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

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–

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

Chart for Converting Total Test Raw Scores

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 5 (nt)4.2 (.)] (et)-6.nd and on tos c

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

Score of 1:

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	

Rating Sheet

Regents Examination in United States History and Government

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

Rater's Committee # _____ **Rater's Letter:** _____

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

Choose One:

Part II Essays ☐ **Set 1** **Set 2** (circle one)

Part III B Essay ☐

School: _____

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.							