



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
JUNE AND AUGUST 2018 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](#), available on the Department's website. The [School Administrator's Manual](#) may also be accessed 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 Greg Wilsey of 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

Scoring Keys and Rating Guides

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 in June, and at 11:30 a.m. for morning examinations and at 3:30 p.m. for afternoon examinations in August. 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 scoring key and rating guide contains:

- Correct answers to the multiple-choice questions in Part I
- A specific scoring rubric for the Part II (thematic 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 volume 2 rating guide contains:

- A specific scoring rubric for the Part III A scaffold questions and the Part III B document-based (DBQ) 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

Scoring the Examination

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 his or her own students.** The short-answer document-based 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 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.

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 scaffold questions, the thematic essay, and the DBQ 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 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 scaffold questions. If staffing is sufficient, separate teams of teachers should rate the Part II thematic essay, the Part III A scaffold questions, and the Part III B essay. No teacher may rate the responses of his or her 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 and to facilitate maintenance of the school's records of each student's score. 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 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*

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 has 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*

- 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, 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 (scaffold questions, thematic essay, and DBQ 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 accurately and efficiently complete the 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 scaffold questions, each one can place his or her 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 scoring the specific task for all raters immediately before the rating of the students' responses (about 2 hours per essay and about 30–45 minutes per document). It is strongly recommended that raters be trained on one document and score the responses associated with it, then be trained and score the responses to the next document, etc.
6. Provide adequate time for rating (3–5 minutes per response for each essay, 1 minute per response for each scaffold question scored 0–2, and ½ minute per response for each scaffold question scored 0–1).

For Part II 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 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 and Part III B. *If the essay answer booklet is separated, be sure to verify that the student has entered his or her name and the school name on the page where Part III (Document-Based Question) begins before separating the parts.* After separating the essays, staple together all pages of the student's Part II 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 essay papers that he or she rates. 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 his or her 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 his or her scores only on the second rating sheet. *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 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 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 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 rater information sheets used in scoring the social studies 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 document-based scaffold questions is to be scored by one rater who is not the student's social studies teacher.
3. The scores for each 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 if the space is provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ 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 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				
	Rater 1 Letter A	Rater 2 Letter B	Rater 3 Score	Rater 3 Letter	Resolved Score	Rater 1 Letter C	Rater 2 Letter D	Rater 3 Score	Rater 3 Letter	Resolved Score
<i>Student A</i>	4	4			4	4	2	3	G	3
<i>Student B</i>	0	1			0.5	1	4	2	I	2
<i>Student C</i>	3	5	4	J	4	4	3			3.5

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 he or she 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 he or she believes that rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her 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 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 before correcting students' final examination scores.

APPENDIX

Generic Scoring Rubric Social Studies Thematic Essay Revised 2004

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* 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
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* 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 most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate 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 some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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
- 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 theme, task, or suggestions as 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.

Generic Scoring Rubric

Social Studies Document-Based Essay

Revised 2004

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from at least **X** 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
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from at least **X** 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 most 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 some 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 scaffold questions, the thematic essay, and the DBQ 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 Essay

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)

Student's Name	Part II Essay Scores					Part III B Essay Scores				
	Rater 1 Letter	Rater 2 Letter	Rater 3 Score	Rater 3 Letter	Resolved Score	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.										
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23.										
24.										
25.										

Retain this form with examination scoring records for one year.