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Office of State Assessment

Spring 2009

TO: Principals of Secondary Schools

FROM: Candace Shyer *Candace Shyer*

SUBJECT: June 2009 Regents Examinations, Regents Competency Tests,
and Second Language Proficiency Examinations

This memorandum provides information concerning the format, content, and credit allotment of the Regents Examinations, the Regents Competency Tests, and the Second Language Proficiency Examinations to be held in June 2009. *Please make the information for each subject area available immediately to the teachers who will be administering these examinations.*

The publication *Regents Examinations, Regents Competency Tests, and Proficiency Examinations: School Administrator's Manual, 2008 Edition*, contains the general procedures to follow in administering these examinations. This manual is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/sam/secondary/home.html>.

Included in the shipment of nonsecure materials were six Information Booklets pertinent to the scoring of the Regents Examinations administered in June. These booklets address the scoring of Regents Examinations in the following content areas: English; Integrated Algebra; Geometry; Mathematics B; the Sciences; Global History and Geography and United States History and Government. The package of nonsecure test materials shipped to school principals for the June examination period included two copies of each of these six publications. School administrators should photocopy these booklets and distribute copies to school personnel who will be involved in the scoring of these examinations.

Two separate booklets, *Directions for Administering Regents Examinations, June Administration* and *Second Language Proficiency Examinations: Directions for Administering and Scoring*, contain specific instructions for administering each examination. Each Regents Competency Test also has separate detailed directions for its administration and scoring. For schools administering the Regents Examination in Geometry, the Regents Comprehensive Examination in German, or the Regents Comprehensive Examination in Hebrew, also included in the shipment of nonsecure materials are separate *Directions for Administering and Scoring* for each of these examinations. All persons involved in administering the June 2009 examinations must read these specific directions prior to the examination. Copies of these directions are included in the shipment of nonsecure examination materials.

Thank you for your cooperation.

IMPORTANT: When student papers for any State examination are scored in cooperation with another school, answer papers may be transported to the cooperating school. It remains the principal's responsibility to ensure the security of such papers while they are out of the building.

**PLEASE NOTE: The Following Policy is in Effect
for All Secondary-Level State Examinations.**

Use of Communications Devices

At the beginning of each test administration, proctors must read the following statement to all students taking secondary-level State examinations:

You may **not** use any communications device while taking a State examination, either in the room where the test is being administered or while on a supervised break (such as a restroom visit). Such devices include, but are not limited to, cellular telephones, pagers, CD and audiocassette players, radios, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones, or earplugs.

If your cell phone rings or vibrates, you may not look at or answer it. You may not send, receive, or look at text messages. If your pager beeps or vibrates, you may not look at it. You must therefore turn these and other such devices **OFF right now and secure them underneath your desk** [or in the location specified by the principal]. You must not turn such devices back on until you have completed your examination, handed it in, and left the examination room. Your examination will be invalidated and no score will be calculated for you if you use any such device or related communications technology for any reason under any circumstances, or if you wear headphones while in the testing room.

For Principals and Proctors:

Any student observed to be using any communications device while taking a State examination must be directed to turn it off and put the device away immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination.

The incident must be reported promptly to the school principal. If the principal determines that the student was using a communications device during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.

The incident must be reported in writing to the Office of State Assessment, as is the case for all testing irregularities, misadministrations, or other violations of State testing policy and procedures.

Note: Some students with disabilities may use certain recording/playback devices *ONLY* if this accommodation is specifically required as a provision of the student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan). If not, the general policy on communications devices as provided above is in effect, and the school may not allow the use of any such equipment.

ENGLISH

Regents Comprehensive Examination in English

The June 2009 Regents Comprehensive Examination in English is similar in format to the examination administered in January 2009. The examination will be administered in two 3-hour sessions on separate days. With the exception of students who took Session One on January 27, 2009, but were unable to take Session Two on January 28, 2009, because of a weather-related school closing, students must attend both sessions of the June 2009 administration to complete the examination. Session One includes a listening comprehension part. School administrators should take this factor into consideration when making plans for the examination administration. Distribute the directions for administering this part, printed on blue paper, to the proctors *one hour* before the scheduled starting time so that proctors will have sufficient time to become familiar with the dictation materials prior to the start of Session One of the examination.

Session One has two parts. For Part A, students are to listen to a speech, answer 6 multiple-choice questions, and use information from the speech to write a response for a specific purpose and audience. For Part B, students are to answer 10 multiple-choice questions based on text and material presented in a graphic form (e.g., chart, table, illustration) and use information from both to write a response for a specific purpose and audience.

Session Two has two parts. For Part A, students are to answer 10 multiple-choice questions based on two literary texts and then write an essay discussing a controlling idea and the authors' use of literary elements and techniques. For Part B, students are to interpret a statement provided to them about some aspect of literature and write an essay using two works they have read to support their interpretation of the statement.

The following tables show the types of questions and the credit allotment for each part of the examination.

**June 2009 Regents Comprehensive Examination in English
Session One**

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I A	multiple choice	1–6	0 or 1	6
	essay	Part A	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, or 6.0	6
I B	multiple choice	7–16	0 or 1	10
	essay	Part B	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, or 6.0	6

**June 2009 Regents Comprehensive Examination in English
Session Two**

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
II A	multiple choice	1–10	0 or 1	10
	essay	Part A	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, or 6.0	6
II B	essay	Part B	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, or 6.0	6

Before allowing students to begin each session of the examination, have them check the cover of the examination booklet to be sure it has the correct title, date, and time.

A scoring key for each session contains the answers to the multiple-choice questions, scoring rubrics for each part, annotated anchor papers for each score level for each written response, and prescored practice papers. A chart for converting students' raw scores to scaled scores will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores change from one administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student's final score for students who took Session One and Session Two of the June 2009 examination.

For students affected by weather-related school cancellations in January 2009. All students who took Session One of the January 2009 Regents Comprehensive Examination in English but were unable to take Session Two because of a weather-related school closing, may, if they choose, take only Session Two of the June 2009 examination. The raw scores earned by the student on Session One of the January 2009 Regents Comprehensive Examination in English may be combined with the raw scores earned on the June 2009 Session Two to constitute one complete and official examination administration. The student's final score for this special combined-date administration will be derived from a special conversion chart that will be provided to schools on June 18, 2009. Affected students who choose to take both sessions of the June 2009 Regents Comprehensive Examination in English will be awarded a final examination score for the June 2009 administration as well as a final score for this special combined-date administration. The student should make the determination which option described above to select.

The *Information Booklet for Scoring the Regents Comprehensive Examination in English* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hseng.html>. This booklet includes detailed procedures for training scorers, resolving discrepant scores, and managing the logistics of the scoring process. School administrators should provide a copy of this booklet to all school personnel involved in coordinating the scoring of the Regents Comprehensive Examination in English prior to the date of Session One of the examination.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Competency Test in Reading

The June 2009 Regents Competency Test in Reading is similar in format to the test administered in January 2009. It uses the Degrees of Reading Power (DRP) methodology to measure a student's ability to understand written material. It contains a total of 10 nonfiction prose passages and 70 multiple-choice test items, numbered 1–70. Each test item has five choices, labeled a, b, c, d, and e.

Before allowing students to begin the test, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

A student's raw score on the test is the total number of items that the student answers correctly. The student must obtain a raw score of 47 in order to pass the June 2009 test. The passing score is printed on the scoring key.

The shipment of nonsecure test materials provided to each school includes special directions for administering and scoring the Regents Competency Test in Reading. Each person involved in the administration of the examination should become thoroughly familiar with these special directions prior to the date of administration.

Regents Competency Test in Writing

The June 2009 Regents Competency Test in Writing is similar in format to the test administered in January 2009. It is designed as a direct measure of a student's ability to organize and present ideas in written form. The tasks are set in a context that is related to the experience of students and that clearly indicates the purpose for the piece of writing and the specific audience for whom the piece is intended.

The test consists of three separate writing tasks: a business letter of complaint, a report based on information provided, and a composition. The Part III composition may be expository, narrative, descriptive, or persuasive in purpose. Teachers should keep in mind, however, that rarely are tasks *purely* of a single type. For example, a task might require students to *describe* an object and then *explain* something significant about it or *narrate* an incident related to it. Whatever the purpose(s) of the task, information provided to the students makes clear what is expected.

Each of the three tasks requires a relatively brief piece of writing, about 100–200 words. For each task, students are directed to prepare a first draft and then to edit and revise the draft before producing their final response. Students are to write their final responses on special answer paper provided by the Department.

Before allowing students to begin the test, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The rating guide, printed on yellow paper, contains a detailed outline of the procedure to follow in rating the students' answer papers. It also contains criteria for rating each of the three writing tasks. The criteria for the letter and the report remain the same for all administrations of the test; the criteria for the composition are task-specific for each new administration.

The shipment of nonsecure test materials to the school includes copies of the detailed directions for administering and scoring the Regents Competency Test in Writing. These directions, printed on white paper, contain specific instructions that the proctors who administer the test are to read to the students *verbatim*.

Please direct questions concerning examinations in English to Debra Sunukjian, Marguerite Pileggi, or Beth Dievendorf in the Office of State Assessment at 518-474-5912.

Foreign Languages

Regents Comprehensive Examinations

The June 2009 examinations are similar in format to the examinations administered in June 2008. However, beginning in June 2009, the Regents Comprehensive Examinations in German and Hebrew are provided in restricted form only.

The examination booklet for the Regents Comprehensive Examinations in German and Hebrew for each student is enclosed in a sealed envelope. Only students taking the examination may open the envelope and read the questions. A separate answer booklet provided for students to write their responses to Parts 2 through 4 is enclosed in the same envelope as the examination booklet. Each Teacher Dictation Copy is enclosed in a sealed envelope. The teacher administering the examination may open the envelope one hour before the scheduled starting time in order to become familiar with the material. The scoring key is also enclosed in a sealed envelope. Only teachers rating Parts 2 through 4 may open the envelope and read the scoring key. **All copies of the examination booklet, answer booklet, Teacher Dictation Copy, and scoring key are numbered, and all copies of these materials, both used and unused, must be returned to the Department.** Special directions for administering and scoring these restricted editions and for returning materials to the Department are included in the school's shipment of nonsecure examination materials. Each person involved in the administration of the examination should become thoroughly familiar with these special directions prior to the examination administration.

All Regents Comprehensive Examinations in foreign languages consist of two tests. The examination in Latin consists of an oral reading test (Part I) and a written test (Parts II through V). The examination in each modern language consists of a speaking test (Part 1) and a written test (Parts 2 through 4).

The oral reading test (Latin) and speaking test (modern languages) should be administered at the school's convenience during the speaking test period, which begins 10 weeks prior to the date of the written test and ends five calendar days prior to the date of the written test. Student scores for the oral reading and speaking tests must be reported to the principal no later than June 18, 2009. To indicate that this was done, the school principal should sign and date the record of oral reading and speaking test scores when it is submitted to his or her office. Sample forms for reporting student scores are included in the teacher's manuals for Part I: Oral Reading (Latin) and Part 1: Speaking (modern languages), which were mailed to the schools in Spring 2009.

Both the Regents Comprehensive Examination in Latin (Part II: Teacher Dictation) and the Comprehensive Examinations in modern languages (Part 2: Listening) require teacher dictation. School administrators should take this factor into consideration when making plans for examination administrations. The Teacher Dictation Copies, printed on blue paper, should be distributed to the proctors one hour before the scheduled starting time so that proctors have sufficient time to become familiar with the dictation material prior to the examinations.

Students must write their responses to Parts 2 through 4 of the Regents Comprehensive Examinations in French, Italian, and Spanish in the separate answer booklets provided to schools in the shipment of nonsecure examination materials. Detachable answer documents will be stapled in the test booklets for the Regents Comprehensive Examination in Latin only.

Before allowing students to begin the examination, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The tables below and on the next page show the types of questions and the credit allotment for each part of the examinations.

June 2009 Regents Comprehensive Examinations in Modern Languages
(French, German, Hebrew, Italian, and Spanish)

Speaking Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
1	open ended	First Task: 1–6 Second Task: 1–6	0, 1, or 2	24
Written Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
2	multiple choice	1–15	0 or 2	30
3	multiple choice	16–30	0 or 2	30
4	open ended	31–33*	0, 1, 2, 3, 4, 5, 6, 7, or 8	16
TOTAL		—	—	100

*In Part 4, students select two of the three questions to answer.

June 2009 Regents Comprehensive Examination in Latin

Oral Reading Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	open ended	—	0, 1, 2, 3, 4, or 5	5
Written Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
II	open ended	—	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5
IIIA	multiple choice	1–10	0 or 1	10
IIIB	open ended	11–20	0 or 1	10
IIIC	multiple choice	21–30	0 or 1	10
IIID	multiple choice	31–42*	0 or 1	10
IVA	multiple choice	43–52	0 or 1	10
IVB	multiple choice	53–62	0 or 1	10
IVC	open ended and multiple choice	63–67	0, 0.5, or 1.0	5
IVD	multiple choice	68–72	0 or 1	5
V	multiple choice	73–102**	0 or 1	20
TOTAL		—	—	100

*In Part IIID, students select 10 of the 12 questions to answer.

**In Part V, students select 20 of the 30 questions to answer.

For the Regents Comprehensive Examinations in foreign languages, it is recommended that all student answer papers that receive a final score of 62 through 68 be scored by two teachers. For the second scoring of each of these examinations, a different committee of teachers may score the student’s paper or the original committee may score the paper. However, no teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student’s final examination score is based on a fair, accurate, and reliable scoring of the student’s answer paper.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Second Language Proficiency Examinations

The June 2009 Second Language Proficiency Examinations are similar in format to the examinations administered in June 2008.

All Second Language Proficiency Examinations consist of two tests. The examination in Latin consists of an oral skills test (Part I) and a written test (Parts II through IV). The examination in each modern language consists of a speaking test (Part 1) and a written test (Parts 2 through 4).

The oral skills test and speaking test should be administered at the school's convenience during the period from April 2 until five calendar days prior to the date of the written test. Student scores for the oral skills and speaking tests must be reported to the principal no later than June 17, 2009. To indicate that this was done, the school principal should sign and date the record of oral skills and speaking test scores when it is submitted to his or her office. Sample forms for reporting student scores are included in the teacher's manuals for Part I: Oral Skills (Latin) and Part 1: Speaking (modern languages), which were mailed to the schools in Spring 2009.

The written tests in Latin and modern languages are to be administered at a specified date and time during the Regents Examination period in June. While there is no time limit for the Second Language Proficiency Examinations, most students will complete these tests in less than two hours.

The proficiency examinations in modern languages require teacher dictation in Part 2. School administrators should take this factor into consideration when making plans for examination administrations. The Teacher Dictation Copies, printed on blue paper, should be distributed to the proctors one hour before the scheduled starting time so that proctors have sufficient time to become familiar with the dictation material prior to the examinations.

Before allowing students to begin the examination, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The tables below and on the next page show the types of questions and the credit allotment for each part of the examinations.

June 2009 Second Language Proficiency Examinations in Modern Languages
(French, German, Italian, and Spanish)

Speaking Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
1a	open ended	—	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10	10
1b	open ended	Task A: 1–4 Task B: 1–4 Task C: 1–4 Task D: 1–4	0 or 1 for each question <i>plus</i> 0 or 1 (quality point) for each task	20
Written Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
2	multiple choice	1–20	0 or 2	40
3	multiple choice	21–30	0 or 2	20
4	open ended	31–33*	0, 1, 2, 3, 4, or 5	10
TOTAL		—	—	100

*In Part 4, students select two of the three questions to answer.

June 2009 Second Language Proficiency Examination in Latin

Oral Skills Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
IA	open ended	—	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5
IB	open ended	—	0, 1, 2, 3, 4, 5, or 6	6
IC	open ended	Task: 1–3	0 or 1 for each question <i>plus</i> 0 or 1 (quality point) for the task	4
Written Test Part	Question Type	Question Numbers	Credits Attainable for Each Question	Total Number of Raw-Score Credits
IIA	multiple choice	1–16*	0 or 1.5	21
IIB	open ended	17–26	0 or 1.5	15
IIC	multiple choice	27–30	0 or 1	4
IIIA	multiple choice	31–42**	0 or 1.5	15
IIIB	multiple choice	43–52	0 or 1	10
IV	multiple choice	53–82***	0 or 1	20
TOTAL		—	—	100

*In Part IIA, students select 14 of the 16 questions to answer.

**In Part IIIA, students select 10 of the 12 questions to answer.

***In Part IV, students select 20 of the 30 questions to answer.

For the Second Language Proficiency Examinations, it is recommended that all student answer papers that receive a final score of 62 through 68 be scored by two teachers. For the second scoring of each of these examinations, a different committee of teachers may score the student's paper or the original committee may score the paper. However, no teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Please direct questions concerning examinations in foreign languages to Ron Dygert or Victoria Viskovich at 518-474-5912.

MATHEMATICS

Regents Examination in Integrated Algebra

The June 2009 Regents Examination in Integrated Algebra is similar in format to the examination administered in January 2009. Prior to the date of the examination, schools should provide all school personnel involved in the scoring of this examination with a copy of the *Information Booklet for Scoring the Regents Examination in Integrated Algebra*.

Schools must make a graphing calculator available for the exclusive use of each student while taking the Regents Examination in Integrated Algebra. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination.

Schools must be sure that each student has a straightedge (ruler) while taking the Regents Examination in Integrated Algebra.

Students should write their Part I answers on the detachable answer sheet, which is printed as the last page of the examination booklet. They should write their answers to questions in Parts II, III, and IV in the examination booklet. Students must clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc., they used in arriving at their answers to questions in Parts II, III, and IV.

Scrap paper is *not* permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. Schools should have a supply of graph paper available for students who request it in the event that they need to change their work on graphs.

Students should write all work in pen except for graphs and drawings, which should be done in pencil.

Before allowing students to begin this examination, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The June 2009 Regents Examination in Integrated Algebra has four parts, with a total of 39 questions. Students must answer all 39 questions. The following table shows the types of questions and the credit allotment for each part of the examination.

June 2009 Regents Examination in Integrated Algebra

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–30	0 or 2	60
II	open ended	31–33	0, 1, or 2	6
III	open ended	34–36	0, 1, 2, or 3	9
IV	open ended	37–39	0, 1, 2, 3, or 4	12
TOTAL		—	—	87

The Department provides a scoring key and rating guide for each administration that includes answers to the Part I multiple-choice questions and rubrics for scoring the open-ended questions. A chart for converting the student's total-test raw score to a scaled score will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores change from one examination administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student's final score.

All student answer papers for the Regents Examination in Integrated Algebra that receive a scaled score of 60 through 64 must be scored a second time. In addition, the principal may also elect to have the scoring committee score a second time those answer papers that received a scaled score of 50 through 54, or all answer papers. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, **no** teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

The *Information Booklet for Scoring the Regents Examination in Integrated Algebra* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hsmath.html>.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Examination in Geometry

Prior to the date of the examination, schools should provide all school personnel involved in the scoring of this examination with a copy of the *Information Booklet for Scoring the Regents Examination in Geometry*.

Schools must make a graphing calculator available for the exclusive use of each student while taking the Regents Examination in Geometry. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination.

Schools must be sure that each student has a compass and ruler or other straightedge while taking the Regents Examination in Geometry.

Students should write their Part I answers on the separate answer sheet provided using a No. 2 pencil only. They should write their answers to questions in Parts II, III, and IV in the examination booklet. All work for Parts II, III, and IV should be written in pen, except graphs and drawings, which should be done in pencil. Students must clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc., they used in arriving at their answers to questions in Parts II, III, and IV.

Scrap paper is *not* permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. Schools should have a supply of graph paper available for students who request it in the event that they need to change their work on graphs.

Before allowing students to begin this examination, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The June 2009 Regents Examination in Geometry has four parts, with a total of 38 questions. Students must answer all 38 questions. The following table shows the types of questions and the credit allotment for each part of the examination.

June 2009 Regents Examination in Geometry

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–28	0 or 2	56
II	open ended	29–34	0, 1, or 2	12
III	open ended	35–37	0, 1, 2, 3, or 4	12
IV	open ended	38	0, 1, 2, 3, 4, 5, or 6	6
TOTAL		—	—	86

For the June 2009 examination, the Department provides a scoring overlay for scoring the Part I multiple-choice questions. The Department also provides a rating guide that includes rubrics for scoring the open-ended questions. A chart for converting the student’s total-test raw score to a scaled score will be provided on the Department’s web site on the Rating Day, June 25, 2009, at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student’s final examination score. Because the scaled scores corresponding to raw scores change from one examination administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student’s final score.

It is recommended that once the conversion chart has been posted, all student answer papers that received a scaled score of 60 through 64 be scored a second time to ensure the accuracy of the score. For the second scoring, a different committee of teachers may score the student’s paper or the original committee may score the paper. However, **no** teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student’s final examination score is based on a fair, accurate, and reliable scoring of the student’s answer paper.

The *Information Booklet for Scoring the Regents Examination in Geometry* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department’s web site at: <http://www.emsc.nysed.gov/osa/hsmath.html>.

Regents Examination in Mathematics B

Prior to the date of the examination, schools should provide all faculty and staff involved in scoring this examination with a copy of the *Information Booklet for Scoring the Regents Examination in Mathematics B*. This publication includes a supplement to the *Guide for Rating Regents Examinations in Mathematics* (1996 edition).

Schools must make a graphing calculator available for the exclusive use of each student while taking the Regents Examination in Mathematics B. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of a student’s calculator is password-protected and cannot be cleared, the calculator must not be used. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examinations.

Schools must be sure that each student has a straightedge (ruler) and a compass while taking the Regents Examination in Mathematics B.

Students should write their Part I answers on the detachable answer sheet, which is printed as the last page of the examination booklet. They should write their answers to questions in Parts II, III, and IV in the examination booklet. Students must clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc., they used in arriving at their answers to questions in Parts II, III, and IV.

Scrap paper is *not* permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. Schools should have a supply of graph paper available for students who request it in the event that they need to change their work on graphs.

Students should write all work in pen except for graphs and drawings, which should be done in pencil.

Before allowing students to begin this examination, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The June 2009 Regents Examination in Mathematics B is similar in format to the examination administered in January 2009. The examination has four parts, with a total of 34 questions. Students must answer all 34 questions. The following table shows the types of questions and the credit allotment for each part of the examination.

June 2009 Mathematics B

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–20	0 or 2	40
II	open ended	21–26	0, 1, or 2	12
III	open ended	27–32	0, 1, 2, 3, or 4	24
IV	open ended	33–34	0, 1, 2, 3, 4, 5, or 6	12
TOTAL		—	—	88

The Department provides a scoring key and rating guide for each administration that includes answers to the Part I multiple-choice questions and rubrics for scoring the open-ended questions. A chart for converting the student’s total-test raw score to a scaled score will be provided on the Department’s web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student’s final examination score. Because the scaled scores corresponding to raw scores change from one examination administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student’s final score.

All student answer papers for the Regents Examination in Mathematics B that receive a scaled score of 60 through 64 must be scored a second time. In addition, the principal may also elect to have the scoring committee score a second time those answer papers that received a scaled score of 50 through 54, or all answer papers. For the second scoring of each of these examinations, a different committee of teachers may score the student’s paper or the original committee may score the paper. However, **no** teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student’s final examination score is based on a fair, accurate, and reliable scoring of the student’s answer paper.

The *Information Booklet for Scoring the Regents Examination in Mathematics B* provides further information about the scoring of these examinations. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hsmath.html>.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Competency Test in Mathematics

The June 2009 Regents Competency Test in Mathematics is a ***restricted*** test. The test booklet for each student is enclosed in a sealed envelope. Only students taking the test may open an envelope. School personnel are ***not*** permitted to open an envelope containing a test booklet or to examine a test booklet for any reason other than to read the test to students with disabilities whose IEPs or 504 Plans call for this accommodation. **Each copy of the test booklet is numbered, and all test booklets *must* be returned to the Department.**

The June 2009 Regents Competency Test in Mathematics is based on the first seven units of the course described in the Department publication *General High School Mathematics* (www.emsc.nysed.gov/ciai/pub/pubmath.html). The test is similar in format to the test administered in January 2009. It is divided into two parts and contains a total of 60 questions. Part A consists of 20 completion questions for which students are to provide the answer. Each of the questions in Part A is worth one raw-score credit. Part B consists of 40 multiple-choice questions for which students are to select the correct answer from among the four choices given. The choices are labeled 1, 2, 3, and 4. Each of the questions in Part B is worth one raw-score credit.

Please note that general education students taking this test may ***not*** use calculators. Students with disabilities may use calculators when taking this test ***only*** if the use of these devices is included as a testing accommodation in the student's IEP or 504 Plan.

Before allowing students to begin this test, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The passing score for this test is a raw score (total number of correct answers) of 39.

Copies of the detailed directions for administering and scoring the ***restricted*** Regents Competency Test in Mathematics are included in the shipment of nonsecure test materials to the school.

If you have questions about any of the Regents Examinations in mathematics or the Regents Competency Test in Mathematics for which you are unable to find answers on our web site, you may send an inquiry by e-mail to emscassessinfo@mail.nysed.gov or you may call the Office of State Assessment at 518-474-5900.

SCIENCE

Regents Examination in Living Environment

The June 2009 Regents Examination in Living Environment is based on the *Living Environment Core Curriculum*. It is similar in format to the examination administered in January 2009. The examination has four parts, with a total of 72 questions. Students must answer all questions in all parts. Four-function or scientific calculators must be available to all students who wish to have them during the entire scheduled time for this examination. Students are not permitted to use graphing calculators when taking this examination. The following table shows the types of questions and credit allotment for each part of the June 2009 examination.

June 2009 Living Environment

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice	1–30	0 or 1	30
B–1	multiple choice	31–41	0 or 1	11
B–2	1-credit open ended	42, 43, 44, 47, and 48	0 or 1	14
	multiple choice	45, 46, and 49	0 or 1	
	2-credit open ended	50	0, 1, or 2	
	4-credit open ended	51	0, 1, 2, 3, or 4	
C	4-credit open ended	52	0, 1, 2, 3, or 4	17
	5-credit open ended	53	0, 1, 2, 3, 4, or 5	
	2-credit open ended	54 and 55	0, 1, or 2	
	1-credit open ended	56–59	0 or 1	
D	1-credit open ended	60, 61, 63, 65, 66, 68, and 72	0 or 1	13
	multiple choice	62, 64, 67, and 69–71	0 or 1	
TOTAL		—	—	85

Before allowing students to begin this examination, have them check the cover of the examination booklet to be sure it has the correct title, date, and time.

Students are to record their answers to Part A and Part B–1 on the detachable answer sheet printed as the last page of the examination booklet. For each question in Part A and Part B–1, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. The answers to the questions in Part B–2, Part C, and Part D are to be written in the test booklet.

A scoring key and rating guide that accompanies the examination includes the answers to the multiple-choice questions and rubrics for scoring each of the open-ended questions. A chart for converting the student’s total-test raw score to a scaled score will be provided on the Department’s web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student’s final examination score. Because the

scaled scores corresponding to raw scores change from one administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* examination to determine the student’s final score.

All student answer papers for the Regents Examination in Living Environment that receive a scaled score of 60 through 64 must be scored a second time. In addition, the principal may also elect to have the scoring committee score a second time those answer papers that received a scaled score of 50 through 54, or all answer papers. For the second scoring, a different committee of teachers may score the student’s paper or the original committee may score the paper. However, no teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student’s final examination score is based on a fair, accurate, and reliable scoring of the student’s answer paper.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department’s web site at: <http://www.emsc.nysed.gov/osa/hssci.html>. Prior to the administration date, provide a copy of this publication to all school personnel involved in the scoring of this examination.

Please note the statement on page 23 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Examination in Physical Setting/Chemistry

The June 2009 Regents Examination in Physical Setting/Chemistry is based on the *Chemistry Core Curriculum*. The examination has four parts, with a total of 83 questions. Students must answer all questions. The following table shows the types of questions and credit allotment for each part of the June 2009 examination.

June 2009 Physical Setting/Chemistry

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice	1–30	0 or 1	30
B-1	multiple choice	31–50	0 or 1	20
B-2	1-credit open ended	51–65	0 or 1	15
C	1-credit open ended	66–77, and 79–82	0 or 1	20
	2-credit open ended	78 and 83	0, 1, or 2	
TOTAL		—	—	85

Before allowing students to begin this examination, have them check the covers of the examination booklet and the answer booklet to be sure they have the correct title, date, and time.

Students are to record their answers to the multiple-choice questions in Part A and Part B–1 on the detachable answer sheet printed as the last page of the examination booklet. For each multiple-choice question, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. The answers to the open-ended questions in Part B–2 and Part C are to be written in the separate answer booklet provided. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the examination booklets.) Before beginning the examination, students should detach the answer sheet for Part A and Part B–1 from the examination booklet.

At the administration of the written test, each student *must* be provided with a copy of the 2002 edition of the *Reference Tables for Physical Setting/Chemistry* along with an examination booklet and an answer booklet. Some of the questions on the written test specifically require the use of the reference tables. A supply of the 2002 edition of the reference tables is included in the shipment of nonsecure examination materials to the school. Principals should check to be sure that a sufficient number were received. *Be sure to collect the reference tables at the end of the written test and keep them for future use in your school's instructional program.*

In addition, each student *must have* a four-function or scientific calculator to use while taking the Physical Setting/Chemistry Examination. Students are not permitted to use graphing calculators when taking this examination.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions and rubrics for scoring the open-ended questions. A chart for converting the student's total-test raw score to a scaled score will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores change from one administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student's final score.

All student answer papers for the Physical Setting/Chemistry Examination that receive a scaled score of 60 through 64 must be scored a second time. In addition, the principal may also elect to have the scoring committee score a second time all answer papers. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, no teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hssci.html>. Prior to the administration date, provide a copy of this publication to all school personnel involved in the scoring of this examination.

Please note the statement on page 23 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Examination in Physical Setting/Earth Science

The June 2009 Regents Examination in Physical Setting/Earth Science is based on the *Earth Science Core Curriculum* and consists of two components: a laboratory performance test (Part D) and a written test. The June 2009 Regents Examination in Physical Setting/Earth Science is similar in format to the examination administered in January 2009.

The performance test to be administered in 2009 is the 2008 edition of the Earth Science Performance Test, featuring three stations. The total number of raw-score credits for the 2008 edition of the performance test is 16. The student's raw score on the performance test should be recorded on the cover of the student's performance-test answer booklet and, after the written test has been administered, in the designated space in the box on the student's answer booklet for Part B–2 and Part C. As indicated below, a conversion chart will be provided for converting the student's score on the performance test and score on the written test to the final examination score.

The performance test is sent to schools in the shipment of nonsecure examination materials so that the Earth science staff can prepare for the administration of this performance component during the last two weeks of the course, but no later than the day before the administration of the written test. The *Directions for Administration*, printed on green paper, and the rating guide, printed on yellow paper, provide specific directions for administering and scoring the 2008 edition. Teachers are strongly encouraged to review these directions before administering or rating the performance test.

With the exception of students who were unable to take the written test on January 28, 2009, because of a weather-related school closing,¹ all students taking the June 2009 Regents Examination in Physical Setting/Earth Science, including those retaking the examination, must take the 2008 edition of the performance test during the two-week period immediately prior to the June 17, 2009, written examination. Except as noted in the previous sentence, scores earned on the Earth Science Performance Test in conjunction with prior administrations of the written examination *may not be carried over* and applied to the student's final examination score for this Regents Examination. This requirement applies both to students enrolled in the course of study and to students who register only to retake the examination. All schools administering this examination must notify students of the date and time to appear for the performance test.

All parts of the performance test are considered secure materials and must *not* be shared with students prior to the test administration. Once the performance test is administered, all unused copies of the 2008 edition of the Earth Science Performance Test must be securely destroyed and must not be shared with students. Any copies of the 2001 edition of the performance test must also be securely destroyed and not shared with students.

The written test for June 2009 has four parts, with a total of 85 questions. Students must answer all questions. No choice is allowed. The following table shows the types of questions and credit allotment for each part of the June 2009 examination.

¹ Students whose schools were closed on January 28, 2009, because of inclement weather may carry forward the performance test (lab test) scores they earned in January 2009 and apply those scores to the written test component of only the June 2009 Regents Examination in Physical Setting/Earth Science. If any of these students wish to take the performance test again, they must be given the opportunity to do so. However, if an affected student takes the performance test in June 2009, that performance test raw score must be used in determining the student's final scaled score for the June 2009 Regents Examination in Physical Setting/Earth Science. The student should make the determination which option (described above) to select. Schools must ensure that the option the student selects is carried out.

June 2009 Physical Setting/Earth Science

Performance Test Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
Performance Test	7-credit open ended	station 1	0, 1, 2, 3, 4, 5, 6, or 7	16
	4-credit open ended	station 2	0, 1, 2, 3, or 4	
	5-credit open ended	station 3	0, 1, 2, 3, 4, or 5	
Written Test Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice	1–35	0 or 1	35
B–1	multiple choice	36–50	0 or 1	15
B–2	1-credit open ended	51–65	0 or 1	15
C	1-credit open ended	66–85	0 or 1	20

Before allowing students to begin the written test, have them check the covers of the examination booklet and the answer booklet to be sure they have the correct title, date, and time.

For the written test, students are to record their answers to the multiple-choice questions in Part A and Part B–1 on the detachable answer sheet printed as the last page of the examination booklet. For each multiple-choice question, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. Students are to record their answers to the open-ended questions in Part B–2 and Part C in the separate answer booklet provided. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the examination booklets.) Before beginning the examination, students should detach the answer sheet for Part A and Part B–1 from the examination booklet.

At the administration of the written test, each student *must* be provided with a copy of the 2001 edition (Revised November 2006) of the *Earth Science Reference Tables* along with an examination booklet and an answer booklet. Some of the questions on the written test specifically require the use of the reference tables. A supply of reference tables is included in the shipment of nonsecure examination materials to the school. Principals should check to be sure that a sufficient number were received. *Be sure to collect the reference tables at the end of the written test and keep them for future use in your school’s instructional program.*

In addition, each student *must* have a four-function or scientific calculator to use while taking the Regents Examination in Physical Setting/Earth Science. Students are not permitted to use graphing calculators when taking this examination.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions and rubrics for scoring the open-ended questions. A chart for converting the student's total raw scores on the performance test and on the written test to a scaled score will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores change from one administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student's final score.

All student answer papers for the Regents Examination in Physical Setting/Earth Science that receive a scaled score of 60 through 64 must be scored a second time. In addition, the principal may also elect to have the scoring committee score a second time those answer papers that received a scaled score of 50 through 54, or all answer papers. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, no teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hssci.html>. Prior to the administration date, all school personnel involved in the scoring of this examination should be provided with a copy of this publication.

Please note the statement on page 23 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Examination in Physical Setting/Physics

The June 2009 Regents Examination in Physical Setting/Physics is based on the *Physical Setting/Physics Core Curriculum*. The June 2009 Regents Examination in Physical Setting/Physics is similar in format to the examination administered in January 2009. The examination has four parts with a total of 72 questions. Students must answer all questions.

The following table shows the types of questions and credit allotment for each part of the June 2009 examination.

June 2009 Physical Setting/Physics

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice*	1–35	0 or 1	35
B–1	multiple choice	36–47	0 or 1	12
B–2	1-credit open ended	48, 49, 54, and 57–59	0 or 1	18
	2-credit open ended	50–53, 55, and 56	0, 1, or 2	
C	1-credit open ended	60, 61, 66, 69, 70, and 72	0 or 1	20
	2-credit open ended	62–65, 67, 68, and 71	0, 1, or 2	
TOTAL		—	—	85

* All of the multiple-choice questions, with the exception of question 15, have four answer choices, labeled 1, 2, 3, and 4. Question 15 has only three answer choices, labeled 1, 2, and 3.

Before allowing students to begin this examination, have them check the cover of the examination booklet and the answer booklet to be sure it has the correct title, date, and time.

Students are to record their answers to the multiple-choice questions in Part A and Part B–1 on the detachable answer sheet printed as the last page of the examination booklet. For each multiple-choice question, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. Students are to record their answers to the open-ended questions in Part B–2 and Part C in the separate answer booklet provided. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the examination booklets.) Before beginning the examination, students should detach the answer sheet for Part A and Part B–1 from the examination booklet.

At the administration of the written test, each student **must** be provided with a copy of the 2006 edition of the *Reference Tables for Physical Setting/Physics* along with an examination booklet and an answer booklet. Some of the questions on the written test specifically require the use of the reference tables. A supply of the 2006 edition of the reference tables is included in the shipment of nonsecure examination materials to the school. Principals should check to be sure that a sufficient number were received. *Be sure to collect the reference tables at the end of the written test and keep them for future use in your school's instructional program.*

In addition, each student **must** have a scientific or graphing calculator, centimeter ruler, and protractor for his or her exclusive use during the entire examination.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions and rubrics for scoring the open-ended questions. A chart for converting the student's total-test raw score to a scaled score will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores change from one administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student's final score.

All student answer papers for the Regents Examination in Physical Setting/Physics that receive a scaled score of 60 through 64 must be scored a second time. In addition, the principal may also elect to have the scoring committee score a second time all answer papers. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, **no** teacher may score the same open-ended questions that he or she scored in the first rating of the paper. It is the responsibility of the school principal to ensure that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides further information about the scoring of this examination. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hssci.html>. Prior to the administration date, all school personnel involved in the scoring of this examination should receive a copy of this publication.

Additional scoring information is contained in the *Regents Examination in Physical Setting/Physics Rating Guide*, available online at <http://www.emsc.nysed.gov/osa/scire/sciresearch/phyratg02.pdf>.

Please note the statement below regarding the laboratory requirement for Regents Examinations in science.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Laboratory Requirement

Laboratory experience is required in each of the four Regents science courses. This requirement follows directly from the fact that these courses are laboratory sciences, and successful completion of any one of them earns for the student one unit of credit for a laboratory science. Students must be engaged in laboratory activities for at least 30 40-minute periods or the equivalent (1,200 minutes) as certified by the secondary school principal.

Students must prepare satisfactory written reports of these laboratory experiences. Schools should keep these reports for six months following the date of the examination, except in instances where a senior requests such reports for further work.

Section 8.2 of the Rules of the Board of Regents states: "Only those persons who have satisfactorily met the laboratory requirements as stated in the state syllabus for a science shall be admitted to a Regents Examination in such science."

Regents Competency Test in Science

The June 2009 Regents Competency Test in Science is a ***restricted*** test. The test booklet for each student is enclosed in a sealed envelope. Only students taking the test may open an envelope. School personnel are ***not*** permitted to open an envelope containing a test booklet or to examine a test booklet for any reason other than to read the test to students with disabilities whose IEPs or 504 Plans call for this accommodation. **Each copy of the test booklet is numbered, and all test booklets *must* be returned to the Department.**

The June 2009 Regents Competency Test in Science is similar in format to the test administered in January 2009 and is based on the 10 blocks of the *Science Syllabus for Middle and Junior High Schools* identified in the publication *Information Bulletin: Regents Competency Testing Program in Science, A Guide to the Core Process Skills and Content Understandings*.

The test consists of 70 questions, all of which the students must complete. The passing score is a minimum of 46 correct answers. The test gives equal coverage to the life, physical, and Earth sciences. About 10 percent of the test covers the core material from *Block J: Science, Technology, and Society*. Questions test knowledge of basic vocabulary and specific core understandings, comprehension of those understandings and their application to new situations, and mastery of the core process (inquiry) skills. A scoring key that accompanies the examination includes the answers to the multiple-choice questions and a rubric for scoring question 70.

Before allowing students to begin this test, have them check the cover of the test booklet to be sure it has the correct title, date, and time.

The Department provides a separate hand- or machine-scorable answer sheet on which students are to record their answers to questions 1 through 69 of this test, all of which are multiple choice. Question 70 is a completion question. It may require students to construct a data table, complete a graph, explain a described activity, or demonstrate mastery of other core science process (inquiry) skills. A detachable answer sheet for completion question 70 is printed as the last page of the test booklet. Instruct students to detach this answer sheet from the test booklet prior to beginning work on the test and to write their response to completion question 70 on the detached answer sheet.

Copies of the detailed directions for administering and scoring the ***restricted*** Regents Competency Test in Science are included in the shipment of nonsecure test materials to the school.

If you have questions about scoring any of the Regents Examinations in the sciences for which you are unable to find answers on our web site, you may send an inquiry by e-mail to emscurric@mail.nysed.gov or you may call the Office of Curriculum, Instruction and Instructional Technology at 518-474-5922. Please direct questions concerning the Regents Competency Test in Science to Judy Pinsonnault at 518-474-5900.

SOCIAL STUDIES

Regents Examination in Global History and Geography

Regents Examination in United States History and Government

The Regents Examinations in Global History and Geography and in United States History and Government assess student achievement of the New York State Learning Standards in social studies at the commencement level. The Regents Examination in Global History and Geography is based on the content column of the *Global History and Geography Core Curriculum*. The Regents Examination in United States History and Government is based on the content column of the *United States History and Government Core Curriculum*. Some of the questions are designed to test the student’s ability to apply the social studies skills in the core curriculum.

Both June 2009 examinations have three parts. Students are to answer all questions in all parts. Part I contains 50 multiple-choice questions. Part II contains one thematic essay question. Part III A contains open-ended questions based on several documents, and Part III B contains one essay question based on the documents and the student’s knowledge of specific social studies content.

Before allowing students to begin either of these examinations, have them check the cover of the examination booklet to be sure it has the correct title, date, and time.

Students are to write their answers to the Part I questions on the detachable answer sheet printed as the last page of the examination booklet. Schools that choose to use machine-scorable answer sheets for Part I should refer to the publication *Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations: School Administrator’s Manual, 2008 Edition*, for guidelines concerning the format and scoring of these answer sheets.

Students are to write their answers to Part III A open-ended questions directly in the examination booklet. They are to write their answers to Parts II and III B essay questions in a separate essay booklet provided to schools by the Department in the shipment of nonsecure examination materials. Students may use scrap paper, provided by the school, for planning essays.

The following tables show the types of questions and the credit allotment for each part of the June 2009 examinations.

June 2009 Regents Examination in Global History and Geography

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–50	0 or 1	50
II	essay	Part II thematic essay	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5
III A	2-credit open ended	1	0, 1, or 2	13
	1-credit open ended	2, 3, 4a, 4b, 5, 6a, 6b, 7, 8, 9a, and 9b	0 or 1	
III B	essay	Part III DBQ essay	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5

June 2009 Regents Examination in United States History and Government

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–50	0 or 1	50
II	essay	Part II thematic essay	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5
III A	2-credit open ended	1, 2, 4, and 6	0, 1, or 2	14
	1-credit open ended	3, 5, 7a, 7b, 8, and 9	0 or 1	
III B	essay	Part III DBQ essay	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5

The scoring materials for these examinations provide the answers to the multiple-choice questions, content-specific rubrics for the Parts II and III B essay questions, and the answers to each Part III A open-ended question. For each essay question, the Department provides annotated anchor papers for each score level and annotated prescored practice papers. A chart for converting students' raw scores to scaled scores will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores change from one administration to another, it is crucial that scorers use *only* the conversion chart provided for the *June 2009* administration to determine the student's final score.

The *Information Booklet for Scoring Regents Examinations in Global History and Geography and United States History and Government* provides further information about the scoring of these examinations. This booklet is provided to each school in the shipment of nonsecure test materials and is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hssocst.html>. This booklet includes detailed procedures for training scorers, resolving discrepant scores, and managing the logistics of the scoring process. Prior to the date of the examinations, all school personnel involved in coordinating the scoring process should receive a copy of this booklet.

Online Teacher Evaluation Form

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. This form is posted at www.emsc.nysed.gov/osa/exameval.

Regents Competency Test in Global Studies

The June 2009 Regents Competency Test in Global Studies is a *restricted* test. The test booklets (Part 1 and Part 2) for each student are enclosed in a sealed envelope. Only students taking the test may open an envelope. School personnel are *not* permitted to open an envelope containing the test booklets or to examine the test booklets for any reason other than to read the tests to students with disabilities whose IEPs or 504 Plans call for this accommodation.

The Regents Competency Test in Global Studies is based on the syllabus *Social Studies 9 & 10: Global Studies*. The questions on this test are based on the “Content Outline” and “Major Ideas” sections of the syllabus. Some of the questions are designed to test the student’s ability to apply the social studies skills listed in the syllabus.

Before allowing students to begin the test, have them check the covers of the test booklets to be sure they have the correct title, date, and time.

The test has two parts. Part 1 consists of 50 multiple-choice questions, numbered 1–50, for which a total of 50 credits is allowed. Students are to record their answers to this part on a separate hand- or machine-scorable answer sheet. For alternate language editions, a detachable answer sheet is included as the last page of the Part 1 test booklet. Part 2 consists of four 10-credit essay questions. Students are required to answer a total of *two* essay questions, worth a maximum of 20 credits. They are to write their responses to the essay questions directly in the test booklet.

In Part 1, some of the questions require students to interpret and to draw conclusions from data presented in various forms.

Each Part 2 essay question consists of two parts. Part A, worth a maximum of four credits, is designed to elicit data. Part B is a writing component worth a total of six credits. Scorers are to rate the Part B writing activity on a holistic basis using the chart “Criteria for Rating Student Responses: Essay Questions, Part B” provided with the rating guide for the test.

In Part 2, the essay questions are drawn from the total curriculum in global studies. Some essay questions may be based on specific units, while others may be more broadly based and reflect major ideas from several units or subunits. Some of the questions may give students an opportunity to show an understanding of the processes involved in interpreting information presented in a variety of forms.

The maximum total raw score on the test is 70 (50 on Part 1 and 20 on Part 2). The passing score is a minimum raw score of 46 credits.

A *restricted* rating guide is enclosed with the test to help scorers evaluate Part 2 answers. In addition to the criteria for rating essays, the guide includes a listing of some objectives tested by the question and sample data for each question. It also includes a table for converting total test raw scores to percents.

Copies of the detailed directions for administering and scoring the *restricted* Regents Competency Test in Global Studies are included in the shipment of nonsecure test materials to the school. Each person involved in the administration of this test should become thoroughly familiar with these special directions prior to the date of administration.

Each copy of each of the test booklets is numbered, and all copies *must* be returned to the Department. The rating guide for scoring the essay section of the test is also numbered and *must* also be returned to the Department.

Regents Competency Test in United States History and Government

The June 2009 Regents Competency Test in United States History and Government is a *restricted* test. The test booklets (Part 1 and Part 2) for each student are enclosed in a sealed envelope. Only students taking the test may open an envelope. School personnel are *not* permitted to open an envelope containing the test booklets or to examine the test booklets for any reason other than to read the tests to students with disabilities whose IEPs or 504 Plans call for this accommodation.

The Regents Competency Test in United States History and Government is based on the syllabus *Social Studies 11: United States History and Government*. The questions on this test are based on the “Content Outline” and “Major Ideas” sections of the syllabus. Some of the questions are designed to test the student’s ability to apply the social studies skills listed in the syllabus.

Before allowing students to begin this test, have them check the covers of the test booklets to be sure they have the correct title, date, and time.

The test has two parts. Part 1 consists of 50 multiple-choice questions, numbered 1–50, for which a total of 50 credits is allowed. Students are to record their answers to this part on a separate hand- or machine-scorable answer sheet. For alternate language editions, a detachable answer sheet is included as the last page of the Part 1 test booklet. Part 2 consists of four 10-credit essay questions. Students are required to answer a total of *two* essay questions, worth a maximum of 20 credits. They are to write their responses to the essay questions directly in the test booklet.

In Part 1, some of the questions require students to interpret and to draw conclusions from data presented in various forms.

Each Part 2 essay question consists of two parts. Part A, worth a maximum of four credits, is designed to elicit data. Part B is a writing component worth a total of six credits. Scorers are to rate the Part B writing activity on a holistic basis using the chart “Criteria for Rating Student Responses: Essay Questions, Part B” provided with the rating guide for the test.

In Part 2, the essay questions are drawn from the total curriculum in United States history and government. Some essay questions may be based on specific units, while others may be more broadly based and reflect major ideas from several units or subunits. Some of the questions may give students an opportunity to show an understanding of the processes involved in interpreting information presented in a variety of forms.

The maximum total raw score on this test is 70 (50 on Part 1 and 20 on Part 2). The passing score is a minimum raw score of 46 credits.

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Please direct questions (e-mail is preferred) concerning examinations in social studies to the following Department staff:

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