

INFORMATION BOOKLET FOR SCORING
THE REGENTS EXAMINATION IN ENGLISH LANGUAGE ARTS
JUNE 2021 ADMINISTRATION
JUNE 17, 2021 9:15 a.m.

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 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. For information about the rating of the Regents Examination in English Language Arts, contact OSA at 518-474-5900.

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.

The Scoring Key and Rating Guide

Printed copies of scoring keys and rating guides will not be sent to schools for any of 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 in June. 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 (

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 by a third qualified rater only in certain specified instances. Qualified raters include teachers of English, reading, English as a second language, and special education who know the English curriculum and have previously received training. [Training](#) is provided online in two webcast presentations (one for Part 2 and one for Part 3).

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:

- x Manage the training and logistics of the scoring process.
- x Provide task-specific training immediately before scoring.
- x Assign two teachers to rate each 6-credit essay independently, with a third rater available to resolve discrepant scores (as explained on pages 3–5).*
- x Assign two teachers to rate each 4-credit response independently, with a third rater available to resolve discrepant scores (as explained on pages 3–5).*

*No teacher may be assigned to rate the responses of his or her own students.

Organizing the Rating and Recording

Before student responses can be read and rated, each school must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the examination results. The procedure used in a particular school should be designed to produce a reliable score for each student and to facilitate maintenance of the school's records of each student's score and of the participation of each rater in the scoring process. A suggested procedure for managing the mechanics of the rating process is described on pages 3–5.

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

Scoring the Multiple -Choice Questions

For the 2021 Regents Examination in English Language Arts, all schools must use uniform scannable answer sheets. These answer sheets are provided to schools either by the regional information center or the large-city scanning center. (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 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.

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

x

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

with the discrepant scores and make another bundle. Prepare a separate rating sheet for those discrepant papers. List the names of the students on a new rating sheet and attach the sheet to the corresponding bundle of student responses. Assign each of these bundles to a rater 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 7. 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 19.)

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	

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	

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)

Weighted Raw Score	Scale Score	Level	Weighted Raw Score	Scale Score	Level
56	100	5	27		

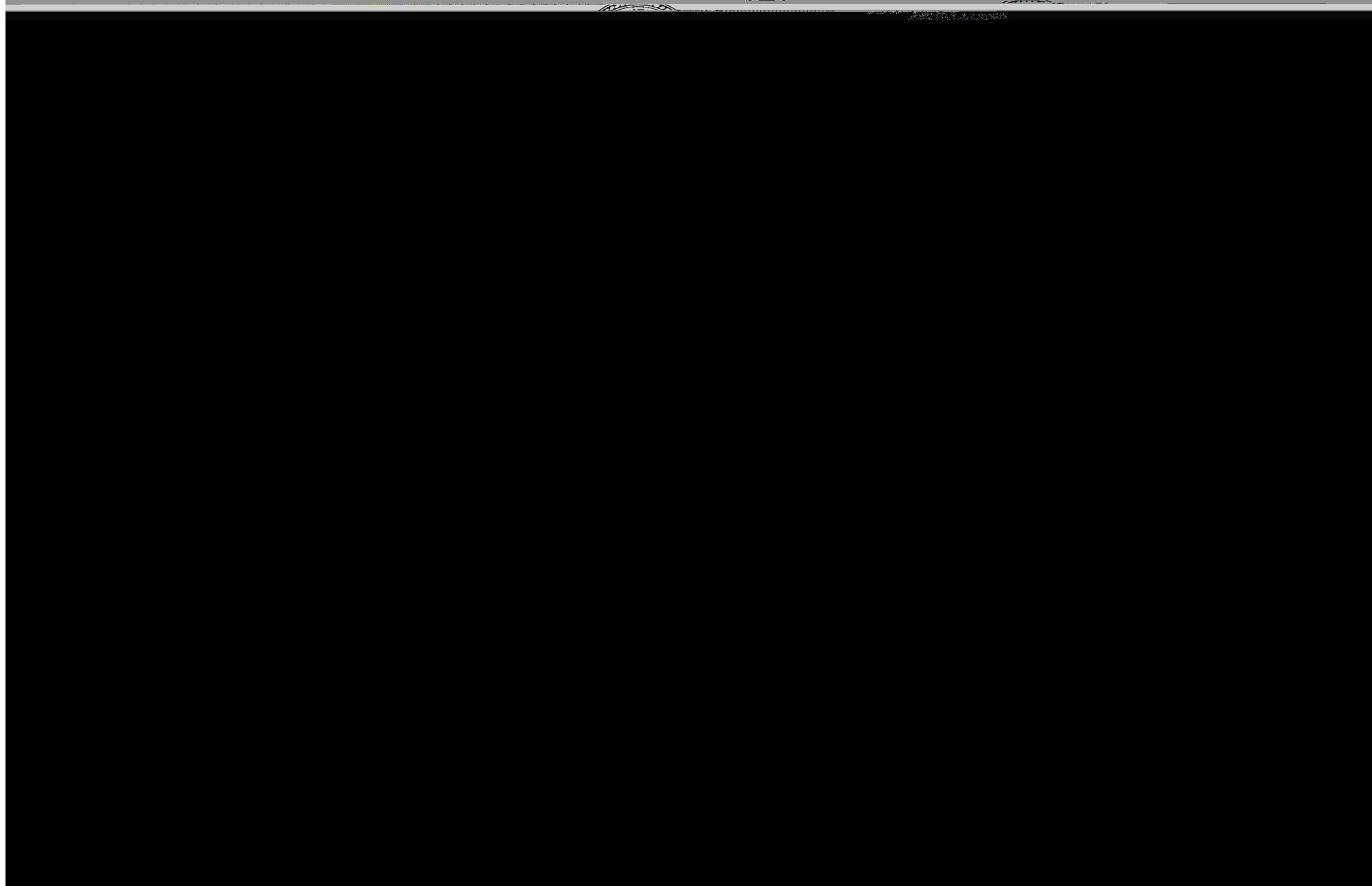
When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records. In addition, each rater must sign the Examination Scoring Certificate to attest that he or she fully and faithfully observed the rules and regulations for scoring the examination. 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 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 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 converted scores.

Appendix

Rubrics
Rating Sheet
Record Sheet



Rating Committee Sheet

Regents Examination in English Language Arts

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	

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: _ _____

Part 3

Student's Name

