US

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

INFORMATION BOOKLET FOR SCORING THE REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT JANUARY, JUNE, AND AUGUST 2024 ADMINISTRATIONS

GENERAL INFORMATION

The general procedures to be followed in administering Regents Examinations are provided in the publications *Directions for Administering Regents Examinations* (DET 541) and the *School Administrator's Manual*, both 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. For information about the **rating** of the Regents Examination in United States History and Government, contact Lauren Carnahan of OSA at 518-474-5902.

School administrators should print or photocopy this information booklet and distribute copies to all school personnel who will be scoring the examination.

SCORING THE EXAMINATION

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

Scoring Key and Rating Guide

Printed copies of scoring keys and rating guides will **not** be sent to schools for the Regents Examinations. Instead, 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.

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 has been divided into two volumes.

The Volume 1 rating guide 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

The Volume 2 rating guide contains:

- 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 United States History and Government Regents Examination 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, and 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 in the Appendix.
- 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. (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 3 through 5.

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 in the Appendix. 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 2 hours per Part III B essay, and about 30–45 minutes per Part III A document). 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).

For Part II (Set 1 and Set 2) and Part III B, continue with these procedures:

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 in the Appendix.)
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. *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 response.
9. Prepare a rating sheet for each bundle. (See sample rating sheet in the Appendix.) After recording the students' names on the rating sheet, photocopy the rating sheet. Each rater will need a separate rating sheet for each bundle of 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 and 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 those 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 that 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 United States History and Government Regents Examinations 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 *A*	Rater 2 Letter B	Rater 3 Score	Rater 3 Letter	**Resolved Score***	**Reason**
2	2	—		2	Two ratings agree. Use that score.
2	3	—		2.5	Two ratings are contiguous. Average the two scores.
2	4	4	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 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 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 of the Part I multiple-choice questions, 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. 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 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											
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	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:**

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records. In addition, each rater must sign the *Examination Scoring Certificate* to attest that the rater fully and faithfully observed the rules and regulations for scoring the examination. The principal must also sign the 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 manual and in the scoring materials provided on the Department's website. 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 the 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 answer papers for no more than 5% of the school's test takers for the examination or five students, whichever is greater, and when they 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 examination title, 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 the answer papers for more than 5% of the school's test takers for the examination or five students, whichever is greater, 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 rescoring 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 number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why they believe that rescoring 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 examination provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and/or 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 before correcting students' final examination scores.

APPENDIX
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, February 2022

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 substantial 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: _____ **Date:** _____
(Month/Year)

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)

	Part II Essay Scores		Part III B Essay Scores				
Student's Name	Set 1 Rater Letter ____	Set 2 Rater Letter ____	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.