



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 JANUARY 2011 ADMINISTRATION

GENERAL INFORMATION

The general procedures to be followed in administering Regents Examinations are provided in the publications *Directions for Administering Regents Examinations* (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.p12.nysed.gov/osa/hsgen/home.html>. The *School Administrator's Manual* is available on the Department's web site at: <http://www.p12.nysed.gov/osa/sam/secondary/home.html>.

Questions about **general administration procedures** for Regents Examinations should be directed to the Office of Assessment Policy, Development and Administration at 518-474-8220 or 518-474-5902. For information about the **rating** of the Regents Comprehensive Examination in English, contact the Office of Assessment Policy, Development and Administration at 518-474-5902.

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 Overlay and Scoring Key and Rating Guide

For the January 2011 administration, a scoring overlay, included in the shipment of secure examination materials, will provide the answers to the multiple-choice questions.

Printed copies of the Scoring Key and Rating Guide will **not** be sent to schools for the January 2011 Regents Examinations. Instead, the Scoring Key and Rating Guide will be made available on the Department's web site at: <http://www.p12.nysed.gov/osa/scoring/home.html> at approximately 11:00 a.m. on the scheduled administration date. Schools must print sufficient copies to supply one to each rater.

Beginning in January 2011, all scoring keys and rating guides posted on the Department's web site will be password protected. The school principal will receive an e-mail from the Department on the day of the examination that provides the password to be used to access all scoring keys and rating guides being posted that day. In order to access these documents, all schools will be required to enter the password sent by the Department.

The portion of the Scoring Key and Rating Guide for 2-credit responses contains:

- Scoring rubrics
- One to two prescored anchor papers at each score level, with commentary
- Five prescored practice papers, with commentary

The portion of the Rating Guide for 6-credit responses contains:

- The Scoring rubric
- Two to three prescored anchor papers at each score level with commentary (**Note:** Anchor papers are ordered from high to low within each score level.)
- 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, the 6-credit essay responses must be rated by two qualified raters and only by a third rater in certain specified instances. The 2-credit short constructed responses need only be rated by one qualified rater. Qualified raters include teachers of English, reading, English as a second language, and special education who know the English curriculum and have received training. Raters who have experience rating the 6-credit critical lens essay will not be required to receive any training prior to the task-specific training for the essay on the actual administration of the examination. If raters are new to scoring the critical lens essay, they should be trained using the critical lens materials in the Spring 2010 Test Sampler. All raters will need to receive training on scoring the 2-credit short constructed responses. Training will be provided in an online PowerPoint presentation based on the Spring 2010 Test Sampler available at: <http://www.p12.nysed.gov/osa/english/#hs>.

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 one teacher to rate each 2-credit short constructed-response question.
- Assign two teachers to rate each 6-credit essay independently, with a third rater available to resolve discrepant scores (as explained on pages E-4 and E-5).

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 the Multiple-Choice Questions and Completing the Pearson Answer Sheet

Multiple-choice questions must be hand scored using the scoring overlay provided in the shipment of secure examination materials. Teachers of subjects other than English may score the multiple-choice questions and tabulate students' total scores on the multiple-choice questions; this will enable the English teachers to focus on scoring the students' responses to the constructed-response questions.

When scoring the January 2011 Regents Comprehensive Examination in English:

- use scissors to cut out the rectangle as indicated on the bottom of the scoring overlay, but **do not** make any perforations elsewhere on the scoring overlay
- use only a No. 2 pencil to record scores on the answer sheet
- **do not** make any marks on the Pearson answer sheet, other than in the spaces provided for recording scores, scorer names, and code letters denoting the scorer for the Parts 1, 2, and 3 multiple-choice questions and for Questions 26, 27, and 28

- **do not** machine scan the Pearson answer sheets. Marking up or scanning these answer sheets will interfere with the Department’s score collection.
- take extreme care in recording the student’s scores on each part of the examination and adding these scores to determine the total multiple-choice score and the total score for the constructed responses
- make a careful record of each student’s total multiple-choice score and the total constructed-response score on the form provided for this purpose as the last page of this booklet
- make a photocopy of both sides of each student’s answer sheet after the student’s scores for all questions have been recorded on it

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 Tasks

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

- 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. For Questions 27 and 28, raters should also be directed to the additional scoring considerations printed at the bottom of the rubric. For Question 27, 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. For Question 28, if a student addresses only one text, the response can be scored no higher than a 3. 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 a 0.
- 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 Sheets 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 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 responses.
4. Allow time to provide training for scoring the specific task for all raters immediately before the rating of the students' responses (about one hour for each of the short-constructed response tasks and about two hours for the essay task).
5. Provide adequate time for rating (1-2 minutes per response for each of the short constructed responses and 3-4 minutes per response for the critical lens essay).
6. After the examination has been administered, verify that the student has entered his or her name and the school name on each page of the essay booklet. Separating the response for Question 28 from that of Questions 26 and 27, staple together all the pages of the student's Question 28 response.
7. Arrange the responses for Question 26 according to a sequence, using whatever order is most convenient, e.g. class period, alphabetical, or local identification number.
8. Divide each group of short constructed responses for Question 26 into bundles of 25-30 papers.
9. Beginning with the first paper in the sequence, enter each student's name on a copy of the Rating Sheet. (Master for duplicating appears in the Appendix.)
10. Distribute the bundles of responses to each rater. The rater should record his or her ratings on the Rating Sheet. The short constructed responses (Questions 26 and 27) should only be rated by one rater. Scores ending in .5 may **not** be assigned to a 2-credit short-constructed response.
11. Repeat steps 7, 8, 9, and 10 for Question 27.
12. For Question 28 (the essay), divide raters into two-person teams for rating the 6-credit responses. 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.
13. Arrange the essays 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.)
14. Divide each group of essays into bundles of 25-30 papers.
15. 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.
16. 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.**

17. After each team has completed rating a bundle, the team should return those essay 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 essay has two independent ratings. Enter the resolved scores in the appropriate columns on the Record Sheet.
18. Review the two scores for each student to determine if the student's scores are discrepant, i.e., a difference of two or more points between the two scores. Separate the students' responses with the 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.
19. After 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.

Method for Determining the Score for the Essay (Question 28)

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	Question 28 Essay Scores			
	Rater 1	Rater 2	Rater 3	Resolved Score
<i>Student A</i>	4	4	—	4
<i>Student B</i>	0	1	—	.5
<i>Student C</i>	4	6	5	5
<i>Student D</i>	4	2	5	4

Determining the Student’s Final Examination Score

Record the student’s scores for the multiple-choice questions, constructed-response questions, and essay on the designated lines on the answer sheet provided by the Department’s contractor (Pearson). Add the total number of correct answers for the multiple-choice questions. Write that score in the box labeled “Total MC Score.” (The maximum total multiple-choice score is 25.)

Add the Total Score for Questions 26, 27, and 28. Write that score in the box labeled “Total Score for Questions 26, 27, and 28.” (The maximum total score for these questions is 10.)

Record the student’s Total Multiple-Choice Score and Total Score for Questions 26, 27, and 28 on the form provided in this Information Booklet for that purpose. To determine the student’s final examination score, use the chart provided for each administration on the Department’s web site at: <http://www.p12.nysed.gov/osa/concht/home.html>. Locate the student’s total constructed-response score (Questions 26, 27, and 28) 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 Score for Questions 26, 27, and 28 →										
		0	1	2	3	4	5	6	7	8	9	10
Total Multiple-Choice Score	0											
	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											
	12											
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	19											
	20											
	21											
	22											
	23											
	24											
	25											

The score conversion chart for this examination will be made available on the Department's web site by Friday, January 28, the last day of the January 2011 examination period. The conversion chart, which enables teachers to convert the raw scores to the scale score, will be provided on the Department's web site at: <http://www.p12.nysed.gov/osa/concht/home.html>. Use the school's record of each student's total MC score and total CR score and the conversion chart to obtain the correct scale score.

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 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, an administrator 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 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 Assessment Policy, Development and Administration 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 or such errors are detected more than four months later, the administrator must first obtain permission in writing from the Office of Assessment Policy, Development and Administration before arranging for or permitting a rescoring of student papers. The written request to the Office of Assessment Policy, Development and Administration 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**

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

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.

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

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
School Record of Students' Examination Scores
January 2011 Administration**

Student's Name	Local ID Number	Total MC Score	Total CR Score (Questions 26, 27, & 28)	Final Examination Score*
1.				
2.				
3.				
4.				
5.				
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22.				
23.				
24.				
25.				

*(To be recorded by the school after the conversion chart has been provided on January 28, 2011, on the Department's web site at: <http://www.p12.nysed.gov/osa/concht/home.html>)