



New York State Testing Program

Educator Guide to the 2014 Regents Examination in English Language Arts (Common Core)

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Foreword

In the 2012-13 school year, the New York State Education Department (NYSED) began redesigning its assessment program to measure what students know and can do relative to the grade-level Common Core Learning Standards (CCLS) for English Language Arts & Literacy. The CCLS for English Language Arts & Literacy define literacy as integrated comprehension, analysis, and communication of information gleaned from reading, regardless of text type.

The Regents Examination in English Language Arts (Common Core) is designed to measure student literacy as defined by the CCLS. As such, there will be a noticeable change in rigor and an increased focus on text. Many of the questions on the Regents Examination in English Language Arts (Common Core) are more demanding and complex than those found on prior assessments that measured the 2005 New York State grade-level standards. For multiple choice questions, students will need to make hard choices between fully correct and plausible but incorrect answers. The questions are specifically designed to measure comprehension and text analysis. In many cases, students will need to read and comprehend the entire text to determine the correct answer. For constructed-response questions, students will need to make inferences and construct arguments and analyses that can be defended with evidence gathered from complex literary and informational texts. Some texts will express an author's point of view with which not all readers will agree.

This guide details many of the changes involved with both instruction and the newly designed test that measures the CCLS for English Language Arts & Literacy. While reading about each of the changes will help in understanding how to prepare students for the upcoming test, it is important to remember that research has consistently demonstrated that students perform best on local, regional, statewide, or national tests when they have a great teacher delivering high-quality instruction aligned to rigorous standards¹. Rote test prep practices are incompatible with highly effective teaching and lead to lower student performance².

¹See, for example, <http://ccsr.uchicago.edu/publications/authentic-intellectual-work-and-standardized-tests-conflict-or-coexistence>.

² See, for example, http://metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf.

The Regents Examination in English Language Arts (Common Core): Introduction

As part of the New York State Board of Regents Reform Agenda, NYSED has embarked on a comprehensive reform initiative to ensure that schools prepare students with the knowledge and skills they need to be successful in college and in their careers. To realize the goals of this agenda, changes are occurring in standards, curricula, and assessments. These changes are intended to enrich pedagogy and student learning. As a result, NYSED is deeply engaged in a revision of the current State assessment program to measure the New York State P-12 Common Core Learning Standards (CCLS).

The CCLS were adopted by the New York State Board of Regents in July 2010 for all schools and districts that serve students enrolled in grades K–12. The adoption of the CCLS signaled the need for educators to shift instruction to prepare students in accordance with these new, rigorous standards. More specifically, the changes around which teachers should expect to focus their instruction will involve six key shifts in English Language Arts & Literacy. (A more detailed description of these shifts can be found at <http://engageny.org/resource/common-core-shifts/>).

Shifts in English Language Arts & Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) primarily through <i>text</i> rather than through the teacher or other activities.
Shift 3	Staircase of Complexity	Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time, space, and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students continuously build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Common Core Learning Standards for English Language Arts & Literacy

The New York State P–12 Common Core Learning Standards for English Language Arts & Literacy define general, cross-disciplinary literacy expectations. The standards are organized into four overlapping strands: Reading, Writing, Language, and Speaking/Listening. In each of these strands, the shifts are borne out in the specific fluency, comprehension, analytic, and communication expectations stated in the standards. The CCLS present an integrated model of literacy in which standards mutually inform one another and progress fluidly across grades. A successful integration of the standards will provide students with the fluency, comprehension, analytic, and communication skills necessary to be on track for college and career readiness.

Common Core teaching and learning have certain distinct characteristics. The characteristics, detailed below by strand, further articulate the instructional “Shifts” demanded by these standards. The information below is meant to provide the context and expectations to support student success and inform teacher practice.

Reading

To become college and career ready, students must analyze works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among influential U.S. documents, classics of American and world literature, and timeless works from a diverse range of authors. Through wide and deep reading of literature and nonfiction of steadily increasing sophistication, students gain

- a reservoir of literary and cultural knowledge, references, and images (Shift 1: Balancing Informational & Literary Text; Shift 2: Knowledge in the Disciplines; Shift 3: Staircase of Complexity; Shift 6: Academic Vocabulary); and
- the ability to evaluate intricate arguments (Shift 1: Balancing Informational & Literary Text; Shift 2: Knowledge in the Disciplines; Shift 5: Writing from Sources).

Writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To become college and career ready writers, students

- must take the task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately (Shift 5: Writing from Sources);
- need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing (Shift 4: Text-based Answers; Shift 5: Writing from Sources);
- need to be able to use technology strategically when creating, refining, and collaborating on writing;

- have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner (Shift 4: Text-based Answers; Shift 5: Writing from Sources); and
- must have the flexibility, concentration, and fluency to produce high quality, first draft text under a tight deadline, as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it (Shift 4: Text-based Answers; Shift 5: Writing from Sources).

Language

To become college and career ready, students

- must have firm control over the conventions of standard English;
- must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects;
- must have extensive vocabularies built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content (Shift 1: Balancing Informational & Literary Text; Shift 2: Knowledge in the Disciplines);
- need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them (Shift 6: Academic Vocabulary); and
- must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations (Shift 6: Academic Vocabulary).

Speaking and Listening

To become college and career ready, students

- must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains (Shift 2: Knowledge in the Disciplines); and
- must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or career, high school graduates will depend heavily on their ability to listen attentively to others so that they will be able to build on others’ meritorious ideas while expressing their own ideas clearly and persuasively (Shift 4: Text-based Answers).

The complete CCLS for English Language Arts & Literacy are available at <http://engageny.org/resource/new-york-state-p-12-common-core-learning-standards/>

Types of Texts Featured on the Test

In order to meet the demands as articulated by the CCLS, the Regents Examination in English Language Arts (Common Core) requires students to read, analyze, and write about a balance of literature and informational texts. Literature texts could include: stories (the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels); drama (one-act and multi-act plays); and poetry (the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics). Informational texts could include: literary nonfiction (the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts written for a broad audience).

Complexity of the Texts Featured on the Test

The appropriateness of texts for use on the Regents Examination in English Language Arts (Common Core) is evaluated through the use of both quantitative and qualitative analysis in accordance with the *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A* requirements.

The Quantitative Analysis of each text is conducted using the Lexile Framework and at least two other measures such as ATOS, DRP, Flesch-Kincaid, etc. These measures are based on computer analysis of text characteristics, such as word length or frequency, sentence length, and text coherence. While these measures provide an indication of text complexity, they are inappropriate for poetry and may underestimate or overstate the complexity of some texts. Texts that score outside of the 11th-CCR Band must be justified for use on the test by the Qualitative Analysis.

The Qualitative Analysis of all texts is conducted by experienced English teachers and SED content staff who evaluate the appropriateness of the text for the test based on its content, knowledge demands, richness and complexity, structure and organization, and language use and vocabulary.

The Guidelines for Text Selection for the Regents Examination in English Language Arts (Common Core) are available at

<http://www.engageny.org/sites/default/files/resource/attachments/regela-d-1-guidelines-for-text-selection.pdf>

Text Complexity and Text Review Forms

The Text Complexity and Text Review forms in tandem with the Guidelines for Text Selection may be used as tools by teachers in their own classrooms to ensure texts selected for curriculum and/or formative assessment purposes are held to the same standard as the texts included in the Regents Examination in English Language Arts (Common Core). In addition, these forms can be used in professional development opportunities to calibrate adult understanding around text complexity as articulated by the Common Core. These forms are available at

<http://www.engageny.org/resource/regents-exams-ela-text-complexity-form>

<http://www.engageny.org/resource/regents-exams-ela-text-review-form>

Guide for CCLS Grade Band Text Difficulty Indices

The following guide is used when conducting the Quantitative Analysis of texts selected for the Regents Examination in English Language Arts (Common Core).

Directions: Enter the text difficulty index for the Lexile Framework and two other indices in the appropriate boxes below. If the Lexile is not within the 11th-CCR Grade Band, the Qualitative Analysis must be performed and a justification written for the text.

CCLS Grade Band	Lexile Framework	ATOS	DRP Degrees of Reading Power	FK Flesch-Kincaid	SR Source Rater	RM Pearson Reading Maturity Metric	Other
2 nd -3 rd	420-820	2.75-5.14	42-54	1.98-5.34	.05-2.48	3.53-6.13	
4 th -5 th	740-1010	4.97-7.03	52-60	4.51-7.73	.84-5.75	5.42-7.92	
6 th - 8 th	925-1185	7.00-9.98	57-67	6.51-10.34	4.11-10.66	7.04-9.57	
9 th -10 th	1050-1335	9.67-12.01	62-72	8.32-12.12	9.02-13.93	8.41-10.81	
11 th -CCR	1185-1385	11.20-14.10	67-74	10.34-14.20	12.30-14.50	9.57-12.00	

The Regents Examination in English Language Arts (Common Core)

Designed to Measure the Common Core Learning Standards for English Language Arts & Literacy

The Regents Examination in English Language Arts (Common Core) will primarily measure the Grade 11-12 Band Reading, Writing, and Language Standards but will also include some questions that measure standards from the Grade 9-10 Band. The standards that are measured by the test are listed in the test blueprint; however, it is important to note that due to constraints in the length of the test, not all standards will be assessed in every administration of the test.

Likewise, because it is not possible to measure all the standards during a three-hour test, Speaking and Listening Standards will not be assessed on the Regents Examination in English Language Arts (Common Core). While Speaking and Listening Standards will not be assessed on the test, they remain two important components of college and career readiness. Therefore, it is imperative that teachers continue to instruct and assess the Speaking and Listening Standards in the classroom.

The Regents Examination in English Language Arts (Common Core) was developed by New York State high school educators with the assistance of members of the New York State higher education community. The knowledge and skills measured by the test are those associated with readiness for college courses. However, institutions of higher education may require evidence of continued learning and/or a placement test in order for students to place directly into entry-level and credit-bearing English Language Arts courses.

Introduction to the Test Blueprint

The Regents Examination in English Language Arts (Common Core) consists of three parts, which include 24 multiple-choice questions and two writing tasks. All questions will measure the NYS P-12 CCLS for English Language Arts & Literacy.

One of the major curricular shifts demanded by the Common Core for English Language Arts & Literacy is a focus on writing from sources using evidence. The Common Core's attention to evidence-based writing is underscored by the demand from New York State college and university faculty members that students enter college with these important skills.

The CCLS requires that informational text, in particular literary nonfiction, take on a more dominant role in high school English Language Arts classes than it has before and the blueprint of the test reflects this requirement. For example, according to the blueprint, Part 1 of the test must include an informational text. Part 2 will consist of four informational texts. Part 3 will include either an informational text or a literature text.

Taken as a whole, the test blueprint for the Regents Examination in English Language Arts (Common Core) measures the expectations of an 11th grade student approaching readiness for college and career.

How the Test Blueprint Can be Used in Instruction

Nearly all of the Reading for Literature (RL), Reading for Informational Text (RI), and Writing (W) Standards are included in the test blueprint. Educators can check their curriculum against the blueprint to ensure there is alignment between the curriculum and the test, and to ensure that their curriculum covers the standards potentially measured. In addition, teachers should use the blueprint to align their writing instruction to Part 2 and 3 of the test. As the standards place a premium on argument writing, teachers should ensure that students have instruction around making and supporting claims using textual evidence, as well as distinguishing their claim from alternate and opposing claims, organizing their writing in a coherent and cohesive manner, and adhering to conventions. Teachers should also ensure that students can identify central ideas in works of fiction as well as literary nonfiction and analyze the writing strategies utilized by the author to develop these ideas.

Test Blueprint: New York State Regents Examination in English Language Arts (Common Core)

Test Part	Suggested Time	Standards Addressed (coverage will vary)	Text Description	Student Task
PART 1 READING COMPREHENSION	60 minutes	RL.1-6, 10 RI.1-6, 8-10 L.3-5	3 texts Up to approximately 2,600 words total Each test will contain one literature text, one poem, and one informational text.	Students will perform a close reading of the texts and answer 24 multiple-choice questions.
PART 2 WRITING FROM SOURCES: ARGUMENT	90 minutes	RI.1-10 W.1, 4,9 L.1-6	4 texts Up to approximately 2,600 words total Each test will contain 4 informational texts. Texts may include graphically-presented information.	Students will perform a close reading of the texts and write a source-based argument, as directed by the task.
PART 3 TEXT ANALYSIS: EXPOSITION	30 minutes	RL.1-6, 10 RI.1-6, 8-10 W.2,4,9 L.1-6	1 text Up to approximately 1,000 words Each test will contain one literature or one informational text.	Students will perform a close reading of the text and write a two-to-three paragraph expository response that identifies a central idea in the text and analyzes how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea.
Overall, the test requires that students read closely 8 texts of up to approximately 6,200 words and that they answer 24 multiple-choice questions, write one source-based argument, and one text-based response that identifies a central idea in the text and analyzes how the author's use of one writing strategy develops this central idea. The test assesses Common Core Learning Standards in Reading, Writing and Language for the Grade 11-12 Band, but, due to the integrative and cumulative nature of the standards, items may also assess standards in the Grade 9-10 Band. Exact standard coverage will vary from test to test based on the texts and writing tasks used.				

Part 1 Multiple-Choice Question CCLS Coverage

Literature Text and Poem	Number of Questions (range) within the CCLS Strands
Reading Standards for Literature	
<i>Key Ideas and Details</i> <i>RL.1, RL.2, RL.3</i>	4-7
<i>Craft and Structure</i> <i>RL.4, RL.5, RL.6</i>	3-7
Language Standards	
<i>Vocabulary Acquisition and Use</i> <i>L.4, L.5</i>	2-5
Total Questions	14
Informational Text	Number of Questions (range) within the CCLS Strands
Reading Standards for Informational Text	
<i>Key Ideas and Details</i> <i>RI.1, RI.2, RI.3</i>	3-6
<i>Craft and Structure</i> <i>RI.4, RI.5, RI.6</i>	3-5
Language Standards	
<i>Vocabulary Acquisition and Use</i> <i>L.4, L.5</i>	0-2
Total Questions	10
Part 1 Total Questions	24

- Reading Standards for Literature: *Range of Reading and Level of Text Complexity (RL.10)* is covered by the text type and complexity.
- Reading Standards for Informational Text: *Integration of Knowledge and Ideas (RI.8 and RI.9)* and *Range of Reading and Level of Text Complexity (RI.10)* are covered by text type and complexity.
- Language Standard: *Knowledge of Language (L.3)* is covered by text craftsmanship and content.

Weighting of Parts

Each of the three parts of the Regents Examination in English Language Arts (Common Core) has a number of raw score credits associated with the questions/tasks within that part. In order to ensure an appropriate distribution of credits across the test, each part is weighted. The weightings take into account anticipated time on task, content coverage, and psychometric properties of the test. The table below shows the raw score credits, weighting factor, and weighted score credits for each part of the test. This information will be used to determine each student's scale score (final exam score) through the use of a conversion chart provided by NYSED.

Part	Maximum Raw Score Credits	Weighting Factor	Maximum Weighted Score Credits
Part 1	24	1	24
Part 2	6	4	24
Part 3	4	2	8
TOTAL			56

Question Formats

Part 1- Reading Comprehension (Multiple Choice)

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. Answering questions correctly will require more than rote recall or simple identification. Question complexity will range from asking students to analyze aspects of text or vocabulary to requiring students to arrive at an answer using multiple steps and skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, students must first comprehend the central idea and then show understanding of how that idea is supported. Students will also be required to negotiate plausible, text-based distractors.³ Students will select the correct response from four answer choices.

³ A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

Multiple-Choice Item Writing Form and Multiple-Choice Item Writing Checklist

New York State educators who create the Regents Examination in English Language Arts (Common Core) use the Multiple-Choice Item Writing Form and Multiple-Choice Item Writing Checklist as tools to ensure that multiple choice questions properly measure the Common Core and are of sufficient psychometric rigor. Educators may consider using these forms in their own classrooms to help craft formative multiple-choice questions that rigorously address the Reading and Language Common Core Learning Standards and to ensure that the questions they are creating and/or using meet the same standards that the Regents Examination in English Language Arts (Common Core) questions must meet. The forms can also be used in teacher trainings to build a greater understanding of assessments and assessment design. Finally, educators can use the forms in tandem with other Common Core Assessment Design resources on EngageNY in professional development sessions focused on building capacity within their schools and/or districts to design their own formative assessment and use assessment data to drive instructional decisions and differentiation. These forms are available at

<http://www.engageny.org/sites/default/files/resource/attachments/regela-e-1-item-writing-form-mcqs.pdf>

http://www.engageny.org/sites/default/files/resource/attachments/regela-e-2_item-review-checklist-mcqs.pdf

Part 2- Writing from Sources - Argument

The extended-response question is designed to assess *Writing from Sources*. It will focus on Common Core Reading, Writing and Language Standards. The extended-response question will require comprehension and analysis of 4 texts which may include a graphic. Part 2 of the test will require students to take a position on an argument and support it with text-based evidence. The extended-response question allows students to demonstrate their ability to write coherent essays using textual evidence to support their ideas. Student responses are scored using the rubric provided on page 14.

Part 3- Text Analysis - Exposition

The Part 3 question is designed to assess Common Core Reading, Writing and Language Standards. Students will perform a close reading of a text and write a two to three paragraph response that identifies a central idea in the text and analyzes how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Student responses are scored using the rubric on page 15.

Sample Questions

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in English Language Arts & Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. To aid in this transition, NYSED is providing sample questions for the Regents Examination in English Language Arts (Common Core) to help students, parents, and educators better understand the instructional shifts demanded by the Common Core and the rigor required to ensure that all students are on track to college and career readiness.

These Samples Are Teaching Tools

The sample texts, multiple-choice questions, writing from sources task, and text analysis task emphasize the instructional shifts demanded by the Common Core. For the Regents Examination in English Language Arts (Common Core) NYSED has provided 18 multiple-choice questions, one writing from sources task, and one text analysis task. The sample questions emphasize the use of specific text-based evidence and a demand for close reading of the text. The multiple-choice questions may involve multiple steps to arrive at a correct answer.

The sample multiple-choice questions for Part 1 of the test reflect the demands of the CCLS for Reading and Language for students to engage in analyses of a variety of complex literature and informational texts. The texts associated with the sample questions represent only a few of the historical periods, ethnicities, and perspectives that will be present on the operational tests.

This document also includes samples of the other two parts of the test. Parts 2 and 3 of the test address the Common Core's target that "all students are college and career ready in literacy no later than the end of high school," and accordingly, at the high school level the writing standards demand that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

The sample questions are available at

<http://www.engageny.org/sites/default/files/resource/attachments/regentsela-h-1-ela-sample-items.pdf>

Scoring Rubrics for the Regents Examination in English Language Arts (Common Core)

Parts 2 and 3 of the Regents Examination in English Language Arts (Common Core) will be scored using new holistic rubrics. Part 2 will be scored using a 6-credit rubric; Part 3 will be scored using a 4-credit rubric. Both rubrics reflect the new demands called for by the Common Core Learning Standards for English Language Arts & Literacy through the end of Grade 11.

Educators can use the rubrics to evaluate in-class writing activities that require argument and/or analysis using texts. They can also use the criteria as a means of setting differentiated instructional goals for their students and targeting writing instruction to meet these goals.



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**New York State Regents Examination in English Language Arts (Common Core)
Part 2 Rubric
Writing From Sources: Argument**

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.



**New York State Regents Examination in English Language Arts (Common Core)
Part 3 Rubric
Text Analysis: Exposition**

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author’s use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author’s use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author’s use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author’s use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.