

# **Directions for Scoring Regents Examinations**

## **January, June, and August 2026**

### **Administrations**



**The University of the State of  
New York**

**THE STATE EDUCATION  
DEPARTMENT**

**Office of State  
Assessment**

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**<https://www.nysesd.gov/state-assessment/high-school-regents-examinations>**

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## INTRODUCTION

All raters who will be scoring Regents Examinations must be given a copy of the pertinent sections of this booklet several days in advance of the Regents Examination period so that they have sufficient time to familiarize themselves with its contents. Additional information concerning New York State's secondary-level assessment programs can be found in the [School Administrator's Manual](#), which is available on the Department's website.

The sections in this booklet provide detailed information concerning the scoring of Regents Examinations administered in the following subject areas: English Language Arts; Algebra I; Geometry; Algebra II; the Sciences; Global History and Geography II; United States History and Government; and the restricted Regents Examination in Physical Setting/Physics. Unless otherwise noted or indicated, all guidance included is applicable to January, June, and August Regents exam administrations. Schools must distribute copies of the general information pages and the subject specific pages to the teachers involved in the scoring of these examinations several days in advance of the Regents Examination period.

## RATING REGENTS EXAMINATIONS

### General Information

The general procedures to be followed in administering Regents Examinations are provided in the publications [Directions for Administering Regents Examinations](#) (DET 563) and the [School Administrator's Manual](#). Both of these documents are available on the Department's website.

Questions about **general administration procedures** for Regents Examinations should be directed to the Office of State Assessment (OSA) at 518-474-5902 or 518-474-8220.

### Scoring Key and Rating Guide

[Scoring keys and rating guides](#) will be posted on the Department's website at approximately 11:00 a.m. for morning examinations and at approximately 3:00 p.m. for afternoon examinations. Schools must print sufficient copies to supply one to each rater.

**All scoring keys and rating guides posted on the Department's website will be password-protected by two levels of password protection. In order to access the scoring keys and rating guides, schools will be required to enter the online request system (portal) using the same username and password that was used to order test materials.**

**NOTE:** Teachers are **not** permitted to score their own students' answer papers. This means that teachers currently instructing students in the coursework associated with a particular Regents Examination may **not** score those students' answer papers for that examination. This prohibition includes special education and academic intervention services (AIS) teachers. The following examples are intended to offer guidance to school administrators who will be making determinations as to a teacher's eligibility to score specific students' examination papers.

- A teacher providing AIS to a student in preparation for the Regents Examination in Global History and Geography may **not** score that student's answer paper for this examination.
- An English teacher who is a student's homeroom teacher but is not the student's current year English teacher may score that student's answer paper for the Regents Examination in English Language Arts.
- A mathematics teacher who taught a student algebra the year before but is not currently instructing a student in the coursework in geometry may score the student's answer paper for the Regents Examination in Geometry.

The principal is responsible for making the final determination as to whether or not a teacher may score specific students' examination papers based on this scoring policy. A principal may establish rules that are more prohibitive than the illustrations above suggest.

At least two subject-specific teachers must rate the answer papers for English Language Arts, Global History and Geography II and United States History and Government; and two science teachers must rate the answer papers for Living Environment, Life Science: Biology, Physical Setting/Chemistry, Physical Setting/Earth Science, Earth and Space Sciences, and Physical Setting/Physics. For the Regents Examinations in English Language Arts, Global History and Geography II, and United States History and Government, a third teacher must score all essays when the scores of the first and second rater differ by more than one credit. At least three mathematics teachers must rate the answer papers for the Regents Examination in Algebra I, Geometry, and Algebra II. No one teacher is to score more than approximately one-third of the constructed-response questions on a student's exam. Each of these teachers is responsible for scoring a similar number of the constructed-response questions.

Schools machine scoring any examination must hand score a sample of answer sheets after the machine scoring is completed to ensure that the scoring was done accurately.

### **Scoring the Multiple-Choice Questions**

For all Regents Examinations, **except** for the restricted January edition of the Regents Examination in Physical Setting/Physics, all schools must use uniform scannable answer sheets. The uniform scannable answer sheets are provided to schools either by a Regional Information Center (RIC) or the large-city scanning center. For the restricted January edition of the Regents Examination in Physical Setting/Physics, all schools must use the Department-provided answer booklets for students to record their responses to all questions on the January Regents Examination in Physical Setting/Physics. Additional information concerning the restricted January Regents Examination in Physical Setting/Physics may be found in the section starting on page 45 of this document.

Schools may not require students to record their responses for the same multiple-choice questions on more than one answer sheet. **If the students' responses to the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the front of the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the front of the answer sheet will 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.

### **Rating Examination Papers**

As soon as the administering of each examination is completed, the principal must arrange for the collection and secure storage of **all** used answer sheets. Used answer sheets must not be left unattended and must not pass from the custody of the teacher during scoring. Except when answer papers are being scored in cooperation with other schools, answer papers must not be removed from the school building until the rating has been completed and the test scores have been recorded on each student's permanent record. When the papers are being scored in cooperation with another school, it remains the principal's responsibility to ensure the security of the answer papers while they are out of the building.

The teachers rating each answer sheet must write their names or initials clearly on the answer sheet or scoring record, as required. Teachers must rate strictly according to the rating guide provided by

the Department. They may allow credit for other answers to constructed-response questions only if those answers are clearly equivalent to the rating guide's answer. Schools must obtain permission from the Department before students can be given credit for any answer that is not clearly equivalent to the rating guide's answer. A teacher may not give credit for answers that the teacher considers merely "possible" or "reasonable."

To maintain uniform rating standards, all teachers involved in rating Regents Examinations must be thoroughly familiar with the rating instructions provided by the Department. The scoring key and rating guide that accompanies each Regents Examination provides directions for rating multiple-choice and constructed-response questions, as well as guidelines for rating the essays. Additional details on rating the Regents Examination in Physical Setting/Physics can be found in the [Regents Examination in Physical Setting/Physics Rating Guide for Parts B-2 and C](#), which is available on the Department's website.

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

When the teacher scoring committee completes the scoring process, examination 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 they fully and faithfully observed the rules and regulations for scoring the examinations. The principal or collaborative site scoring leader must also sign this certificate 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 document, the [School Administrator's 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 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 the final scores on any Regents Examination of no more than 5% of the school's test takers for that examination or five students, whichever is greater, and when such errors are detected within four months of the test date, the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the superintendent or chief administrative officer must advise the Department in writing that the student's score has been corrected. The written notification to the Department must be signed by the superintendent or chief administrative officer and must include the initials or student identification numbers (at the discretion of the principal) 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 5% or five student answer papers, whichever is greater, on any examination, or when errors are detected more than four months after the test date, the administrator

must first obtain permission in writing from the Department before arranging for or permitting a rescore of student papers. The written request to the Department must come from the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school and must include the examination title, date of administration, and the number of students whose papers would be subject to such rescore. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why they believe rescore the examination papers is necessary. As part of this submission, the school administrator must make clear their 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.

## **Rating Papers of Students with Disabilities**

For students with disabilities, the only permissible testing accommodations that have any bearing on the scoring of answer papers are the IEP or 504 Plan exemption(s) from spelling, paragraphing, and/or punctuation requirements for the Regents Examination in English Language Arts. Otherwise, the answer papers written by students with disabilities must be scored according to the same standards used to score answer papers for all students.

## **Passing Scores**

Subject to certain exceptions, the passing score on Regents Examinations is 65. Information regarding passing scores, options for earning a diploma, and challenging for credit can be found at the websites listed in the chart below.

Topic	Website
<a href="https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf">Chart of Diploma Requirements</a>	<a href="https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf">https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf</a>
<a href="https://www.nysed.gov/curriculum-instruction/multiple-pathways/">Multiple Pathways to Graduation</a>	<a href="https://www.nysed.gov/curriculum-instruction/multiple-pathways/">https://www.nysed.gov/curriculum-instruction/multiple-pathways/</a>
<a href="https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/appealgraduatelowerscoreregents.pdf">Appeal to Graduate with a Lower Score on a Regents Examination</a>	<a href="https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/appealgraduatelowerscoreregents.pdf">https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/appealgraduatelowerscoreregents.pdf</a>
<a href="https://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination">Safety Net for Students with Disabilities to Graduate with a Local High School Diploma</a>	<a href="https://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination">https://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination</a>
<a href="https://www.nysed.gov/standards-instruction/earning-credit">Challenging for Credit</a>	<a href="https://www.nysed.gov/standards-instruction/earning-credit">https://www.nysed.gov/standards-instruction/earning-credit</a>

## **Recording Examination Scores**

Schools must maintain complete and accurate permanent records. Each time a student takes an examination at the scheduled time under proper supervision, the school must enter the name of the examination, the date of the administration, and the score on the student's permanent record.

No score should be entered in the permanent record as a Regents Examination score unless it has been obtained on a Regents Examination; that is, scores obtained on the Department-approved alternative examinations must *not* be recorded on the permanent record as Regents Examination scores.

## **Preventing Loss of Student Answer Papers**

Each student's answer papers should be checked in before the student leaves the testing room. As an added precaution, all used and unused test materials, including all scrap paper, must be collected as part of this check-in process. None of these materials should be discarded until all students' answer papers for all examinations have been scored and the scores have been recorded in the students' permanent records.

## **Individual Student Results**

At the school's earliest opportunity after tests have been scored, schools are expected to provide results to each student's parent/guardian.

## **Retention of Answer Papers**

All the papers not requested for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.



# IMPORTANT

BEFORE YOU ADMINISTER THE REGENTS EXAMINATIONS PLEASE REVIEW  
THIS IMPORTANT TEST SECURITY INFORMATION

**The State Education Department is committed to the integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the fairest administration and scoring of Regents Exams. Please accept this reminder of prohibited testing conduct.**

**Under Section 102.4 of the Commissioner's Regulations, prohibited testing conduct includes:**

- Accessing secure test booklets and/or answer sheets prior to the time allowed by testing rules.
- Reviewing test booklets prior to test administration in order to: determine and record correct responses for use during testing; create pre-test lessons or discussions with students about concepts being tested; or create a “cheat sheet” for students to use during testing, including sharing formulas, concepts, or definitions necessary for the test.
- Providing students clues or answers during testing, including coaching students about correct answers, defining terms and concepts contained in the test, pointing out wrong answers, suggesting that a student reconsider or change a recorded response, reminding students during testing of concepts they learned in class, or making facial or other nonverbal suggestions to students regarding answers.
- Giving a student more time to take the test than is allowed for that student under State regulations.
- Leaving materials displayed in the room containing topics being tested.
- Writing test specific formulas, concepts, or definitions on the board prior to or during testing.
- Reviewing an answer sheet for wrong answers and returning it to the student to change responses.
- Altering, erasing, or changing a student's recorded responses after the student hands in test materials.
- Engaging in rescoreing of any portion of a test to add points, unless authorized by State rules.
- Encouraging or assisting anyone to engage in the above-described conduct.

**Some potential consequences of engaging in prohibited testing conduct include:**

- The test score of the affected student will likely be invalidated.
- The affected student may have to retake the exam.
- The person who intentionally engaged in testing misconduct could face sanctions and discipline, including termination and/or the loss of their New York State educator certification(s).

**In accordance with Section 102.4 of the Commissioner's Regulations, you are required to report any known incident of testing misconduct to the Test Security Unit. Reports may be made by filing an Incident Report Form at <https://www.nysed.gov/educator-integrity>.**

# INFORMATION FOR SCORING THE REGENTS EXAMINATION IN ENGLISH LANGUAGE ARTS JANUARY 2026

## SCORING THE EXAMINATION

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The portion of the rating guide for the 6-credit essay contains:

- Scoring rubric
- Two 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

The portion of the rating guide for the 4-credit response contains:

- Scoring rubric
- Two 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 essays and the 4-credit responses must each be rated by two qualified raters, and only in certain specified instances, by a third qualified rater. Qualified raters include teachers who specialize in English, reading, English as a second language, or special education. To qualify as a rater, teachers must know the English Language Arts curriculum and have received previous training on rating. [Training](#) is provided online in four webcast sessions.

In order to ensure reliable scoring, the principal of each high school administering the Regents Examination in English Language Arts must appoint a scoring coordinator who will:

- Manage the training and logistics of the scoring process.
- Provide task-specific training immediately before scoring.
- Assign two teachers to rate each 6-credit essay independently, with a third rater available to resolve discrepant scores (as explained on pages 10–12).
- Assign two teachers to rate each 4-credit response independently, with a third rater available to resolve discrepant scores (as explained on pages 10–12).

## 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, to facilitate maintenance of the school's records of each student's score, and to record the participation of each rater in the scoring process. A suggested procedure for managing the mechanics of the rating process is described on pages 10–12.

Rating Sheets, Record Sheets, Rating Committee Sheets, and other forms used during the rating process must be retained for one year.

## **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, use of the actual scoring key and rating guide for the examination may *not* begin until after the Uniform Statewide Admission Deadline has passed and the scoring key and rating guide have been obtained from the Department's website.

- Raters read the task and summarize it.
- Raters read the passage or passages 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 Part 2, raters should also be directed to the additional scoring considerations printed at the bottom of the 6-credit rubric. For Part 2, since the task specifies using evidence from at least three texts, if a student addresses fewer than three texts, the essay can be scored no higher than a 3. If a student writes only a personal essay response and makes little or no reference to the text(s) or task, the essay response can be scored no higher than a 1. An essay that is totally copied from the task and/or text(s) with no original student writing must be scored a 0. An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.
- For Part 3, raters should also be directed to the additional scoring considerations printed at the bottom of the 4-credit rubric. For Part 3, if a student writes only a personal response and makes little or no reference to the task or text, the response can be scored no higher than a 1. A response that is totally copied from the text with no original student writing must be scored a 0. A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must 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.

### *Practice Scoring Individually*

- Raters score the set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five sample responses.
- 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 on pages 21 - 25. 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 recording of examination scores on the answer sheets.
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. Assign each rater who will score any part of any student's examination a single letter designation from A–J. If there are more than 10 raters, committees of no more than 10 raters each must be formed. (The master for the rating committee sheet can be found on page 20.)
5. Allow time to provide training for scoring the specific task for all raters immediately before the rating of the students' responses (about three hours for the essay task and about one and a half hours for the response task).
6. Provide adequate time for rating (4–5 minutes per response for the argument essay and 2 minutes per response for the text-analysis response).
7. After the examination has been administered, verify that the student has entered their name and the school name on each page of the essay booklet.
8. Arrange the essay booklets in a sequence, using whatever order is most convenient, e.g., class period, alphabetical, or local identification number. Divide the essay booklets into bundles of 20–25.
9. For each bundle of 20–25 booklets, separate the responses for Part 2 from those for Part 3. Staple together all of the pages for each student's Part 2 essay and Part 3 response.
10. For Part 2 (the essay), divide raters into two-person teams for rating the 6-credit essays. Designate one team member as Rater 1 and the other as Rater 2. No teacher may rate the responses of their own students. For the August examinations, student responses may not be scored by the student's summer school teacher or the student's regular school year teacher.
11. Beginning with the first paper of the sequence for Part 2, enter each student's name on the Rating Sheet for Part 2. (The master for the Rating Sheet appears on page 21.)
12. 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 they rate.
13. 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 their ratings on one of the rating sheets. The two raters should retain their own completed rating sheets and exchange bundles. The second rater should record their scores on the second rating sheet. **No scores or corrections should be indicated on the student papers.**
14. After each team has completed rating a bundle, the team should return those essay papers and the completed rating sheets to the central rating area. Remove the rating sheets completed by each rater from the bundles and enter the scores and raters' assigned letters on the Record Sheet for Part 2. Make sure each essay has two independent ratings. Enter the resolved scores in the appropriate columns on the Record Sheet. (The master for the Record Sheet for Part 2 appears on page 23.)
15. 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. Remove the responses with discrepant scores and assemble them into separate bundles. Prepare new rating sheets listing the names of the students who authored those discrepant papers and attach each sheet to its corresponding bundle. 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 essay.
16. 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 13. Enter the resolved scores in the appropriate column on the Record Sheet.

17. For Part 3 (the response), divide raters into two-person teams for rating the 4-credit responses. Designate one team member as Rater 1 and the other as Rater 2. No teacher may rate the responses of their own students. For the August examinations, student responses may not be scored by the student's summer school teacher or the student's regular school year teacher.
18. Beginning with the first paper of the sequence for Part 3, enter each student's name on the Rating Sheet for Part 3. (The master for Rating Sheet appears on page 22.)
19. 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 that they rate.
20. 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 their ratings on one of the rating sheets. The two raters should retain their own completed rating sheets and exchange bundles. The second rater should record their scores on the second rating sheet. **No scores or corrections should be indicated on the student papers.**
21. After each team has completed rating a bundle, the team should return those responses and the completed rating sheets to the central rating area. Remove the rating sheets completed by each rater from the bundles and enter the scores and raters' assigned letters on the Record Sheet for Part 3. Make sure that each essay has two independent ratings. Enter the resolved scores in the appropriate columns on the Record Sheet. (The master for the Record Sheet for Part 3 appears on page 24.)
22. 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. Remove the responses with discrepant scores and assemble them into separate bundles. Prepare new rating sheets listing the names of the students who authored those discrepant papers and attach each sheet to its corresponding bundle. Assign each of these bundles to a rater in order 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 essay.
23. 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 13. Enter the resolved scores in the appropriate column on the Record Sheet.
24. Complete the School Record of Students' Examination Scores. Be sure to multiply the student's resolved score for Part 2 by 4 and record this result in the column labeled "Weighted Raw Score" for Part 2. Be sure to multiply the student's resolved score for Part 3 by 2 and record this result in the column labeled "Weighted Raw Score" for Part 3. Do NOT round up resolved scores for Part 2 or Part 3 that end in a decimal of .5, such as 3.5, prior to multiplying that score by its weighting factor: X 4 for Part 2 and X 2 for Part 3. (The master for recording scores is on page 25.)

## Method for Determining the Score for the Argument Essay (Part 2)

### 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 Letter	Rater 1 Score	Rater 2 Letter	Rater 2 Score	Rater 3 Letter	Rater 3 Score	Resolved Score	Reason
A	2	B	2	—	—	2	Two ratings agree. Use that score.
A	2	B	3	—	—	2.5	Two ratings are contiguous. Average the two scores.
A	2	B	4	J	4	4	Two ratings are two or more points apart. Third rating is done. Two of the three ratings agree. Use that score.
A	2	B	5	J	4	4	Two ratings are two or more points apart. Third rating is done. Three ratings differ. Use the middle score.
A	0	B	1	—	—	0.5	Two ratings are contiguous. Average the two scores.

## Method for Determining the Score for the Text-Analysis Response (Part 3)

### 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 Letter	Rater 1 Score	Rater 2 Letter	Rater 2 Score	Rater 3 Letter	Rater 3 Score	Resolved Score	Reason
A	2	B	2	—	—	2	Two ratings agree. Use that score.
A	2	B	3	—	—	2.5	Two ratings are contiguous. Average the two scores.
A	2	B	4	J	4	4	Two ratings are two or more points apart. Third rating is done. Two of the three ratings agree. Use that score.
A	2	B	4	J	3	3	Two ratings are two or more points apart. Third rating is done. Three ratings differ. Use the middle score.
A	0	B	1	—	—	0.5	Two ratings are contiguous. Average the two scores.

## Entering Essay Scores on the Record Sheet — Part 2

The examples below show how students' scores and raters' code letters should be recorded on the Record Sheet.

Student's Name	Part 2 Essay Scores						
	Rater 1 Letter	Rater 1 Score	Rater 2 Letter	Rater 2 Score	Rater 3 Letter	Rater 3 Score	Resolved Score
Student A	A	4	B	4	—	—	4
Student B	A	0	B	1	—	—	.5
Student C	A	4	B	6	J	5	5
Student D	A	4	B	2	J	5	4

## Entering Response Scores on the Record Sheet — Part 3

The examples below show how students' scores and raters' code letters should be recorded on the Record Sheet.

Student's Name	Part 3 Response Scores						
	Rater 1 Letter	Rater 1 Score	Rater 2 Letter	Rater 2 Score	Rater 3 Letter	Rater 3 Score	Resolved Score
Student A	A	4	B	4	—	—	4
Student B	A	0	B	1	—	—	.5
Student C	A	4	B	3	—	—	3.5
Student D	A	4	B	2	J	3	3

## **Determining the Student's Final Examination Score for the Regents Examination in English Language Arts**

The format of the [conversion chart](#) is illustrated below. The chart provided on the Department's website for each administration of this examination will include scale scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

If the determination of each student's final examination score (scale score) is being done by hand, find the student's total test weighted raw score in the column labeled "Weighted Raw Score" and then locate the scale score that corresponds to that weighted raw score. The scale score is the student's weighted final examination score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are **not permitted** to rescore any of the open-ended questions on this examination after each question has been rated the required number of times, regardless of the final examination score. Schools are required to ensure that the raw scores have been calculated correctly and that the resulting scale score has been determined accurately.

**Chart for Converting Total Weighted Raw Scores to Final Examination Scores (Scale Scores)**

<b>Weighted Raw Score</b>	<b>Scale Score</b>	<b>Level</b>
56	<b>100</b>	5
55		
54		
53		
52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		

<b>Weighted Raw Score</b>	<b>Scale Score</b>	<b>Level</b>
27		
26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
0	0	1



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts

Part 2 Rubric

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
<b>Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts</b>	<ul style="list-style-type: none"> <li>-introduce a precise and insightful claim, as directed by the task</li> <li>-demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a precise and thoughtful claim, as directed by the task</li> <li>-demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a precise claim, as directed by the task</li> <li>-demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a reasonable claim, as directed by the task</li> <li>-demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a claim</li> <li>-demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims</li> </ul>	<ul style="list-style-type: none"> <li>-do not introduce a claim</li> <li>-do not demonstrate analysis of the texts</li> </ul>
<b>Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis</b>	<ul style="list-style-type: none"> <li>-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis</li> <li>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis</li> <li>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis</li> <li>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas briefly, making use of some specific and relevant evidence to support analysis</li> <li>-demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant</li> <li>-demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</li> </ul>	<ul style="list-style-type: none"> <li>-present little or no evidence from the texts</li> <li>-do not make use of citations</li> </ul>
<b>Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</b>	<ul style="list-style-type: none"> <li>-exhibit skillful organization of ideas and information to create a cohesive and coherent essay</li> <li>-establish and maintain a formal style, using sophisticated language and structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit logical organization of ideas and information to create a cohesive and coherent essay</li> <li>-establish and maintain a formal style, using fluent and precise language and sound structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit acceptable organization of ideas and information to create a coherent essay</li> <li>-establish and maintain a formal style, using precise and appropriate language and structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit some organization of ideas and information to create a mostly coherent essay</li> <li>-establish but fail to maintain a formal style, using primarily basic language and structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit inconsistent organization of ideas and information, failing to create a coherent essay</li> <li>-lack a formal style, using some language that is inappropriate or imprecise</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit little organization of ideas and information</li> <li>-are minimal, making assessment unreliable</li> <li>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts</li> </ul>
<b>Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>	<ul style="list-style-type: none"> <li>-demonstrate control of conventions with essentially no errors, even with sophisticated language</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment of conventions unreliable</li> </ul>

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.



**New York State Regents Examination in English Language Arts**

**Part 3 Rubric**

**Text Analysis: Exposition**

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
<b>Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text</b>	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis  -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis  -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy  -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or  -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
<b>Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis</b>	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</b>	-exhibit logical organization of ideas and information to create a cohesive and coherent response  -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response  -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response  -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information  -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text  -are minimal, making assessment unreliable
<b>Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult  -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original student writing must be scored a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

# Regents Examination in English Language Arts

## Rating Committee Sheet

Examination Date: \_\_\_\_\_  
(Month/Year)

Part 2 or 3 (circle one)

School: \_\_\_\_\_

Date: \_\_\_\_\_

Committee # \_\_\_\_\_

Assigned Letter	Rater's Name (Print)
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	

Committee # \_\_\_\_\_

Assigned Letter	Rater's Name (Print)
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	

***Retain this form with examination scoring records for one year.***

## **Regents Examination in English Language Arts Rating Sheet — Part 2**

**Examination Date:** \_\_\_\_\_

**Rater's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Rater's Assigned Letter:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Rater's Committee Number:** \_\_\_\_\_

Student's Name	Part 2 Argument Essay

***Retain this form with examination scoring records for one year.***

# **Regents Examination in English Language Arts Rating Sheet — Part 3**

**Examination Date:** \_\_\_\_\_

**Rater's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Rater's Assigned Letter:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Rater's Committee Number:** \_\_\_\_\_

***Retain this form with examination scoring records for one year.***

# **Regents Examination in English Language Arts Record Sheet — Part 2**

**Examination Date:** \_\_\_\_\_

**Committee Number:** \_\_\_\_\_

**School:** \_\_\_\_\_

***Retain this form with examination scoring records for one year.***

# **Regents Examination in English Language Arts Record Sheet — Part 3**

**Examination Date:** \_\_\_\_\_

**Committee Number:** \_\_\_\_\_

**School:** \_\_\_\_\_

***Retain this form with examination scoring records for one year.***

# **Regents Examination in English Language Arts School Record of Students' Examination Scores**

**Examination Date:** \_\_\_\_\_ **Committee Number:** \_\_\_\_\_ **School:** \_\_\_\_\_

***Retain this form with examination scoring records for one year.***

## INFORMATION FOR SCORING THE REGENTS EXAMINATION IN ALGEBRA I

### SCORING THE EXAMINATION

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The Regents Examination in Algebra I is to be scored by committees of mathematics teachers. No one teacher is to score more than approximately one-third of the constructed-response questions on a student's exam. Each of these teachers is responsible for scoring a similar number of the constructed-response questions. The more teachers serving on a committee, the fewer constructed-response questions each teacher scores. This process yields consistent and reliable scores and allows scoring to proceed quickly.

Each student answer sheet includes a section labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter, and the rater's name must be clearly printed on the answer sheet next to the letter the rater has been assigned. There are designated spaces next to each of the constructed-response questions. The letter identifying the rater who scored a specific constructed-response question must be clearly written in the designated area.

The scoring key and rating guide for each examination includes the answers to the Part I multiple-choice questions. The rating guide includes rubrics for scoring each of the constructed-response questions. Teachers must become thoroughly familiar with all the scoring materials for the constructed-response questions that they are scoring before beginning to score student responses to examination questions.

The Department will provide a *Model Response Set* for the Regents Examination in Algebra I. Schools are encouraged to incorporate the *Model Response Set* into the scorer training or to use it as additional information during scoring. While not reflective of all scenarios, the model responses selected for the *Model Response Set* illustrate how some less common student responses to constructed-response questions may be scored. The [Model Response Set](#) will be available on the Department's website on the same dates and times as the rating guide for this examination. The same passwords will be used to access the *Model Response Set* and the scoring key and rating guide posted on the day of the examination.

### DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE

A [chart](#) for converting the student's total test raw score to a scale score, and for identifying the level associated with that scale score, is provided for each administration on the Department's website. Because the scale scores corresponding to raw scores change from one examination administration to another, it is *crucial* that, for each administration, scorers use *only* the conversion chart provided for that administration to determine the student's final score. If the determination of each student's scale score is being done by hand, extreme care must be taken in recording the student's scores on each part of the examination, adding these scores to determine the total test raw score, and using the conversion chart to obtain the correct scale score (see page 29).

## SPECIFIC INFORMATION FOR SCORING THE REGENTS EXAMINATIONS IN MATHEMATICS

The information below refers to the scoring of constructed-response questions on the Regents Examination in Algebra I.

The constructed-response questions (Parts II, III, and IV) on the Regents Examination in Algebra I should be scored in accordance with these guidelines:

- If the student gives one legible response, even if it is crossed out, teachers should score that response.
- If there are two or more responses with all but one crossed out, teachers should score only the response not crossed out.
- If there are one or more partial responses and one complete response, teachers should score the complete response. No credit is deducted for incorrect partial responses.
- If there are two or more complete responses, teachers should score each response and award credit by averaging the highest credit response with the lowest credit response and drop the decimal (for example, if a 6-credit question is done three ways, with one worth 5 credits, one worth 3 credits, and one worth 0 credits, the student should be awarded 2 credits for the question).
- If the question requires the student to include units of measure, full credit cannot be awarded if the student omits the unit or if incorrect units are used. Students may include the appropriate unit of measure even if it is not required.

*Examples:*

If the question asks for the number of feet in the length of a figure, no unit is required in the answer.

If the question asks for the dimensions of a figure, the proper unit of measure is required in the answer in order to receive full credit.

The rubric will specify how much credit is awarded if units are not used when required.

- If a student gives only a correct numerical answer to a problem but does not show how they arrived at the answer, the student will be awarded only 1 credit. Generally, constructed-response questions require the student to show work.

A fully correct answer for a multiple-part question requires correct responses for *all* parts of the question. Refer to the rubric for each question for specific scoring guidance.

- Students should receive 0 credits if the solution does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

This last statement is illustrated by a student who, when asked to find one leg of a right triangle if the hypotenuse is 5 and the other leg is 3, gives a correct response of 4 by showing that 4 is the average of 3 and 5.

The method of solution must be obviously incorrect to warrant a score of 0.

In some cases, the rubric will specifically state which responses should receive a score of 0.

**Determining the Student's Final Examination Score  
for the Regents Examination in Algebra I**

The format of the conversion chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scale scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

If the determination of each student's final examination score (scale score) is being done by hand, find the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are not permitted to rescore any of the constructed-response questions on this examination after each question has been rated once, regardless of the final examination score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

Raw Score	Scale Score	Level	Raw Score	Scale Score	Level	Raw Score	Scale Score	Level
82	100	5	54			26		
81			53			25		
80			52			24		
79			51			23		
78			50			22		
77			49			21		
76			48			20		
75			47			19		
74			46			18		
73			45			17		
72			44			16		
71			43			15		
70			42			14		
69			41			13		
68			40			12		
67			39			11		
66			38			10		
65			37			9		
64			36			8		
63			35			7		
62			34			6		
61			33			5		
60			32			4		
59			31			3		
58			30			2		
57			29			1		
56			28			0	0	1
55			27					

## INFORMATION FOR SCORING THE REGENTS EXAMINATION IN GEOMETRY

### SCORING THE EXAMINATION

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The Regents Examination in Geometry is to be scored by committees of mathematics teachers. No one teacher is to score more than approximately one-third of the constructed-response questions on a student's paper. Each of these teachers is responsible for scoring a similar number of the constructed-response questions. The more teachers serving on a committee, the fewer constructed-response questions that each teacher scores. This process yields consistent and reliable scores and allows scoring to proceed quickly.

Each student answer sheet includes a section labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter, and the rater's name must be clearly printed on the answer sheet next to the letter the rater has been assigned. There are designated spaces next to each of the constructed-response questions. The letter identifying the rater who scored a specific constructed-response question must be clearly written in the designated area.

The scoring key and rating guide for each examination includes the answers to the Part I multiple-choice questions and rubrics for scoring each of the constructed-response questions. Teachers must become thoroughly familiar with all the scoring materials for the constructed-response questions they are scoring before beginning to score student responses to examination questions.

The Department will provide a *Model Response Set* for the Regents Examination in Geometry. Schools are encouraged to incorporate the *Model Response Set* into the scorer training or to use it as additional information during scoring. While not reflective of all scenarios, the model responses selected for the *Model Response Set* illustrate how some less common student responses to constructed-response questions may be scored. The [Model Response Set](#) will be available on the Department's website on the same dates and times as the rating guide for this examination. The same passwords will be used to access the *Model Response Set* and the scoring key and rating guide posted on the day of the examination.

### DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE

A [chart](#) for converting the student's total test raw score to a scale score, and for identifying the level associated with that scale score, is provided for each administration on the Department's website. Because the scale scores corresponding to raw scores change from one examination administration to another, it is *crucial* that, for each administration, scorers use *only* the conversion chart provided for that administration to determine the student's final score. If the determination of each student's scale score is being done by hand, extreme care must be taken in recording the student's scores on each part of the examination, adding these scores to determine the total test raw score, and using the conversion chart to obtain the correct scale score (see page 31).

## SPECIFIC INFORMATION FOR SCORING THE REGENTS EXAMINATIONS IN MATHEMATICS

The information below refers to the scoring of constructed-response questions on the Regents Examination in Geometry.

The constructed-response questions (Parts II, III, and IV) on the Regents Examination in Geometry should be scored in accordance with these guidelines:

- If the student gives one legible response, even if it is crossed out, teachers should score that response.
- If there are two or more responses with all but one crossed out, teachers should score only the response not crossed out.
- If there are one or more partial responses and one complete response, teachers should score the complete response. No credit is deducted for incorrect partial responses.
- If there are two or more complete responses, teachers should score each response and award credit by averaging the highest credit response with the lowest credit response and drop the decimal (for example, if a 6-credit question is done three ways, with one worth 5 credits, one worth 3 credits, and one worth 0 credits, the student should be awarded 2 credits for the question).
- If the question requires the student to include units of measure, full credit cannot be awarded if the student omits the unit or if incorrect units are used. Students may include the appropriate unit of measure even if it is not required.

*Examples:*

If the question asks for the number of feet in the length of a figure, no unit is required in the answer.

If the question asks for the dimensions of a figure, the proper unit of measure is required in the answer in order to receive full credit.

The rubric will specify how much credit is awarded if units are not used when required.

- If a student gives only a correct numerical answer to a problem but does not show how they arrived at the answer, the student will be awarded only 1 credit. Generally, constructed-response questions require the student to show work.

A fully correct answer for a multiple-part question requires correct responses for *all* parts of the question. Refer to the rubric for each question for specific scoring guidance.

- Students should receive 0 credits if the solution does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

This last statement is illustrated by a student who, when asked to find one leg of a right triangle if the hypotenuse is 5 and the other leg is 3, gives a correct response of 4 by showing that 4 is the average of 3 and 5.

The method of solution must be obviously incorrect to warrant a score of 0.

In some cases, the rubric will specifically state which responses should receive a score of 0.

## **Determining the Student's Final Examination Score for the Regents Examination in Geometry**

The format of the conversion [chart](#) is illustrated below. The charts provided on the Department's website for each administration of this examination will include scale scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

If the determination of each student's final examination score (scale score) is being done by hand, find the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are not permitted to rescore any of the constructed-response questions on this examination after each question has been rated once, regardless of the final examination score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

Raw Score	Scale Score	Level
80	100	5
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60		
59		
58		
57		
56		
55		
54		

Raw Score	Scale Score	Level
53		
52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		

Raw Score	Scale Score	Level
26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
0	0	1

# INFORMATION FOR SCORING THE REGENTS EXAMINATION IN ALGEBRA II JANUARY 2026

## SCORING THE EXAMINATION

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The Regents Examination in Algebra II is to be scored by committees of mathematics teachers. No one teacher is to score more than approximately one-third of the constructed-response questions on a student's exam. Each of these teachers is responsible for scoring a similar number of the constructed-response questions. The more teachers serving on a committee, the fewer constructed-response questions that each teacher is to score. This process yields consistent and reliable scores and allows scoring to proceed quickly.

Each student answer sheet includes a section labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter, and the rater's name must be clearly printed on the answer sheet next to the letter that the rater has been assigned. There are designated spaces next to each of the constructed-response questions. The letter identifying the rater who scored a specific constructed-response question must be clearly written in the designated area.

The scoring key and rating guide for each examination includes the answers to the Part I multiple-choice questions and rubrics for scoring each of the constructed-response questions. Teachers must become thoroughly familiar with all the scoring materials for the constructed-response questions that they are scoring before beginning to score student responses to examination questions.

The Department will provide a *Model Response Set* for the Regents Examination in Algebra II. Schools are encouraged to incorporate the *Model Response Set* into the scorer training or to use it as additional information during scoring. While not reflective of all scenarios, the model responses selected for the *Model Response Set* illustrate how some less common student responses to constructed-response questions may be scored. The [Model Response Set](#) will be available on the Department's website on the same dates and times as the rating guide for this examination. The same passwords will be used to access the *Model Response Set* and the scoring key and rating guide posted on the day of the examination.

## DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE

A [chart](#) for converting the student's total test raw score to a scale score, and for identifying the level associated with that scale score, is provided for each administration on the Department's website. Because the scale scores corresponding to raw scores change from one examination administration to another, it is *crucial* that, for each administration, scorers use *only* the conversion chart provided for that administration to determine the student's final score. If the determination of each student's scale score is being done by hand, extreme care must be taken in recording the student's scores on each part of the examination, adding these scores to determine the total test raw score, and using the conversion chart to obtain the correct scale score (see page 34).

## SPECIFIC INFORMATION FOR SCORING THE REGENTS EXAMINATIONS IN MATHEMATICS

The information below refers to the scoring of constructed-response questions on the Regents Examination in Algebra II.

The constructed-response questions (Parts II, III, and IV) on the Regents Examination in Algebra II should be scored in accordance with these guidelines:

- If the student gives one legible response, even if it is crossed out, teachers should score that response.
- If there are two or more responses with all but one crossed out, teachers should score only the response not crossed out.
- If there are one or more partial responses and one complete response, teachers should score the complete response. No credit is deducted for incorrect partial responses.
- If there are two or more complete responses, teachers should score each response and award credit by averaging the highest credit response with the lowest credit response and drop the decimal (for example, if a 6-credit question is done three ways, with one worth 5 credits, one worth 3 credits, and one worth 0 credits, the student should be awarded 2 credits for the question).
- If the question requires the student to include units of measure, full credit cannot be awarded if the student omits the unit or if incorrect units are used. Students may include the appropriate unit of measure even if it is not required.

*Examples:*

If the question asks for the number of feet in the length of a figure, no unit is required in the answer.

If the question asks for the dimensions of a figure, the proper unit of measure is required in the answer in order to receive full credit.

The rubric will specify how much credit is awarded if units are not used when required.

- If a student gives only a correct numerical answer to a problem but does not show how they arrived at the answer, the student will be awarded only 1 credit. Generally, constructed-response questions require the student to show work.

A fully correct answer for a multiple-part question requires correct responses for *all* parts of the question. Refer to the rubric for each question for specific scoring guidance.

- Students should receive 0 credits if the solution does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

This last statement is illustrated by a student who, when asked to find one leg of a right triangle if the hypotenuse is 5 and the other leg is 3, gives a correct response of 4 by showing that 4 is the average of 3 and 5.

The method of solution must be obviously incorrect to warrant a score of 0.

In some cases, the rubric will specifically state which responses should receive a score of 0.

## **Determining the Student's Final Examination Score for the Regents Examination in Algebra II**

The format of the conversion chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scale scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

If the determination of each student's final examination score (scale score) is being done by hand, find the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are not permitted to rescore any of the constructed-response questions on this examination after each question has been rated once, regardless of the final examination score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

Raw Score	Scale Score	Level
86	100	5
85		
84		
83		
82		
81		
80		
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68		
67		
66		
65		
64		
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26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
0	0	1

**INFORMATION FOR SCORING  
THE REGENTS EXAMINATIONS IN THE SCIENCES  
Living Environment  
Physical Setting/Chemistry  
Physical Setting/Earth Science**

**SCORING THE EXAMINATIONS**

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The constructed-response questions on each examination must be scored by a committee of science teachers. It is strongly recommended that the committee scoring each of the science Regents Examinations be composed of teachers of that area of science. Each of these teachers should be responsible for scoring no more than approximately one-half of the constructed-response questions. The more teachers serving on a committee, the fewer questions each teacher scores. This process yields consistent and reliable scores and allows scoring to proceed quickly.

Each student answer sheet includes a section labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter and the rater's name must be clearly printed on the answer sheet next to the letter the rater has been assigned. There are designated spaces next to each of the constructed-response questions. The letter identifying the rater that scored a specific constructed-response question must be clearly written in the designated area.

When student papers are scored in cooperation with another school, answer papers may be transported to the cooperating school. It remains the principal's responsibility to ensure the security of such papers while they are out of the building.

Students' responses must be scored strictly according to the scoring keys and rating guides. No credit should be granted for a multiple-choice question if a student records more than one answer. If a student writes more than one answer for a constructed-response question, only the first answer should be rated. For constructed-response questions, credit may be allowed for responses other than those provided in the rating guide if the response is a scientifically accurate answer to the question and demonstrates adequate knowledge as indicated by the examples in the rating guide. Fractional credit is not allowed. Only whole-number credit may be assigned to a response. Units need not be specified by the student when the wording of the question allows such omissions.

For the Regents Examinations in the sciences, the answer sheets provide spaces for recording the scores for each part of the written test, the total test raw score, and the final (scale) score. The answer sheet for the Regents Examination in Physical Setting/Earth Science also includes an area for recording the performance test score.

**DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE**

A [chart](#) for converting the student's raw score(s) to a scale score is provided for each administration on the Department's website. The scale score is the student's final examination score. Because the scale scores corresponding to raw scores in the conversion chart change from one examination administration to another, it is *crucial* that, for each administration, *only* the conversion chart provided for that administration be used to determine the student's final score. If the determination of the student's scale score is being done by hand, extreme care must be taken in recording the student's score on each part of the examination, adding these scores to determine the total written test raw score, and using the conversion chart to obtain the correct scale score.

Pages 37 through 39 include more specific information about determining the student's final examination score for each of the Regents Examinations in the sciences.

## **Determining the Student’s Final Examination Score for the Regents Examination in Living Environment**

If the determination of each student’s final examination score is being done by hand, record in the designated areas on the student answer sheet the student’s scores for the multiple-choice (MC) questions for Part A, Part B-1, Part B-2, and Part D. Add the scores for these MC questions and enter the total in the designated area of the answer sheet. Enter the student’s total score for the constructed-response (CR) questions in Part B-2, Part C, and Part D on the designated line. Add the student’s total MC and CR scores to determine the student’s total raw score and record it in the space provided. The maximum total test raw score for the test is 85.

To determine the student’s final examination score, use the [chart](#) provided for each administration on the Department’s website. Locate the student’s total test raw score in the column labeled “Raw Score” and then locate the scale score that corresponds to that raw score. The scale score is the student’s final examination score. Record this score in the box labeled “Scale Score.”

The format of the chart is illustrated below. The chart provided on the Department’s website for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student’s final examination score.

**Regents Examination in Living Environment  
Chart for Converting Total Test Raw Scores to  
Final Examination Scores (Scale Scores)**

Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
85	100	56		27	
84		55		26	
83		54		25	
82		53		24	
81		52		23	
80		51		22	
79		50		21	
78		49		20	
77		48		19	
76		47		18	
75		46		17	
74		45		16	
73		44		15	
72		43		14	
71		42		13	
70		41		12	
69		40		11	
68		39		10	
67		38		9	
66		37		8	
65		36		7	
64		35		6	
63		34		5	
62		33		4	
61		32		3	
60		31		2	
59		30		1	
58		29		0	0
57		28			

## **Determining the Student's Final Examination Score for the Regents Examination in Physical Setting/Chemistry**

If the determination of each student's final score is being done by hand, record on the student's answer sheet the student's scores for Part A and Part B-1 in the area designated for the multiple-choice (MC) questions and record the scores for Part B-2 and Part C in the area designated for constructed-response (CR) questions. Add the student's total MC and CR scores to determine the student's total raw score and record it in the space provided. The maximum total test raw score for the test is 85.

To determine the student's final examination score, use the [chart](#) provided for each administration on the Department's website. Locate the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to the raw score. The scale score is the student's final examination score. Record this score in the box labeled "Scale Score."

The format of the chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

**Regents Examination in Physical Setting/Chemistry  
Chart for Converting Total Test Raw Scores to  
Final Examination Scores (Scale Scores)**

Raw Score	Scale Score						
85	100	63		41		19	
84		62		40		18	
83		61		39		17	
82		60		38		16	
81		59		37		15	
80		58		36		14	
79		57		35		13	
78		56		34		12	
77		55		33		11	
76		54		32		10	
75		53		31		9	
74		52		30		8	
73		51		29		7	
72		50		28		6	
71		49		27		5	
70		48		26		4	
69		47		25		3	
68		46		24		2	
67		45		23		1	
66		44		22		0	0
65		43		21			
64		42		20			

## **Determining the Student's Final Examination Score for the Regents Examination in Physical Setting/Earth Science**

Record the student's performance test score in the designated area on the student's answer sheet. The maximum raw score for the performance test is 16.

If the determination of each student's final score is being done by hand, record on the student's answer sheet the student's scores for Part A and Part B-1 in the area designated for multiple-choice (MC) questions and record the scores for Part B-2 and Part C in the area designated for constructed-response (CR) questions. Add the student's total MC and CR scores to determine and record the student's total written test score. The maximum total raw score for the written test is 85.

To determine the student's final examination score, use the [chart](#) provided for each administration on the Department's website. Locate the student's performance test score across the top of the chart and the student's total written test score down the side of the chart. The point where those two scores intersect is the student's final examination score. Record this score in the designated area on the answer sheet.

The format of the chart is illustrated on the next page. (Only the first half of the chart has been reproduced in this publication.) The chart provided on the Department's website for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

**Regents Examination in Physical Setting/Earth Science**  
**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

		Total Performance Test Score																
		16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Total Written Test Score	85	100																
	84																	
	83																	
	82																	
	81																	
	80																	
	79																	
	78																	
	77																	
	76																	
	75																	
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	53																	
	52																	
	51																	
	50																	
	49																	
	48																	
	47																	
	46																	
	45																	
	44																	

This abbreviated chart is for illustration purposes only. The chart provided on the Department's website for each administration of this examination will be two pages long and will provide score conversions for the entire range of total written test scores (0–85) and of total performance test scores (0–16).

# INFORMATION FOR SCORING THE REGENTS EXAMINATIONS IN EARTH AND SPACE SCIENCES AND LIFE SCIENCE: BIOLOGY

## SCORING THE EXAMINATIONS

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The constructed-response questions on each examination must be scored by a committee of science teachers. It is strongly recommended that the committee scoring each of the science Regents Examinations be composed of teachers of that area of science. Each of these teachers should be responsible for scoring no more than approximately one-half of the constructed-response questions. The more teachers serving on a committee, the fewer questions each teacher scores. This process yields consistent and reliable scores and allows scoring to proceed quickly.

Each student answer sheet includes a section labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter and the rater's name must be clearly printed on the answer sheet next to the letter the rater has been assigned. There are designated spaces next to each of the constructed-response questions. The letter identifying the rater that scored a specific constructed-response question must be clearly written in the designated area.

When student papers are scored in cooperation with another school, answer papers may be transported to the cooperating school. It remains the principal's responsibility to ensure the security of such papers while they are out of the building.

Students' responses must be scored strictly according to the scoring keys and rating guides. No credit should be granted for a multiple-choice question if a student records more than one answer. If a student writes more than one answer for a constructed-response question, only the first answer should be rated. For constructed-response questions, credit may be allowed for responses other than those provided in the rating guide if the response is a scientifically accurate answer to the question and demonstrates adequate knowledge as indicated by the examples in the rating guide. Fractional credit is not allowed. Only whole-number credit may be assigned to a response. Units need not be specified by the student when the wording of the question allows such omissions.

## Required Investigations

The Regents Examination in Life Science: Biology and the Regents Examination in Earth and Space Sciences do **not** include a performance test. In both courses, Performance Expectations will instead be measured through a series of performance-based tasks, or Investigations, that have been embedded into the school year curriculum. Approximately 15% of the test questions on the Regents Examination in Life Science: Biology and the Regents Examination in Earth and Space Sciences will measure content related to the Performance Expectations measured by the Investigations. Scores on the Investigations will *not* be included in students' final test scores.

## Test Design and Scoring

Rather than dividing multiple-choice questions and constructed response questions into two separate sections, the Regents Examination in Life Science: Biology and the Regents Examination in Earth and Space Sciences will be organized into question clusters. The group of questions in a cluster follow a theme or storyline grounded in a phenomenon that is focused on an anchor Performance Expectation. These clusters will contain a mix of constructed-response and multiple-choice questions. There will be variation in the number of questions that comprise each cluster, and thus, a slight variation in the total number of exam questions for each administration.

## DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE

A [chart](#) for converting the student's total test raw score to a scale score, and for identifying the level associated with that scale score, is provided for each administration on the Department's website. The scale score is the

student's final examination score. Because the scale scores corresponding to raw scores in the conversion chart change from one examination administration to another, it is *crucial* that, for each administration, *only* the conversion chart provided for that administration be used to determine the student's final score. If the determination of the student's scale score is being done by hand, extreme care must be taken in recording the student's score on each part of the examination, adding these scores to determine the total written test raw score, and using the conversion chart to obtain the correct scale score.

## **Determining the Student's Final Examination Score for the Regents Examination in Earth and Space Sciences**

The general procedures to be followed in scoring Regents Examinations are provided in the publications *Directions for Administering Regents Examinations* (DET 541) and the *School Administrator's Manual*. Both of these documents will be available on the Department's website prior to the administration of the exam. For more information, see the *Directions for Administering Regents Examinations* and the Scoring Key and Rating Guide for the examination.

To determine the student's final examination score, use the [chart](#) provided for each administration on the Department's website.

The format of the chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is crucial that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

### **Regents Examination in Earth and Space Sciences Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

Raw Score	Scale Score	Performance Level	Raw Score	Scale Score	Performance Level	Raw Score	Scale Score	Performance Level
50			33			16		
49			32			15		
48			31			14		
47			30			13		
46			29			12		
45			28			11		
44			27			10		
43			26			9		
42			25			8		
41			24			7		
40			23			6		
39			22			5		
38			21			4		
37			20			3		
36			19			2		
35			18			1		
34			17			0		

## Scoring Policies for the Regents Examination in Life Science: Biology

The general procedures to be followed in scoring Regents Examinations are provided in the publications *Directions for Administering Regents Examinations* (DET 563) and the *School Administrator's Manual*. Both of these documents will be available on the Department's website prior to the administration of the exam. For more information, see the *Directions for Administering Regents Examinations* and the Scoring Key and Rating Guide for the examination.

To determine the student's final examination score, use the [chart](#) provided for each administration on the Department's website.

The format of the chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final examination score.

### Regents Examination in Life Science: Biology Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

Raw Score	Scale Score	Performance Level	Raw Score	Scale Score	Performance Level	Raw Score	Scale Score	Performance Level
48			31			15		
47			30			14		
46			29			13		
45			28			12		
44			27			11		
43			26			10		
42			25			9		
41			24			8		
40			23			7		
39			22			6		
38			21			5		
37			20			4		
36			19			3		
35			18			2		
34			17			1		
33			16			0		
32								

# REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS

## Restricted Edition

### Directions for Scoring January 2026 Administration

***All scoring key and rating guides (both used and unused), all answer booklets (both used and unused), and all reference tables and scrap paper must be returned to the Department. Photocopying and/or retaining copies of any examination materials and/or notes pertaining to any of their contents is strictly prohibited.***

#### **Scoring the Exam:**

Scoring key and rating guide packaged in a sealed envelope.

**1. Directions given to the student at conclusion of exam:**

A gummed blue label is included in each restricted examination envelope for use in resealing the envelope. As each student finishes the examination, they should be told to:

- a. Place all scrap paper and the reference tables inside the front cover of the examination booklet.
- b. Replace only the examination booklet, scrap paper, and reference tables in the envelope, so that the examination booklet number printed in the lower-left corner of the examination booklet cover appears in the window of the envelope.
- c. Remove the backing from the gummed blue label and apply the label across the flap in the space outlined by dotted lines.
- d. Sign their name in ink across the label and onto the envelope.

#### **Answer Booklets:**

Each student answer booklet is numbered and included in the same envelope as the examination booklet. Students are to write their answers to all of the examination questions, multiple-choice and constructed-response, directly in the answer booklet. Except as an accommodation for a student with a disability, schools are not permitted to substitute any other answer sheet. Schools are also prohibited from having students complete a second answer sheet for this or any other State examination. At the end of the examination, the answer booklets are to be collected separately from the sealed envelopes containing the examination booklets. Scoring the answer booklets is the responsibility of the school.

**2. Sealed Envelopes Containing the Scoring Key and Rating Guide:** This document is provided to indicate the correct answers to all parts of the test and the principles and procedures for rating the constructed-response questions in Part B-2 and Part C.

Each scoring key and rating guide is numbered and printed on yellow paper. Each scoring key and rating guide is enclosed in a sealed envelope, which must be given to the teacher with the seal intact. A gummed blue label is enclosed with each scoring key and rating guide for use in resealing the envelope.

At the beginning of the rating of the examination, each teacher on the scoring committee is to open the envelope that they have been given, remove the scoring key and rating guide, and set the envelope aside.

Since the scoring key and rating guide is restricted, teachers must take extreme care to ensure that the scoring key and rating guides are not left unattended and are in their possession at all times. The school should establish a specific time and location for scoring and rating all parts of the examination. Please note

that the student responses to the multiple-choice questions and the constructed-response questions must be hand scored. No form of scanning, re-recording, or reproduction of the students' responses to any examination question is permitted.

At the conclusion of the scoring and rating period, each teacher must replace the scoring key and rating guide and any scrap paper that the teacher may have used during the rating process in the envelope so that the number printed in the lower-left corner of the scoring key and rating guide appears in the window of the envelope. The teacher must remove the backing of the gummed label provided in the envelope and apply the label across the flap of the envelope in the space outlined by dotted lines. The teacher should then sign their name in ink across the label and onto the envelope.

3. ***Safeguarding Examination Booklets, Answer Booklets, and the Scoring Key and Rating Guides:*** Extreme care must be taken to ensure that all of the restricted examination materials (including the student examination booklets, answer booklets, and the scoring key and rating guides) can be accounted for at all times. It is recommended that the principal retain a written record of the numbers of the individual examination booklets/answer booklets and scoring key and rating guides provided to proctors and raters. **Under no circumstances should the examination booklets, answer booklets, and scoring key and rating guides be left unattended. Except on the specific days when the examination is being administered to students or scored, all examination material must be stored in the locked Regents box. Photocopying and/or retaining copies of any examination materials is strictly prohibited.**

4. ***Use of Scrap Paper:*** After each student finishes the examination, the student must place their scrap paper, both used and unused, and the reference tables inside the front cover of their examination booklet before replacing the examination booklet in the envelope and resealing the envelope. No scrap paper or reference tables should be left on any desks. Proctors must also take special care to ensure that no student leaves the examination room with scrap paper or reference tables in their possession and to ensure that students do not seal the answer booklet inside the restricted examination envelope.
5. ***Replacement of Defective Examination Booklets or Answer Booklets:*** If a student receives a defective examination booklet or answer booklet, the proctor should provide the student with a new sealed envelope, if one is available. (If no extra examination envelope is available, please call 518-474-8220 for instructions.)

After receiving the new envelope, the student should break the seal and check the front covers of the examination booklet and answer booklet to ensure that the examination title and the date and time are correct for this examination session. If the replacement of the defective booklet is taking place before the student has begun work on the examination, the student should seal both the defective examination booklet and the accompanying student answer booklet in their original envelope. If the replacement of the defective booklet is taking place after the student has begun recording answers in the original answer booklet, the student should write the new examination booklet number on the original answer booklet and continue to use that same answer booklet to record answers to all questions on the examination. In either instance, the student should write the number of the new examination booklet on their scrap paper above the old number. The student should then put the defective booklet and the extra answer booklet in the original envelope and seal it with the gummed blue label. The proctor should write "Contains defective examination booklet" or "Contains defective answer booklet," as applicable, on the sealed envelope. All defective examination materials should be reported in writing to the Office of State Assessment (OSA) via fax to 518-474-1989. The report should include the name of the student and the defective examination or answer booklet number.

6. ***Errors in Envelope Procedure:*** If a student inadvertently seals the answer booklet in the envelope or seals the envelope without enclosing the examination booklet, the proctor should have the student open the envelope and remove the answer booklet or enclose the examination booklet. The student should then reseal the envelope with tape. The proctor should note on the front of the envelope the reason for reopening the envelope. All errors in envelope procedure should be reported in writing to OSA. The report should include the name of the student, the examination or answer booklet number, and the reason for the irregularity.
- a. ***Scoring Key and Rating Guides***—All scoring key and rating guides must be returned to the Department. Unused scoring key and rating guides must remain in their intact sealed envelopes. Used scoring key and

rating guides must be returned in envelopes with the gummed label properly attached and signed by the teacher.

## **SCORING THE ANSWER BOOKLETS**

**NOTE:** Teachers are **not** permitted to score their own students' answer papers.

At least two science teachers must rate the answer papers for the Regents Examination in Physical Setting/Physics. More specific information about determining the student's final examination score for the Regents Examination in Physical Setting/Physics is provided on page 51 of this publication.

Once students hand in their test materials, the answer papers must not pass from the custody of the teachers. Except when answer papers are being scored in cooperation with another school, answer papers must not be removed from the school building until the rating has been completed and the test scores have been recorded onto each student's permanent record. When the papers are being scored in cooperation with another school, it remains the principal's responsibility to ensure the security of the answer papers while they are out of the building.

For restricted secondary-level State examinations, the scoring materials may **not** be opened prior to the Uniform Statewide Admission Deadline of 10:00 a.m. for morning examinations and 2:00 p.m. for afternoon examinations.

**The restricted edition of the Regents Examination in Physical Setting/Physics must be scored and rated without reference to the examination booklet. All information necessary for scoring is contained in the scoring key and rating guide. The student's responses to all examination questions, multiple-choice and constructed-response, must be hand scored. Because the examination is restricted, computer scanning, reproduction, or recording of student responses to examination questions is strictly prohibited. Raters may call the Department at 518-474-5902 if they require guidance on how to score any student response to a constructed-response question.**

Extreme care must be taken to ensure that all of the answer booklets and scoring key and rating guides can be accounted for at all times. At the end of each day, return the answer booklets and scoring key and rating guides to the principal. The principal should then store the answer booklets and scoring key and rating guides in locked Regents boxes until the scoring of the answer booklets is completed.

## **PREPARING EXAMINATION MATERIALS FOR RETURN TO THE DEPARTMENT**

**After the rating has been completed and a final examination score has been recorded for each student, each rater on the scoring committee should:**

1. Place their copies of the scoring key and rating guides and any teacher scrap paper used during the scoring in the appropriate envelope, reseal the envelope, and apply the gummed blue label over the flap of the envelope in the appropriate space. The rater should then sign their name, in pen, across each label and onto the envelope. All scoring key and rating guides, both used and unused, must be returned to the Department.
2. Arrange the students' answer booklets in numerical order, place them in the designated envelope(s), and seal the envelope(s).
3. Return all the sealed envelopes containing the scoring key and rating guides and answer booklets to the principal for return to the Department.
4. The principal must then store all used and unused student envelopes containing the examination booklets, all envelope(s) of answer booklets, and all used and unused envelopes containing the scoring key and rating guides in locked Regents boxes for return to the Department.

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

## PHYSICAL SETTING PHYSICS

Restricted Form \_\_\_\_\_

### ANSWER BOOKLET

Student.....

Teacher .....

School..... Grade .....

Answer all questions in this examination. Record your answers in this booklet.

Part	Maximum Score	Student's Score
A	35	
B-1	15	
B-2	15	
C	20	
Total Written Test Score (Maximum Raw Score: 85)		<input type="text"/>
Final Score (From conversion chart)		<input type="text"/>
Rater's Initials: Rater 1 ..... Rater 2 .....		

Part A		
1 .....	12 .....	25 .....
2 .....	14 .....	26 .....
3 .....	15 .....	27 .....
4 .....	16 .....	28 .....
5 .....	17 .....	29 .....
6 .....	18 .....	30 .....
7 .....	19 .....	31 .....
8 .....	20 .....	32 .....
9 .....	21 .....	33 .....
10 .....	22 .....	34 .....
11 .....	23 .....	35 .....
12 .....	24 .....	

Part A Score

Part B-1	
36 .....	44 .....
37 .....	45 .....
38 .....	46 .....
39 .....	47 .....
40 .....	48 .....
41 .....	49 .....
42 .....	50 .....
43 .....	Part B-1 Score

Physical Setting/Physics  
Restricted Form \_\_\_\_\_  
Answer Booklet

No. \_\_\_\_\_

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

## P.S./PHYSICS — RESTRICTED FORM

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

# PHYSICAL SETTING PHYSICS Restricted Form

The answers to *all* questions in this examination are to be written in your answer booklet. Be sure to fill in the heading on the front of your answer booklet.

You are to answer all questions in all parts of this examination according to the directions provided in the examination booklet. All work should be written in pen, except for graphs and drawings, which should be done in pencil. You may use scrap paper to work out the answers to the questions, but be sure to record all your answers in the answer booklet.

When you have completed the examination, you must sign the statement printed on the first page of your answer booklet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer booklet cannot be accepted if you fail to sign this declaration.

Notice . . .

A scientific or graphing calculator, a centimeter ruler, a protractor, and a copy of the *2006 Edition Reference Tables for Physical Setting/Physics*, which you may need to answer some questions in this examination, must be available for your use while taking this examination.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

Physical Setting/Physics Restricted Form _____ Test Booklet	No. _____
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Copyright  
The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

**No part of this test may be reproduced and/or transmitted  
by any means.**

P.S./PHYSICS — RESTRICTED FORM

## Determining the Student's Final Examination Score for the Regents Examination in Physical Setting/Physics

A box like the one shown to the right will appear on the student's answer booklet for the Regents Examination in Physical Setting/Physics.

Record the student's scores for Part A, Part B-1, Part B-2, and Part C on the designated lines. Add the four scores for these parts and enter the total in the box labeled "Total Written Test Score." The maximum total raw score for the test is 85.

To determine the student's final examination score, use the chart provided for this administration in the rating guide. Locate the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Record this score in the box labeled "Final Score."

The format of the chart is illustrated below. The chart provided for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is *crucial* that, for each administration, you use *only* the conversion chart provided for that specific administration to determine the student's final examination score.

Part	Maximum Score	Student's Score
A	35	
B-1	15	
B-2	15	
C	20	
Total Written Test Score (Maximum Raw Score: 85)		<input type="text"/>
Final Score (from Conversion Chart)		<input type="text"/>
Rater 1 .....		Rater 2 .....

## Regents Examination in Physical Setting/Physics

### Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

Raw Score	Scale Score						
85	100	63		41		19	
84		62		40		18	
83		61		39		17	
82		60		38		16	
81		59		37		15	
80		58		36		14	
79		57		35		13	
78		56		34		12	
77		55		33		11	
76		54		32		10	
75		53		31		9	
74		52		30		8	
73		51		29		7	
72		50		28		6	
71		49		27		5	
70		48		26		4	
69		47		25		3	
68		46		24		2	
67		45		23		1	
66		44		22		0	0
65		43		21			
64		42		20			

## **INFORMATION FOR SCORING THE REGENTS EXAMINATION IN GLOBAL HISTORY AND GEOGRAPHY II**

### **SCORING THE EXAMINATION**

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

All sample student essays in these rating guides are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

The rating guide for the Regents Examination in Global History and Geography II contains:

- A specific scoring rubric for the Part II constructed-response questions (CRQs)
- A specific scoring rubric for the Part III enduring issues (EI) essay
- Prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score
- Prescored practice papers

The reliability of the scores is a fundamental concern in the measurement of the student's achievement. Therefore, each essay must be scored by *at least two* qualified teachers. **No teacher is to score any of the responses written by their own students.** The short-answer CRQs must be scored only once, by a qualified rater. Qualified raters include teachers of Grades 7–12 social studies and special education teachers who are knowledgeable about the Global History and Geography II curriculum. Raters should have previously received some school-level, district-level, or regional training on scoring social studies essays and CRQs as part of the turnkey training process.

It is recommended that schools with a small number of qualified social studies raters form a consortium of teachers from several schools in order to score the answer papers.

### **Responsibilities of the Scoring Coordinator**

In order to ensure reliable scoring, the principal of each high school administering the Regents Examination in Global History and Geography II must appoint a scoring coordinator who will:

- Form committees of no more than ten raters. Each committee must include raters of the CRQs and the EI essay and at least one rater to provide a third rating when required. Each rater must be assigned an identification letter.
- Complete the Rating Committee Sheet found on page 62.
- Manage the training and logistics of the scoring process.
- Provide task-specific training just prior to scoring, including reviewing the rating guide.
- Assign two teachers to rate each essay response independently, with a third teacher available to resolve discrepant scores. (A discrepant score is one that varies by more than one credit on a 5-credit rubric.) Only one rater is needed for the CRQs. If staffing is sufficient, separate teams of teachers should rate the EI essay. No teacher may rate the responses of their own students.

**All scoring records must be kept for at least one year.** This includes Rating Committee Sheets, Rating Sheets, and Record Sheets.

### **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, to facilitate maintenance of the school's records of each student's score, and to record the participation of each rater in the scoring process. A suggested procedure for managing the mechanics of the rating process is described on pages 62 through 64. The student's score on Part I is the total number of questions that the student answers correctly.

### **Detailed Directions for Training Raters to Score Student Responses**

In training raters to score student responses for Part II and Part III of these examinations, follow the procedures outlined below:

1. *Introduction to the Task*

The introduction to the task may take place once the administration of the examination has begun.

- a. Raters read the task.
- b. Raters identify the answers to the task.
- c. Raters discuss possible answers and summarize expectations for student responses.

2. *Introduction to the Specific Rubric and Anchor Papers (Part III, only)*

The introduction to the specific rubric and anchor papers may take place once the Uniform Statewide Admission Deadline has passed and the scoring key and rating guide have been obtained from the Department's website.

- a. Trainer leads review of specific rubric with reference to the task.
- b. Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the rubric).
- c. Trainer leads review of each anchor paper and commentary.

3. *Practice Scoring Individually (Part III, only)*

- a. Raters score the practice papers independently, without looking at the scores and commentaries provided for the sample responses.
- b. Trainer records scores and leads discussion of scoring criteria until raters feel confident enough to move on to actual rating.
- c. If additional practice is required to reach scoring consensus, trainer may use a sample of student answer papers from the current administration of the examination.

### **Suggested Rating Procedure**

The following procedure is recommended for managing the mechanics of the rating process. A copy of the Rating Committee Sheet, the Rating Sheet, and the Record Sheet are included on pages 62 - 64. Schools may print or photocopy as many copies as needed.

1. The person assigned as the coordinator of the rating process, or other designated representative(s), will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, recording that information on the student's Part I answer sheet, determining the student's final score for the examination, and verifying that the rater names and letters are recorded on the student answer sheet.
2. Set up a system to record rater information on each student's answer sheet. Each student answer sheet includes a box labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter and the rater's name must be recorded on the answer sheet next to the letter that the rater has been assigned. There are also boxes next to each of the open-ended questions (CRQs and EI essay). The letter

identifying the rater who scored a specific open-ended question must be filled in on the answer sheet. It is the responsibility of the school to develop procedures to ensure the accurate and efficient recording of rater information on each student answer sheet. Please be aware that recording this information will add some time to the scoring process. The coordinator should consider how best to accomplish this requirement during the school's scoring process. For example, if all teachers on a committee score CRQs, each one can place their name on each student's answer sheet when recording that question's score. Then only the essay raters' letters would need to be filled in when the essay scores are recorded.

3. 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 for these examinations.
4. Allow time to provide training for all raters on scoring the specific task immediately before the rating of the students' responses (about 30–45 minutes per CRQ set and about 2 hours for the essay). It is strongly recommended that raters be trained on one document and score the responses associated with it, then be trained on the next document and score the responses, etc.

**For Part II:**

1. Arrange the test booklets according to a sequence, using whatever order is most convenient for the school, e.g., class period, alphabetically, or local identification number. Divide the test booklets into bundles of 20–25 booklets.
2. Each of the CRQs is to be scored by one rater who is not the student's social studies teacher.
3. The scores for each of the CRQs must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
4. Record the total Part II score on the student's Part I answer sheet.

**For Part III:**

1. Provide a suitable location for the rating of essays.
2. Provide adequate time for rating (3–5 minutes per response for each essay).
3. Arrange the essay booklets according to a sequence, using whatever order is most convenient for the school, e.g., class period, alphabetically, or local identification number. Divide the essay booklets into bundles of 20–25 papers. Beginning with the first paper in the sequence, enter each student's name on a copy of the Record Sheet (the master for duplicating appears on page 64).
4. Each essay **must** be scored by two qualified raters. (Only in the specific circumstance explained in step 8 below must some essays be scored by a third qualified teacher.) For each essay question, divide raters into two-person teams. Designate one team member as Rater 1 and the other as Rater 2.
5. Prepare a rating sheet for each bundle (see the sample rating sheet on page 63). 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 20–25 essay papers that they rate. The second rater must **not** be aware of the score assigned by the previous rater.
6. Distribute the bundles of essay papers to the rating teams, making sure that each rating team receives two rating sheets for each bundle of papers. Each rater on a team should rate one of the bundles and record their ratings on one of the rating sheets. The two raters should retain their own completed rating sheets and exchange bundles. The second rater should record their scores only on the second rating sheet. *No scores or corrections should be indicated on the essay papers.*
7. After each team has completed rating a bundle, the team should return those essay papers and their completed rating sheets to the central rating area. Remove the rating sheets completed by each rater from the bundles and enter the raters' letters and essay scores on the Record Sheet. Make sure that there are two independent ratings for each response. Enter those resolved scores in the appropriate columns on the Record Sheet.
8. Review the two scores for each student to determine if the student's scores for that essay are discrepant, i.e., a difference of more than one credit between the two scores. Remove the responses with discrepant scores and assemble them into separate bundles. Prepare new rating sheets listing the names of the

students who authored those discrepant papers and attach each sheet to its corresponding bundle. Assign each of these bundles to another 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 task and that the third rater has undergone the training for scoring that task.

9. After the necessary third ratings have been obtained, remove the rating sheets from the bundles of discrepant student responses. Enter the third rater's essay score and letter on the Record Sheet. Determine the resolved scores by using the method for resolving discrepant scores described on the next page. Enter the resolved scores in the appropriate columns on the Record Sheet.
10. Transfer the resolved scores to the appropriate spaces on the students' Part I answer sheets.
11. All Rating Sheets, Record Sheets, and Rating Committee Sheets used in scoring the social studies Regents Examinations must be kept for at least one year by the school where they were administered.

Schools are not permitted to rescore any of the open-ended questions (CRQs or EI essay) on these examinations after each question has been rated the required number of times as specified in the scoring materials, regardless of the final examination score. All open-ended questions should be rated using the procedures outlined in this booklet. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

## Method for Determining the Score for Each Essay

### 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 Letter	Rater 2 Letter	Rater 3 Score	Rater 3 Letter	Resolved Score*	Reason
A	B	—		2	Two ratings agree. Use that score.
2	2	—		2	Two ratings are contiguous. Average the two scores.
2	3	—		2.5	Two ratings are more than one point apart. Third rating is done. Two of the three ratings agree. Use that score.
2	4	4	J	4	Two ratings are more than one point apart. Third rating is done. Three ratings differ. Use the middle score.
2	4	3	J	3	Two ratings are more than one point apart. Third rating is done. Three ratings differ. Use the middle score.
0	1	—		0.5	Two ratings are contiguous. Average the two scores.

\*Individual raters may *not* assign scores ending in .5 to an essay. Such scores are obtained only when two contiguous scores are averaged. Resolved scores must *not* be rounded up to the next whole number.

## Entering Essay Scores on the Record Sheet

The examples below show how students' scores should be recorded on the Record Sheet.

<b>Student's Name</b>	<b>Part III Essay Scores</b>				
	Rater 1 Letter <b>A</b>	Rater 2 Letter <b>B</b>	Rater 3 Score	Rater 3 Letter	<b>Resolved Score</b>
<i>Student A</i>	4	4			4
<i>Student B</i>	0	1			0.5
<i>Student C</i>	3	5	4	J	4

## Determining the Student's Final Examination Score

### Machine Scoring

For machine scoring of the Part I multiple-choice questions, follow the procedures set up by the Regional Information Center, large-city scanning center, and/or school or district. On the back of the student's answer sheet, record the credits awarded for each of the Part II CRQs and the essay score for Part III. Each rater's/scorer's name must be recorded on the student answer sheet, and the rater's/scorer's code letter must be recorded for each open-ended question scored.

### Hand Scoring

For hand scoring, record on the student's answer sheet the number of correct answers for the Part I multiple-choice questions, the credits awarded for each of the Part II CRQs, and the EL essay score for Part III. Add the total number of correct answers for Part I and the total credits for Part II CRQs together. Record this number on the answer sheet in the box provided. Write the essay score on the answer sheet in the space labeled "Total Part III Essay Score." Each rater's/scorer's name must be recorded on the student answer sheet, and the rater's/scorer's code letter must be recorded for each question scored.

If the determination of each student's final examination score is being done by hand, use the [conversion chart](#) for this administration, which will be provided on the Department's website. To determine the total score for Part I and Part II, add the total credits received for Part I and the total credits received for Part II. For example, a student answering 19 multiple-choice questions correctly on Part I and receiving 6 points on Part II would have a total score for Part I and Part II of 25. To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. The format of each chart is illustrated below. Each chart provided will include scores from 0 to 100 within the cells of the chart. **It is crucial that, for each administration, only the conversion chart provided for that specific administration be used to determine the student's final score. Never use a conversion chart from a previous exam.**

**Part III Essay Score**

	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
0											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
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22											
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25											
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28											
29											
30											
31											
32											
33											
34											
35											

## **Generic Scoring Rubric Enduring Issues Essay**

### **Score of 5:**

- Clearly identifies and accurately explains *one* enduring issue raised in *at least three* documents
- Develops an even, thoughtful, and in-depth argument about how an enduring issue has affected people *or* has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

### **Score of 4:**

- Identifies and accurately explains *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how an enduring issue has affected people *or* has been affected by them **and** how the issue continues to be an issue *or* has changed over time *or* develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other
- Is both descriptive and analytical
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

### **Score of 3:**

- Identifies and explains *one* enduring issue raised in the set of documents
- Develops both aspects of the argument with little depth *or* develops only one aspect of the argument with some depth; may include minor inaccuracies
- Is more descriptive than analytical
- Includes some relevant evidence that includes facts, examples, and details from the documents
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

### **Score of 2:**

- Identifies, but does not clearly explain, *one* enduring issue raised in the set of documents
- Minimally develops both aspects of the argument *or* develops one aspect of the argument with little depth; may include some inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

### **Score of 1:**

- Identifies, but does not explain, *one* enduring issue raised in the set of documents
- Minimally develops one aspect of the argument; may include inaccuracies
- Is descriptive; may lack understanding or application
- Includes some vague, unclear references to the documents *or* includes minimal relevant facts, examples, and details copied from the documents; may include some inaccuracies
- Presents no relevant outside information

- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion

**Score of 0:**

Fails to develop the task or may only refer to the issue in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only evidence copied from the documents; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper.

**Rating Committee Sheet**  
**Regents Examination in Global History and Geography II**

**Examination Date:** \_\_\_\_\_  
(Month/Year)

**Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Note:** Each committee must include raters of the CRQs and the EI essay and at least one rater to provide a third rating to resolve discrepant essay scores.

**Committee #** \_\_\_\_\_

<b>Assigned Letter</b>	<b>Rater's Name (Print)</b>
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	

***Retain this form with examination scoring records for one year.***

Make copies of this form as needed.

**Rating Sheet**  
**Regents Examination in Global History and Geography II**

**Examination Date:** \_\_\_\_\_ **Rater's Name:** \_\_\_\_\_  
(Month/Year)

**Rater's Committee #:** \_\_\_\_\_ **Rater's Letter:** \_\_\_\_\_

**Rater's Number:** **1** **2** **3** (circle one)

**Part III Essay**

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Student's Name</b>	<b>Essay Score</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

***Retain this form with examination scoring records for one year.***

**Record Sheet**  
**Regents Examination in Global History and Geography II**

Examination Date: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_  
(Month/Year)

Student's Name	Part III Essay Scores				
	Rater 1 Letter	Rater 2 Letter	Rater 3 Score	Rater 3 Letter	Resolved Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

***Retain this form with examination scoring records for one year.***

# INFORMATION FOR SCORING THE REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT

## SCORING THE EXAMINATION

[Scoring keys and rating guides](#) will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

All sample student essays in these rating guides are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

The rating guide for the Regents Examination in United States History and Government contains:

- A specific scoring rubric for each of the Part II short-essay questions (Set 1 and Set 2)
- Prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score
- Prescored practice papers
- A specific scoring rubric for the Part III A short-answer (scaffold) questions and the Part III B Civic Literacy essay
- Prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score
- Prescored practice papers

### Requirements for Scoring

#### Part II Short Essays (Set 1 and Set 2)

The Part II short essays (Set 1 and Set 2) must each be scored by one qualified teacher. The scoring is based on a 5-point rubric specific to each set. The resulting scores for Set 1 and Set 2 are added together, but not weighted.

Raters must be trained on scoring Set 1 and score all of the Set 1 papers prior to being trained on scoring Set 2. This allows the rater to focus on one short-essay question and response at a time.

#### Part III

The reliability of the scores is a fundamental concern in the measurement of the student's achievement. Therefore, each Part III B essay must be scored by *at least two* qualified teachers. **No teacher is to score any of the responses written by their own students.** The short-answer (scaffold) questions must be scored only once by a qualified rater. Qualified raters include teachers of Grades 7–12 social studies and special education teachers who are knowledgeable about the United States History and Government curriculum. Raters should have previously received some school-level, district-level, or regional training on scoring social studies essays or short-answer (scaffold) questions as part of the turnkey training process.

It is recommended that schools with a small number of qualified social studies raters form a consortium of teachers from several schools in order to score the answer papers.

## **Responsibilities of the Scoring Coordinator**

In order to ensure reliable scoring, the principal of each high school administering the Regents Examination in United States History and Government must appoint a scoring coordinator who will:

- Form committees of no more than ten raters. Each committee must include raters of the two Part II short-essay questions, the Part III A short-answer (scaffold) questions, the Part III B Civic Literacy essay, and a rater(s) to provide a third rating when required. Each rater must be assigned an identification letter.
- Complete the Rating Committee Sheet found on page 78.
- Manage the training and logistics of the scoring process.
- Provide task-specific training, including review of the rating guides, just prior to scoring.
- Assign two teachers to rate each Part III B essay response independently, with a third teacher available to resolve discrepant scores. (A discrepant score is one that varies by more than one credit on a 5-credit rubric.) Only one rater is needed for the short-answer (scaffold) questions. If staffing is sufficient, separate teams of teachers should rate the two Part II short-essay questions, the Part III A short-answer (scaffold) questions, and the Part III B essay. No teacher may rate the responses of their own students.

**All scoring records must be kept for at least one year.** This includes Rating Committee Sheets, Rating Sheets, and Record Sheets.

## **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, to facilitate maintenance of the school's records of each student's score, and to record the participation of each rater in the scoring process. A suggested procedure for managing the mechanics of the rating process is described on pages 67 through 69.

## **Scoring of Multiple-Choice Questions**

Instructions for scoring the answer sheets must be developed locally and provided to the scoring coordinator for the examinations. Schools should be sure to check with their school district, regional information center, and/or large-city scanning center concerning the procedure to be followed. **If the students' responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the front of the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the front of the answer sheet will interfere with the accuracy of the scanning.**

The student's score on Part I is the total number of questions that the student answers correctly.

## **Detailed Directions for Training Raters to Score Student Responses**

In training raters to score student responses for Part II (Set 1 and Set 2) and Part III B of these examinations, follow the procedures outlined below:

### **1. *Introduction to the Task***

The introduction to the task may take place once the administration of the examination has begun.

- a. Raters read the task.
- b. Raters identify the answers to the task.
- c. Raters discuss possible answers and summarize expectations for student responses.

2. *Introduction to the Specific Rubric and Anchor Papers*

The introduction to the specific rubric and anchor papers may take place once the Uniform Statewide Admission Deadline has passed and the scoring key and rating guide have been obtained from the Department's website.

- a. Trainer leads review of the specific rubric with reference to the task.
- b. Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the rubric).
- c. Trainer leads review of each anchor paper and commentary.

3. *Practice Scoring Individually*

- a. Raters score the practice papers independently, without looking at the scores and commentaries provided for the sample responses.
- b. Trainer records scores and leads discussion of scoring criteria until raters feel confident enough to move on to actual rating.
- c. If additional practice is required to reach scoring consensus, trainer may use a sample of student answer papers from the current administration of the examination.

**Suggested Rating Procedure**

The following procedure is recommended for managing the mechanics of the rating process. A copy of the Rating Committee Sheet, the Rating Sheet, and the Record Sheet are included on pages 78 - 80. Schools may print or photocopy as many copies as are needed.

1. The person assigned as the coordinator of the rating process, or other designated representative(s), will be responsible for coordinating the movement of papers, calculating a final score for each student's essays, recording that information on the student's Part I answer sheet, determining the student's final score for the examination, and verifying that the rater names and letters are recorded on the student answer sheet.
2. Set up a system to record rater information on each student's answer sheet. Each student answer sheet includes a box labeled Raters'/Scorers' Names with the letters A–J. Each rater must be assigned a letter, and the rater's name must be recorded on the answer sheet next to the letter that the rater has been assigned. There are also boxes next to each of the open-ended questions (short-essay questions, short-answer (scaffold) questions, and Civic Literacy essay). The letter identifying the rater who scored a specific open-ended question must be filled in on the answer sheet. It is the responsibility of the school to develop procedures to ensure the accurate and efficient recording of rater information on each student answer sheet. (Please be aware that recording this information will add some time to the scoring process. The coordinator should consider how best to accomplish this requirement during the school's scoring process. For example, if all teachers on a committee score Part III A short-answer (scaffold) questions, each one can place their name on each student's answer sheet when recording that question's score. Then only the essay raters' letters would need to be filled in when the essay scores are recorded.)
3. 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 for these examinations.
4. Provide a suitable location for the rating of essays.
5. Allow time to provide training for all raters on scoring the specific task immediately before the rating of the students' responses (about 45 minutes for each Part II short essay [Set I and Set 2]), about 30–45 minutes per Part III A document, and about two hours per Part III B essay). It is strongly recommended that raters be trained on one document and score the responses associated with it, then be trained on the next document and score the responses, etc.
6. Provide adequate time for rating (3–5 minutes per response for each essay and ½ minute per response for each short-answer [scaffold] question scored 0–1)

7. Arrange the essay booklets according to a sequence, using whatever order is most convenient for the school, e.g., class period, alphabetical, or local identification number. Divide the essay booklets into bundles of 20–25 papers. Beginning with the first paper in the sequence, enter each student's name on a copy of the record sheet. (Master for duplicating appears on page 80.)
8. Each Part III B essay **must** be scored by two qualified raters. (Only in the specific circumstance explained in step 12 below must some essays be scored by a third qualified teacher.) For each essay question, divide raters into two-person teams. Designate one team member as Rater 1 and the other as Rater 2. After the examination has been administered, either keep the essay booklets together and shift them between raters or separate the students' essay booklets into Part II (Set 1 and Set 2) and Part III B (Civic Literacy essay). *If the essay answer booklet is separated, be sure to verify that the student has entered their name and the school name on the page where Part III B (Civic Literacy essay) begins before separating the parts.* After separating the essays, staple together all pages of the student's Part II (Set 1 and Set 2) response and staple together all pages of the student's Part III B (Civic Literacy essay) response.
9. Prepare a rating sheet for each bundle. (See sample rating sheet on page 70.) 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 20–25 Part III B essay papers that they rate. The second rater must **not** be aware of the score assigned by the previous rater.
10. Distribute the bundles of essay papers to the rating teams, making sure that each rating team receives two rating sheets for each bundle of papers. Each rater on a team should rate one of the bundles and record their ratings on one of the rating sheets. The two raters should retain their own completed rating sheets, then exchange bundles. The raters should record their scores on second-bundle papers on their second rating sheets. *No scores or corrections should be indicated on the essay papers.*
11. After each team has completed rating a bundle, the team should return their Part III B essay papers and their completed rating sheets to the central rating area. Remove the rating sheets completed by each rater from the bundles and enter the raters' letters and essay scores on the Record Sheet. Make sure that there are two independent ratings for each response. Enter those scores that are resolved in the appropriate columns on the Record Sheet.
12. Review the two scores for each student to determine if the student's scores for the Part III B essay are discrepant, i.e., a difference of more than one credit between the two scores. Separate the students' responses with 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 in order 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 task and that the third rater has undergone the training for scoring that task.
13. After the necessary third ratings have been obtained, remove the rating sheets from the bundles of student responses. Enter the third rater's Part III B essay score and letter on the Record Sheet. Determine the resolved scores by using the method for resolving discrepant scores described on the next page. Enter the resolved scores in the appropriate columns on the Record Sheet.
14. Transfer the resolved scores to the appropriate spaces on the students' Part I answer sheets.
15. All rating sheets, Record Sheets, and Rating Committee Sheets used in scoring the Regents Examination in United States History and Government must be kept for at least one year by the school where they were administered.

**For Part III A:**

1. Follow a similar procedure for processing the papers.
2. Each of the Part III A short-answer (scaffold) questions is to be scored by one rater who is not the student's social studies teacher.
3. The scores for each short-answer (scaffold) question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
4. Record the total Part III A score in the space provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (Part II short-essay questions, short-answer (scaffold) questions, and Civic Literacy essay) on these examinations after each question has been rated the required number of times as specified in the scoring materials, regardless of the final examination score. All open-ended questions should be rated using the procedures outlined in this booklet. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

## Method for Determining the Score for Each Part III B Essay

### 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 Letter	Rater 2 Letter	Rater 3 Score	Rater 3 Letter	Resolved Score*	Reason
A	B				
2	2	—		2	Two ratings agree. Use that score.
2	3	—		2.5	Two ratings are contiguous. Average the two scores.
2	4	4	J	4	Two ratings are more than one point apart. Third rating is done. Two of the three ratings agree. Use that score.
2	4	3	J	3	Two ratings are more than one point apart. Third rating is done. Three ratings differ. Use the middle score.
0	1	—		0.5	Two ratings are contiguous. Average the two scores.

\*Individual raters may *not* assign scores ending in .5 to an essay. Such scores are obtained only when two contiguous scores are averaged. Resolved scores must *not* be rounded up to the next whole number at this point.

### Entering Essay Scores on the Record Sheet

The examples below show how students' scores should be recorded on the record sheet.

Student's Name	Part II Essay Scores		Part III B Essay Scores				
	Set 1 Rater Letter	Set 2 Rater Letter	Rater 1 Letter	Rater 2 Letter	Rater 3 Score	Rater 3 Letter	Resolved Score
Student A	4	4	4	2	3	G	3
Student B	2	3	1	4	2	I	2
Student C	0	1	4	3			3.5

## Determining the Student's Final Examination Score

### Machine Scoring

For machine scoring the Part I multiple-choice questions, follow the procedures set up by the regional information center, large-city scanning center, and/or school or district. On the back of the student's answer sheet, record the credits awarded for each of the Part III A short-answer (scaffold) questions and the essay scores for Part II (Set 1 and Set 2) and Part III B. Each rater's/scorer's name must be recorded on the student answer sheet, and the rater's/scorer's code letter must be recorded for each open-ended question scored.

### Hand Scoring

For hand scoring, record on the student's answer sheet the number of correct answers for the Part I multiple-choice questions, the credits awarded for each of the Part III A short-answer (scaffold) questions, and the essay scores for Part II (Set 1 and Set 2) and Part III B (Civic Literacy essay). Add the total number of correct answers for Part I, Part II (Set 1 and Set 2), and the total credits for Part III A short-answer (scaffold) questions together. Record this number on the answer sheet in the box provided. Write the score for Part III B (Civic Literacy essay) on the answer sheet in the space labeled "Part III B Essay Score." Each rater's/scorer's name must be recorded on the student answer sheet and the rater's/scorer's code letter must be recorded for each question scored.

If the determination of each student's final examination score is being done by hand, use the [conversion chart](#) provided for each administration on the Department's website. Locate the student's total score for Part I, Part II, and Part III A on the left side of the chart and the student's Part III B Essay score across the top of the chart. ***The point where those two scores intersect is the student's final examination score.*** The format of the chart is illustrated on the next page. The chart provided for each administration will include scores ranging from 0 to 100 within the cells of the chart. ***Because scale scores in the conversion chart change in relation to raw scores, it is crucial that, for each administration, only the conversion chart provided for that specific administration be used to determine the student's final score.***

### Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I, Part II, and Part III A, add together the total number of Part I multiple-choice questions answered correctly, the total credits received for Part II (Set 1 and Set 2), and the total credits received for Part III A. For example, a student answering 22 multiple-choice questions correctly on Part I, receiving 8 credits on Part II and receiving 5 credits on Part III A, would have a total score for Part I, Part II, and Part III A of 35:  $22 + 8 + 5 = 35$ .

To determine the student's final score, locate the student's total Part III B essay score across the top of the chart and the total Part I, Part II, and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I, Part II, and Part III A score of 35 would receive a final examination score of **XX**.

Part III B Essay Score →	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Total Part I, Part II, and Part III A Score	0	0									
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
	12										
	13										
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	27										
	28										
	29										
	30										
	31										
	32										
	33										
	34										
	35										

Part III B Essay Score →	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Total Part I, Part II, and Part III A Score	36										
37											
38											
39											
40											
41											
42											
43											
44											

Scale Scores to Performance Levels				
Level 1:	Level 2:	Level 3:	Level 4:	Level 5:

**Generic Scoring Rubric**  
**United States History and Government**  
**Short-Essay Question Set 1, February 2022**

**Score of 5:**

- Thoroughly develops **both** aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information)
- Integrates relevant outside information
- Supports the theme with many relevant facts and/or examples from the documents

**Score of 4:**

- Develops **both** aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing **one** aspect of the task in depth while developing the other aspect of the task in **some** depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

**Score of 3:**

- Develops **both** aspects of the task in **some** depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes **some** relevant outside information
- Includes **some** relevant facts and/or examples from the documents; may include **some** minor inaccuracies

**Note:** If only one aspect of the task is thoroughly developed in depth and if the response meets most of the other Level 5 criteria, the response may be a Level 3 paper.

**Score of 2:**

- Minimally develops **both** aspects of the task *or* develops **one** aspect of the task in **some** depth
- Is primarily descriptive; may include faulty analysis
- Includes **little** relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include **some** inaccuracies

**Score of 1:**

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes **minimal** or **no** relevant outside information
- Includes a few relevant facts and/or examples from the documents; may make only **vague**, **unclear** references to the documents; may include inaccuracies

**Score of 0:**

- Fails to develop the task; *OR* includes **no** relevant facts and/or examples; *OR* includes **only** entire documents copied from the test booklet; *OR* is **illegible**; *OR* is a **blank** paper

**Generic Scoring Rubric**  
**United States History and Government**  
**Short-Essay Question Set 2, February 2022**

**Score of 5:**

- Thoroughly develops **both** aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of the selected document (1 or 2) as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information)
- Integrates relevant outside information
- Supports the theme with many relevant facts and/or examples from the documents

**Score of 4:**

- Develops **both** aspects of the task in depth or may do so somewhat unevenly by thoroughly developing **one** aspect of the task in depth while developing the other aspect of the task in **some** depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

**Score of 3:**

- Develops **both** aspects of the task in **some** depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes **some** relevant outside information
- Includes **some** relevant facts and/or examples from the documents; may include **some** minor inaccuracies

**Note:** If only **one** aspect of the task is thoroughly developed in depth and if the response meets **most** of the other Level 5 criteria, the response may be a Level 3 paper.

**Score of 2:**

- Minimally develops **both** aspects of the task or develops **one** aspect of the task in **some** depth
- Is primarily descriptive; may include faulty analysis
- Includes **little** relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include **some** inaccuracies

**Score of 1:**

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes minimal or no relevant outside information
- Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies

**Score of 0:**

- Fails to develop the task; **OR** includes no relevant facts or examples; **OR** includes only entire documents copied from the test booklet; **OR** is illegible; **OR** is a blank paper

**Generic Scoring Rubric**  
**United States History and Government**  
**Civic Literacy Essay Question, October 2024**

**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding the constitutional or civic issue, explaining *at least two* efforts to address the issue by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful *OR* the impact of the efforts on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information)
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information)
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops **all** aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that may be a restatement of the theme

**Score of 2:**

- Minimally develops **all** aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information

- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

- Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

\*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

## Rating Committee Sheet

### Regents Examination in United States History and Government

Examination Date: \_\_\_\_\_  
(Month/Year)

Date: \_\_\_\_\_

School: \_\_\_\_\_

**Note:** Each committee must include raters of the Part II short essays (Set 1 and Set 2), the Part III A short-answer (scaffold) questions, and the Part III B (Civic Literacy essay) and a rater(s) to provide a third rating to resolve discrepant essay scores.

Committee # \_\_\_\_\_

Assigned Letter	Rater's Name (Print)
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	

***Retain this form with examination scoring records for one year.***

Make copies of this form as needed.

**Rating Sheet**  
**Regents Examination in United States History and Government**

Examination Date: \_\_\_\_\_ Rater's Name: \_\_\_\_\_  
(Month/Year)

Rater's Committee # \_\_\_\_\_ Rater's Letter: \_\_\_\_\_

Choose One: \_\_\_\_\_ Rater's Number: 1 2 3 (circle one)

**Part II  
Essays**

**Set 1 Set 2**  
(circle one)

School: \_\_\_\_\_

**Part III B  
Essay**

Date: \_\_\_\_\_

Student's Name	Essay Score
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

***Retain this form with examination scoring records for one year.***

**Record Sheet**  
**Regents Examination in United States History and Government**

**Examination Date:** \_\_\_\_\_ **School:** \_\_\_\_\_ **District:** \_\_\_\_\_  
 (Month/Year)

<b>Student's Name</b>	<b>Part II Essay Scores</b>		<b>Part III B Essay Scores</b>				
	<b>Set 1 Rater Letter</b>	<b>Set 2 Rater Letter</b>	<b>Rater 1 Letter</b>	<b>Rater 2 Letter</b>	<b>Rater 3 Score</b>	<b>Rater 3 Letter</b>	<b>Resolved Score</b>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

***Retain this form with examination scoring records for one year.***