

Training for Teachers Rating the 2-Credit, Short Constructed Responses for the New Three-hour, One-day Regents Comprehensive Examination in English, January 11, 2011

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December 13, 2010



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Background

- The first administration of the new three-hour, one-day Regents Comprehensive Examination in English will take place on January 11, 2011
- The new examination will:
 - assess the high-school level of the 2005 New York State English Language Arts Core Curriculum, and
 - be based on the current English Language Arts Core Performance Indicators, Standards 1-3 and the key ideas of listening, reading, and writing

Background – continued

- The examination will consist of four parts and will include:
 - 25 multiple-choice questions,
 - two short constructed-response questions, and
 - one essay

Teacher Training for the 2-Credit, Short Constructed Responses

- **Purpose**

- Qualified raters should receive generic training for rating the 2-credit short constructed responses using the Spring 2010 Test Sampler and this Power Point presentation.
- This training is in addition to the task-specific training that needs to occur once the administration of the January 2011 examination has begun, using the scoring key and rating guide for that administration.

- **Who are qualified raters?**

- Qualified raters may include teachers of English, reading, English as a second language, and special education who know the English curriculum.

- **When must generic training occur?**

- Generic training can occur any time before the administration of the January 11, 2011 Regents Comprehensive Examination in English.

Materials Needed for Training

- Part 3 of the *Regents Comprehensive Examination in English Test Sampler, Spring 2010*
- Scoring materials for Part 3, questions 26 and 27, from the *Test Sampler*

Question 26 - Directions

- Review Question 26
- Read Passages I and II
- Plan a response to the task
- Share plans with fellow raters and summarize expectations for student responses

Question 26: Rubric

- Review rubric
- Review procedures for assigning holistic score
 - by matching evidence from response to the language of the rubric
 - by weighing all qualities equally

Rubric for 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

Rubric for Question 26 - continued

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

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

Rubric for Question 26 - continued

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

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 26: Anchor Set Papers and Annotations

- Review each anchor paper and commentary

Anchor Paper – Question 26 – Level 2 – A

Many individuals of our current generation do not understand why their parents, or grandparents keep their old, sometimes useless possessions. One of the main reasons for this is that their possessions give them a sense of familiarity and comfort so they decide to keep them longer. In passage I, Mrs. Caldera keeps worthless things, like a box of plastic hummingbirds, as she feels less alone with objects around her. Mrs. Caldera explains that you never know when you'll need something, and she feels that she would rather have a crowded home than an empty one. In passage II, the narrator keeps his watch and car in memory, which is why he can sometimes feel the watch on his wrist or the gear of the car. It makes him feel comfortable that a time in his life is so familiar to him, therefore creating a feeling of never being alone.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*sometimes useless possessions ... give people a sense of familiarity and comfort*) is supported with clear and appropriate details from both texts (*Mrs. Caldera keeps worthless things ... she feels less alone with objects around her* and *In passage II, the narrator keeps his watch and car in memory ... It makes him feel comfortable*). Language use is appropriate, and errors in conventions (*parents or, comfort — so, passage I*) do not hinder comprehension.

In passage one and two both authors made it clear that possessions that they owned brings back memories. The authors' memories ~~was~~ were created due to seeing a possession that they had over the years. From passage one Mrs. Caldera keeps all her possessions in a room, which holds all her memories of having a husband, children, and her jobs. She kept her possessions because it was full of memories she loved. In passage two the author remembers the watch he got on his 13th birthday. He remembers how it felt on his wrist and how it would buzz at a certain time. The author said, "Even though ~~he~~ hasn't seen the watch in twenty years, that I still remember how it feels on my wrist." I think by keeping these possessions it helps us relive memories that we wouldn't even ~~be~~ remember on our own.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*possessions that they owned brings back memories*) is supported with clear and appropriate details from both texts (*Mrs. Caldera keeps all her possessions in a room, which holds all her memories and In passage two the author remembers the watch he got on his 13th birthday*). Language use is appropriate, although occasionally imprecise (*that I still remember how it feels on my wrist*), and errors in conventions (*passage one and two, possessions because it was, I hasn't seen*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

Possessions are something that is very important to me. Without them we would have no memories of ourselves or others around us. They are important because if you lose a thought of something you will always have that special object to hold its place. In the first poem Mrs. Caldera held onto possessions of newspapers, bedsprings, lampshades, and snowshoes. Not wanting to let go of those memories.

In the first passage Mrs. Caldera collected so much that it was in piles everywhere. From bedsprings to lampshades. Obviously all those things mean she has a hard time letting go of those memories.

Anchor Level 1-A

The response implies a controlling idea (*Possessions are ... important*), supported with partial information from one text (*from bedsprings, to Lampshades*). Language use is imprecise (*loose* for “lose” and *possessions of newspapers*), and errors in conventions (*Possessions are something that is, it's, snowshoes. Not; things means*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Possessions are the things that are most important to you. In Passage 1 and Passage two, are a big part of the person's life.

Anchor Level 1-B

The response has a controlling idea (*Possessions are the things that are most important to you*), supported by overly general information from the texts (*are a big part of the persons life*). Language use is appropriate, although occasionally imprecise (*passage two are*) and errors in conventions (*passage 1 and persons*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 0

~~What passage 1 and 2~~ In life
you have many responsibility
and the most one is
making sure your successful
even if you have no job.
in passage 1 Mrs. Anjura
is sad from her children
leaving home.

Anchor Level 0

The response is off topic (*In life you have ... responsibility ... making sure your successful*), providing irrelevant support from the text (*Mrs Caldera is sad from her children leaving home*).

Question 26: Practice Set Papers

- Rate each practice paper individually

Question 26 – Practice Paper A

In both passages the authors convey their past moments not through duties but through the use of possessions. In passage I Mrs Calderas house is filled with a verity of items that may represent moments in her past that she wishes to keep. An example is the stacks of ~~grading~~ magazines may represent a moment with her children also in passage I it says, "Upstairs where her children slept, the doors will not close." this shows that she is not ready to let go that part of her life. In passage II the author ~~shows~~ expresses his past through possession as is the case with his old watch. The author pleasantly remembers this watch as the time ~~en~~ and this fond memorie is clearly expressed when he says, "a pleasant hum long since obliterated by the world of digital beeps." This quote also shows how his perception has changed over time and remember the past fondly.

Question 26 – Practice Paper B

We all have memories from childhood or adulthood. Memories don't wash away like soap and water. We ~~also~~ laugh, admire and enjoy our memories.

Question 26 – Practice Paper C

Possessions, things, nicknacks. We all have them, we all save them. If something means something to you and you have memories from it you are going to want to keep it, just due to the fact that it reminds you of someone or something and makes you feel good. Also, you may be the person who wants to save things because you may need them someday. However you put it, we are all basically sentimental. We all need something that reminds us of good times.

Question 26 - Practice Paper D

A person's possessions reveal how their past has been and what type of life they have lived so far. Both Passage I and Passage II gives us examples of how a person's possessions reflects on their life. In the poem, we learn how Mrs. Caldera's things reveal facts about her life; "upstairs, where her children slept, the doors will not close, The stacks of magazines are burgeoning" (16-18). Mrs. Caldera keeps her children's possession to remind her of when they were with her. Her possessions show as she was a mother. Passage II tells us how ~~as~~ the narrator's possessions show how his life has change so far. The narrator realized how technological everything has become when he remembers an old watch he recieved for his bar mitzvah, which was later replaced by a more advanced watch. His possession showed him how his life has changed over the years.

Question 26 - Practice Paper E

Possessions hold memories. They can mean a lot to a person and they could be a passion. In ~~the~~^{the} first passage of reading, Mrs. Caldera collects objects of every sort. She sees the potential use of anything

Question 26: Practice Set Annotations

- Share scores and discuss

Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*the authors convey their past moments ... through the use of possessions*) is supported with clear and appropriate details from both texts (*the stacks of magazines may represent a moment with her children and The author ... remembers this watch and this fond memories is clearly expressed*). Language use is appropriate, although occasionally imprecise (*his perception has changed over time and remember the past*), and errors in conventions (*verity, children also, passage II, pleasantly*) do not hinder comprehension.

Practice Paper B — Score Level 0

The response is off topic, demonstrating no understanding of the task or texts. There is no reference to either text.

Practice Paper C — Score Level 1

The response has a controlling idea (*If something means something to you ... you are going to want to keep it*), supported by overly general information from the texts (*we are all basically pack rats*). Language use is appropriate, and errors in conventions (*nicknacks. We*) do not 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 (*A person's possessions reveal how their past has been and what type of life they have lived*) is supported with clear and appropriate details from both texts (*Mrs. Caldera keeps her children's possession to remind her of when they were with her and he remembers an old watch he recieved for his bar mitzvah*). Language use is appropriate, and errors in conventions (*Passage I and passage II gives, children's possession, life has change*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*Possessions hold memories*), supported by partial information from Passage 1 (*Mrs. Caldera collects objects of every sort*). Language use is appropriate, and errors in conventions (*person and* and *anything*) do not hinder comprehension.

Question 27 - Directions

- Review Question 27
- Reread Passages I and II
- Plan a response to the task
- Share plans with fellow raters and summarize expectations for student responses

Question 27: Rubric

- Review rubric (see note after Score Point 0)
- Review procedures for assigning holistic score
 - by matching evidence from response to the language of the rubric
 - by weighing all qualities equally

Rubric for Question 27

(used for 2-credit responses that refer to only 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

Rubric for Question 27 – continued

(used for 2-credit responses that refer to only one text)

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

Rubric for Question 27- continued

(used for 2-credit responses that refer to only one text)

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

Rubric for Question 27- continued

(used for 2-credit responses that refer to only one text)

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 27: Anchor Set Papers and Annotations

- Review each anchor paper and commentary

In passage two the author makes use of the literary technique of simile to develop the passage. The first sentence of the passage begins with a simile, "It was a silver Seiko watch with a clasp that folded like a map and snapped shut." The reader is better able to get a picture of what the author is trying to convey. In lines 14 and 15 the author states that his car "looked like a vehicle out of Dr. Suess. Once again the author paints a clear visual picture of the possession he is trying to describe. In the concluding paragraph the author again uses a simile, "As photographs do, these objects capture particular periods of our lives." By using the simile the author is able to explicitly make his point of the passage as a whole. The author is able to compare possessions to photographs and their ability to freeze and capture a particular time. By using similes throughout the passage the author is able to not only describe the objects clearly but also compare them to a more understandable meaning.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of simile in Passage II (*the author is able to not only describe the objects clearly but also compare them to a more understandable meaning*), supported with clear and appropriate evidence from the text (*It was a silver Seiko watch with a clasp that folded like a map and snapped shut*). Language use is appropriate, and errors in conventions do not hinder comprehension.

Anchor Paper – Question 27 – Level 2 – B

To draw a picture with words is an amazing talent. The ability to write a sentence, ~~and~~ causing the reader to weave a picture in their head, is the use of imagery. In passage I ~~to~~, the author uses imagery to describe Mrs. Caldera's house and the many possessions that she stores within it. For example, "There are snowshoes, lampshades, Bedsprings and picture tubes, and boxes and boxes of irreducibles!" The imagery in ~~these~~^{these} lines are able to create a clear picture in the reader's head. The author, though also uses imagery to describe Mrs. Caldera ~~because~~^{herself}. "Her arms are heavy and strong, They have held babies, a husband, Tractor parts and gas tanks," The author uses imagery throughout the course of the poem to develop an overall, well detailed picture and beautifully so. The author's use of this literary technique really helps in giving their poem life.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of the use of imagery in Passage 1 (*The imagery in these lines are able to create a clear picture in the reader's head*), supported with clear and appropriate evidence from the text (*snowshoes ... Bedsprings ... and boxes of irreducibles and Her arms are heavy and strong*). Language use is appropriate, and errors in conventions (*the reader ... their, imagery ... are, author's ... their*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In the first passage, the narrator uses imagery to intrigue the reader and make them want to continue reading. Talking about the woman making cookies puts an image in the reader's mind that possibly the author wanted to capture in the excerpt. Imagery is effective because it engages the reader.

Anchor Level 1-A

The response implies an explanation of the literary technique of imagery in Passage I (*The narrator uses imagery to intrigue the reader*), supported with overly general information from the text (*Talking about the woman making cookies puts an image in the readers mind*). Language use is appropriate, although occasionally imprecise (*affective* for “effective”), and errors in conventions (*The reader ... them and readers mind*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

In the first passage, "And whatever enters; remains," the author used a figurative language. It develops the story by shows how she doesn't let any memories escape.

Anchor Level 1-B

The response implies an explanation of the literary technique of figurative language in Passage I (*the author used a figurative language*), supported by overly general information from the text (*she doesn't let any memories escape*). Language use is imprecise (*used a figurative language*), and errors in conventions (*the story by says*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

The author from passage two
~~relates that~~ remembers some of his old
possessions such as his car and watch.

Anchor Level 0

The response demonstrates no understanding of the task, mentioning *possessions* and referring to two items from Passage II (*his car and watch*). There is no reference to a literary element or technique.

Question 27: Practice Set Papers

- Rate each practice paper individually

Question 27 - Practice Paper A

In passage I the author uses great characterization to develop the story. The author goes into depth of Mrs. Caldera and describes her pack-rat ways. We see that since Mrs. Caldera has lost everything: her children, and husband she now tries to keep everything.

Question 27 – Practice Paper B

In Passage I, the author uses symbolism in order to portray the message that no matter how small or senseless an item is, it can have meaning to someone. The narrator talks about going to Mrs. Caldera's house and there bring small little objects piling up everywhere. All of these possessions are symbolic of memories in the past, memories of her children, her husband, her jobs and her own childhood. She, in a way, has a place for all of them in her heart.

Question 27 – Practice Paper C

I think the author used fear as the story's theme. I say this because he was talking about a whole bunch of things that had to do with fear. The narrator kept talking about afterlife and being in the dark.

Question 27 – Practice Paper D

"It was a silver Seiko watch with a clasp that folded like a nap
and snapped shut. The stainless steel casing was a three-dimensional
octagon..." This Seiko watch was the author's example of symbolism.
The watch symbolized time and memories that the author and watch
gained together.

Question 27 - Practice Paper E

In passage 2, the author talks about two
of his possessions from when he was younger. The
watch and the green machine ^{both} symbolize his past.

Question 27: Practice Set Annotations

- Share scores and discuss

Practice Paper A — Score Level 1

The response implies an explanation of the literary element of characterization in Passage I (*uses great characterization*), supported with overly general information from the text (*her pack-rat ways and since Mrs. Caldera has lost everything: her children, and husband she now tries to keep everything*). Language use is appropriate, and errors in conventions (*In passage 1 the author and husband she*) do not hinder comprehension.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I (*all of these possessions are symbolic of memories*), supported with clear and appropriate evidence from the text (*no matter how small or senseless an item is, it can have meaning to some one*). Language use is appropriate, and errors in conventions (*senseless, narrator, these*) do not hinder comprehension.

Practice Paper C — Score Level 0

The response demonstrates no understanding of the task or text, referring to the author's use of *fear as the story's theme* and how the narrator *kept talking about afterlife and being in the dark*.

Practice Paper D — Score Level 1

The response implies an explanation of the literary technique of symbolism in Passage II (*The Seiko watch was the authors example of symbolism*), supported with partial and overly general information from the text (*The watch symbolized time and memories that the author and watch gained together*). Language use is appropriate but partially copied, and errors in conventions do not hinder comprehension.

Practice Paper E — Score Level 1

The response implies an explanation of the literary technique of symbolism in Passage II, supported with partial information from the text (*The watch and the Green Machine both symbolize his past*). Language use is appropriate, and errors in conventions (*passage 2*) do not hinder comprehension.

Frequently Asked Questions

Rating 2-Credit, Short Constructed Responses

Q: How many raters need to rate each 2-credit, short constructed response?

A: Each 2-credit, short constructed response only needs to be rated by one qualified rater.

Frequently Asked Questions

Rating 2-Credit, Short Constructed Responses

Q: What training materials for the 2-credit, short constructed responses will be included in the rating guide for the January 11, 2011 Regents Comprehensive Examination in English?

A: The rubrics for Questions 26 and 27 (the short constructed-response questions) will be included in the rating guide, along with two to three prescored anchor papers at each score level, with commentary. Additionally, the rating guide will include five prescored practice papers, with commentary.

Frequently Asked Questions

Rating 2-Credit, Short Constructed Responses

Q: Can scores ending with .5 be given to responses for either of the 2-credit, short constructed-response questions?

A: No, the only scores that may be given are 0,1, or 2. Individual raters on the 2-credit questions and the 6-credit essay on the Regents Comprehensive Examination in English must rate in whole numbers.

Frequently Asked Questions

Rating 2-Credit, Short Constructed Responses

Q: Why isn't training on the 6-point rubric included in this presentation?

A: Since the rubric and scoring procedures for the critical lens essay are the same as have been used in the two-day, six-hour Regents Comprehensive Examination in English, most teachers have already received prior training. If any raters are new to scoring the critical lens essay, they should be trained using the critical lens materials in the Spring 2010 Test Sampler.

Test Sampler and Other Resources

- English Test Sampler containing examples of the types of questions, the formatting, and the scoring guide is available on the Department's web site at:
<http://www.p12.nysed.gov/osa/english/samplers>
- Brief PowerPoint presentation describing the examination is available on the Department's web site at:
<http://www.p12.nysed.gov/osa.english.sampler.new-english-exam.pdf>
- For any questions, please email us at:
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