an understanding of purpose by suggesting one activity that does not already exist in the school and that the student believes would help to give students a sense of pride in themselves and their school.
2. The student has supported the suggestion by using specific reasons, examples, or details.
3. The student has demonstrated an understanding of audience by using diction and tone appropriate for an article for the school newspaper.
4. The student has written in the required form, an article.
5. The student has organized the material to produce a unified, coherent article.
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 identifying a prominent person from the field of entertainment, sports, business, or politics with whom the student would like to spend a day.
2. The student has used specific reasons, examples, or details to explain why the student chose the person.
3. The student has demonstrated an understanding of audience by using diction and tone appropriate for an essay to be submitted to a contest.
4. The student has written in the required form, an essay.
5. The student has used specific reasons, examples, or details.
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.

**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) 1	(11) 2	(31) revealed	(41) 3
(2) 2	(12) 4	(32) neighboring	(42) 4
(3) 1	(13) 2	(33) icing	(43) 2
(4) 4	(14) 3	(34) apologetic	(44) 3
(5) 3	(15) 2	(35) vegetation	(45) 4
(6) 1	(16) 4	(36) aching	(46) 1
(7) 3	(17) 1	(37) approximately	(47) 4
(8) 2	(18) 3	(38) integrity	(48) 3
(9) 4	(19) 2	(39) recognize	(49) 2
(10) 1	(20) 2	(40) terrestrial	(50) 4
	(21) 3		(51) 1
	(22) 4		(52) 2
	(23) 1		(53) 2
	(24) 3		(54) 1
	(25) 1		(55) 3
	(26) 4		(56) 4
	(27) 2		(57) 2
	(28) 1		(58) 3
	(29) 3		(59) 4
	(30) 2		(60) 1