

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

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 after the papers.
- 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, the 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 t765uh.4 (r)-6. [(as)8po1 (en)10.4 (s)-2.5 (i)2bl5 (i)24 (t765uhf4 (t)-6.8 (o)10.4 (5)-11.4

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

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.**

Generic Scoring Rubric
United States History and Government (Framework)
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.

- Includes some relevant information from the documents; may include some minor inaccuracies
-
-

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

Score of 5:

Rating Committee Sheet

Regents Examination in United States History and Government (Framework)

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 (Framework)

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.

