

**Directions for Administering and Scoring the
Regents Comprehensive Examination in English
January 11, 2011 Administration**

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

INTRODUCTION

Follow these instructions when administering and scoring the January 11, 2011 Regents Comprehensive Examination in English using the answer sheets shipped to the school by the Department's contractor, Pearson. **Do not discard** the boxes in which the answer sheets were shipped to the school; they must be used to submit the original scored answer sheets to Pearson.

All proctors who will be administering the Regents Comprehensive Examination in English must be given a copy of this booklet several days in advance of the Regents Examination period so they can have sufficient time to familiarize themselves with its contents.

Additional information concerning New York State's secondary-level assessment programs can be found in the publication *Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations: School Administrator's Manual, 2008 Edition*. You may access this manual on the Department's web site at: <http://www.p12.nysed.gov/osa/sam/secondary/home.html>.

Included in the shipment of nonsecure materials is a set of publications (Information Booklets) that provide detailed information concerning the scoring of Regents Examinations administered in January in the following content areas: English, Mathematics, the Sciences, and Global History and Geography and United States History and Government. Give copies of the English Information Booklet to the teachers involved in the scoring of the Regents Comprehensive Examination in English several days in advance of the administration of the Regents Comprehensive Examination in English.

PRIOR TO ADMINISTERING THE EXAMINATION

Verify that the school name and BEDS Code pre-entered on the Pearson answer sheets are correct for your school. Contact Pearson at 888-705-9415 if the school name and BEDS Code pre-entered on the answer sheets are incorrect.* In addition, a limited supply of blank replacement answer sheets is available at each Regional Center.

Prior to the date of the examination, schools are required to use a No. 2 pencil to complete the top portion and **all** demographic information, except for the testing accommodations, on the front of the answer sheet for each student. The information on testing accommodations should be completed by the proctor at the time of administration. The information to be entered on the answer sheet is as follows:

- student and English teacher (print names)
- local student ID number and date of birth (write numbers and fill in grids)
- student's grade level (darken circle)
- sex, ethnicity, and all other demographic information (darken circles)

* Schools that receive English examination booklets through an examination request submitted by another school must use answer sheets with the school name and BEDS Code of the school that submitted the examination request.

CONDUCTING THE EXAMINATION

Preparation of Examination Room

The room in which examinations are administered should be well lit, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a “Do Not Disturb” sign on the door to prevent interruptions.

If examinations are to be administered in a classroom, the room must be properly prepared. Clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all charts pertinent to English and all board work.

Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be no opportunity for any unobserved communication between students. Seating of students in alternate rows is recommended.

Materials Provided by Students and the School

Inform students before the examination that they are expected to provide their own pens, pencils, and erasers. Inform them also about the use of bilingual dictionaries and glossaries. This booklet provides information about the use of such materials. The school will provide scrap paper.

Pearson Answer Sheets

Schools must use only the answer sheets provided by Pearson. Schools may not substitute any other answer sheets for those provided by Pearson for this examination. Schools are also prohibited from having students complete a second answer sheet for this or any other State examination. For the January 2011 administration, a detachable answer sheet will NOT be included as part of the examination booklet.

When administering the examination:

1. Instruct students to use ONLY a No. 2 pencil when entering information on the answer sheet.
2. Distribute one answer sheet to each student. Be sure that each student is given the answer sheet with his or her name and student ID number pre-entered on it. If the information has not been pre-entered, instruct the students to do so.
3. Advise students that they are to use the separate Pearson answer sheets to record their responses to the Parts 1, 2, and 3 multiple-choice questions, numbered 1–25 in their examination booklets.
4. Tell students that they are to mark their answers in the row of circles for each multiple-choice question by darkening the circle that has the same number as the answer they have chosen. If it becomes necessary to change a response, students must erase their original response completely.
5. Advise students that they must sign the declaration at the bottom of the answer sheet when they have completed their examinations. Please make sure that the students sign the student declaration in pencil to facilitate scanning.

Administering Examinations to Students with Disabilities

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Educational Program (IEP) or Section 504 Accommodation Plan (504 Plan) when they take State examinations. Under certain circumstances, special accommodations may be made for general education students taking State examinations. The guidelines to be followed in such circumstances are provided in Section Two, pages 15–16, of the *School Administrator’s Manual, 2008 Edition* at: <http://www.p12.nysed.gov/osa/sam/secondary/home.html>.

Be sure to darken the appropriate circles on the front of the answer sheet to indicate the accommodations the student receives.

Large-Type Examinations. In general, large-type examinations are administered according to the same procedures as are used for regular examinations. Large-type examinations are exact reproductions (136% enlargements) of the regular examinations. They have the same directions, questions, etc., as the

regular examinations. They may be administered in the same room, at the same time, and with the same directions as are used for the regular examinations.

Braille Examinations. The braille examinations require no special directions to students. The proctor administering a braille examination does not need to be able to read braille. The examination booklet provides the student with complete directions and descriptions. The questions on braille examinations are the same as those on the printed examinations with certain exceptions, which are described in the following paragraph. The questions are numbered the same as those on the printed examinations. Separate or special answer sheets are not provided with copies of braille editions of Regents Examinations. Students may use any special equipment that they use in the classroom to take the test. The student may answer the questions in any manner appropriate and familiar to the student. The student may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

NOTE: It is not necessary for schools to transpose a student’s responses to the multiple-choice questions on the braille form onto the Pearson answer sheet nor to submit such an answer sheet to Pearson as part of the score collection if the student’s response had been recorded in some other manner.

When the Department transcribes an examination into braille, questions that contain material that cannot be reproduced in a manner understandable to a blind student are modified. The questions are reworded or replaced with questions that measure skills similar to those measured by the original questions. Unless otherwise noted, the scoring key provided by the Department can be used for both the printed and braille editions of the examination.

Reader-Administered Examinations. A proctor should use the regular examination booklet when reading an examination to a student with a disability. The principal should provide the proctor with an examination booklet *one hour prior* to the required starting time so that the proctor can become familiar with the examination questions before reading them to the student.

When test items are to be read, the entire test must be read. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word-for-word, without any clarification or explanation. (However, the content may be read more than once.)

Reference Materials for Regents Examinations. Provide for students with disabilities all information normally provided to students. When reading a test to a student in accordance with the student’s IEP or 504 Plan, the proctor may read the required reference information to the student as long as it does not give the student an unfair advantage. Students may *not* use English language dictionaries, either printed or electronic.

Administering Examinations to English Language Learners

Schools may provide the following testing accommodations to English language learners:

- *Time Extension.* Schools may extend the test time for English language learners. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus half that amount), in accordance with their best judgment about the needs of the English language learners. Principals should consult with each student’s classroom teacher in making these determinations.
- *Separate Location.* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer Regents Examinations to English language learners individually or in small groups in a separate location.
- *Third Reading of Listening Selection.* Proctors may read the listening passage (Part 1) of the Regents Comprehensive Examination in English a third time to English language learners.
- *Bilingual Dictionaries and Glossaries.* English language learners may use bilingual dictionaries and glossaries when taking the Regents Comprehensive Examination in English. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.

Be sure to darken the appropriate circles on the front of the answer sheet to indicate the accommodations the student receives.

Former English Language Learners

Schools also may provide the testing accommodations listed on the previous page under the heading “Administering Examinations to English Language Learners” only to former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2009 or Spring 2010. These accommodations may not be provided to former English language learners who were identified as English language proficient prior to the 2009 NYSESLAT administration.

Time Regulations

The examination schedules and the examinations themselves indicate the specific hours during which Regents Examinations must be administered. The Regents Comprehensive Examination in English is scheduled for January 11, 2011, at 9:15 a.m. To allow sufficient time for giving directions and distributing examination materials, instruct students to be in their seats at least 15 minutes before the time specified for starting each examination.

At the discretion of the principal, schools may begin Regents Examinations earlier than the specified time. Regardless of the starting time, do not permit any student under any circumstances to hand in his or her test materials and leave the examination room before the Uniform Statewide Admission Deadline of 10:00 a.m.

The school must admit all students who arrive at the examination room before the Uniform Statewide Admission Deadline, even if the students arrive after the starting time scheduled by the school. Students who arrive at the examination after the Uniform Statewide Admission Deadline but who have been under the supervision of school personnel since the admission deadline should be admitted to the examination if the principal is certain that the students did not have an opportunity to exchange information with other students who had already left the examination. Do not admit students who arrive after the deadline and who have not been under the supervision of school personnel since the deadline. The purpose of the Uniform Statewide Admission Deadline is to eliminate any possibility of the exchange of information between students at different examination centers. All school personnel must strictly comply with these regulations.

Latecomers for Regents Examinations are not generally entitled to have the closing time extended. However, for students who must start an examination late because of extenuating circumstances beyond their control, the principal is permitted, but not required, to authorize an extension of the closing time of the Regents Examination. Further, when a Regents Examination is administered under special conditions to a student who is injured or ill or who has a disability, the principal has the discretion to extend the time in order to allow the student reasonable time to complete the Regents Examination under the special examination conditions. Refer to Section Two, page 9 of the *School Administrator’s Manual, 2008 Edition* for more specific information about such situations. A full report about each such authorization should be sent to the Department at the end of the Regents Examination period.

Conclude this examination exactly three hours after the actual starting time. The starting time is the time when the proctor begins the reading of the listening passage. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, sign the declaration, and put their pencils down. Collect the answer sheets and the essay booklets. Then collect the examination booklets and dismiss the students.

Supervision of Students

1. *Identification of Students.* Schools must verify the identity of each student who enters the examination room, especially students who are not enrolled in the school in which they are taking the examinations. Keep accurate records of the students who take the examination so that it will be possible to confirm the presence or absence of a student.

2. *Checking for Unauthorized Materials.* Provide close supervision of students who are taking Regents Examinations at all times during the examination session. Inspect all materials students bring into the examination room as they enter to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. See page 2, “Materials Provided by Students and the School,” for information concerning the materials that students may bring into the examination room.
3. *Obtaining Information from or Giving Information to Other Students.* Do not permit students to obtain information from or give information to other students in any way during the examination. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their examinations. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students’ examinations. At the conclusion of the examination, all suspected acts of fraud must be reported to the principal. No score may be earned by a student who, in the judgment of the principal, has attempted to obtain aid from or give aid to another student or has otherwise committed fraud during the examination.
4. *Student Use of Communications Devices.* At the beginning of each Regents Examination, proctors must read the following statement to all students:

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:

- a. Any student observed to be using any communications device while taking a State examination must be directed to turn the device off and put it away immediately. In order to allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination, but scoring must be deferred. 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.
- b. The incident must be reported in writing to the Office of Assessment Policy, Development and Administration, via fax to 518-474-1989 as is the case for all testing irregularities, misadministrations, or other violations of State testing policies 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 IEP or 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.

5. *Aid to Students.* No one, under any circumstances, may interpret or explain examination questions to students, nor may anyone review or comment on the answer paper of a student while an examination is in progress. In response to inquiries by students concerning the meaning or interpretation of questions, proctors should advise students to use their own best judgment.
6. *Clock.* A clock should be in sight of all students. If this is not possible, it is the duty of the proctors to indicate the time on the board at intervals not exceeding 30 minutes throughout the examination period.
7. *Temporary Absence from Examination Room.* Do not permit any student to leave and then return to the examination room during the examination unless accompanied by a proctor. Students who withdraw from the sight of the proctor during any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization must be invalidated.
8. *Emergency Evacuation of a School Building.* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the examination immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, extend the time for the examination so that the students will be allowed their full time for the examination.
9. *Check In Student Answer Papers.* When a student has completed the Regents Examination, all the student's answer material (both used and unused, including scrap paper) must be collected and checked in by logging the material into a list of examinees. The Pearson answer sheet must be checked to make sure that the demographic information on the front and the student's name on the back are completely filled out in No. 2 pencil and that the student has signed the answer sheet. This must be done before the student is permitted to leave the testing room.
10. *Preserving Integrity of Students' Responses.* No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Directions to Students

Before the Regents Comprehensive Examination in English begins, advise students:

- to remove all books, notes, or other aids from their reach or sight during the examination;
- to read the questions carefully and to follow instructions;
- to make sure that the heading and the demographic information on the front as well as the Student Name on the back of the answer sheet are completely filled in;
- to use a No. 2 pencil to darken their answers for the multiple-choice questions;
- to use a pen in writing their answers for questions 26, 27, and 28 in the essay booklet, but to use a pencil and **not** a pen when marking the Pearson answer sheets.
- that they may use scrap paper, but to record their responses in the essay booklet for the constructed-response questions in Parts 3 and 4;
- to write their names on each page of scrap paper and to fill in the heading on each page of the essay booklet that has a space for it;
- not to use red ink or red pencil;
- not to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer;
- to sign the student declaration with a No. 2 pencil on the answer sheet at the proper time;

- that any attempt either to obtain or give aid will result in the termination of their examinations; and
- that the use of any communications device such as a cell phone or pager is prohibited and will result in the invalidation of their examination.

Student Declaration

Each student taking a Regents Examination is required to sign the following declaration at the completion of the examination:

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

The declaration for each examination is printed on the answer sheet. Check to be sure that each student has signed the declaration before the student leaves the room. Do not score papers lacking a signed declaration until the student's signature has been obtained. Do not return any answer sheets to Pearson on which the student declaration is unsigned.

Fraud

Fraud includes the use of unfair means in taking an examination, such as obtaining aid from or giving aid to another person during an examination. Section 225 of the Education Law makes fraud in examinations a misdemeanor, whether perpetrated by a student or by a teacher or administrator.

A student should be considered to have committed fraud only when there is evidence that he or she attempted to either obtain or give aid while taking an examination. If a student violates one of the prescribed State and/or local policies for taking examinations, but did not attempt to either obtain or give aid, the student should not be accused of fraud. For example, if a student leaves the examination room without the permission of a proctor but is under the supervision of school personnel at all times while out of the room and there is no evidence that the student attempted to either obtain or give aid, the student should be disciplined only for leaving the examination room without permission and not for having committed fraud.

If, in the judgment of the principal, a student has committed or attempted to commit fraud during an examination, the principal must cancel the student's examination. The student should be excluded from any subsequent examinations until such time as the student has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that the student is entitled to restoration of this privilege. When an examination is canceled, do not enter any score on the student's permanent record.

Before any penalty is applied, the student accused of fraud shall be given an opportunity to make satisfactory explanations and to meet with the local board of education, or a person designated by such board, together with the student's parents or guardians and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Office of Assessment Policy, Development and Administration, via fax to 518-474-1989 the name of each student penalized under this regulation, together with a brief description of circumstances and the final action taken.

RATING REGENTS EXAMINATIONS

General Information

At least two teachers must rate the essay answer papers for the Regents Comprehensive Examination in English, with a third rater needed in certain specified instances. Only one rater needs to rate the short constructed-response papers. Raters must follow the procedures described in the publication *Information Booklet for Scoring the Regents Comprehensive Examination in English*.

Rating Examination Papers

Once students hand in their test materials, the answer papers must not pass from the custody of the teachers. Except when answer papers are being scored in cooperation with another school, answer papers

must not be removed from the school building until the rating has been completed and the test scores have been recorded on each student's permanent record. When the papers are being scored in cooperation with another school, it remains the principal's responsibility to ensure the security of the answer papers while they are out of the building.

As part of the score collection process, schools will be required to score the examination, make a school record of the total multiple-choice raw score and the total raw score for the constructed-responses earned by each student, make a photocopy of each scored answer sheet for school retention, and have the scored original answer sheets ready to ship to Pearson by 2:00 p.m. on **Wednesday, January 12**. UPS will arrive at all schools between the hours of 2:00 p.m. and 5:00 p.m. to pick up the box(es). It is the principal's responsibility to ensure that a staff member is available during that time to provide the box(es) to the UPS driver.

On Monday or Tuesday, January 10 or 11, all schools will receive an e-mail message from UPS confirming pick-up of the Pearson box(es) between the hours of 2:00 p.m. and 5:00 p.m. on Wednesday, January 12. The e-mail message will also provide a confirmation number which should be referenced when addressing any questions to UPS. Should you have any questions concerning your school's UPS pick-up, reply to the confirmation e-mail message you receive from UPS. If UPS arrives for pick-up earlier than 2:00 p.m. on January 12 and before the answer sheets are scored and ready to ship, or if UPS does not arrive by 4:45 p.m., you should call UPS at 800-742-5877 and cite the confirmation number provided in the e-mail message from UPS.

Teachers of subjects other than English may score the multiple-choice questions and tabulate students' total scores on the multiple-choice questions; this will enable the English teachers to focus on scoring the students' constructed responses. Printed copies of the scoring key and rating guide will not be sent to schools. Instead, the scoring key and rating guide will be made available on the Department's web site at: <http://www.p12.nysed.gov/osa/scoring/home.html>. Schools must print sufficient copies to supply one to each rater. Posting time for the scoring key and rating guide for this examination will be approximately 11:00 a.m. Schools will receive scoring overlays to help with scoring the multiple-choice questions on this examination. The scoring overlays may not be opened prior to the Uniform Statewide Admission Deadline of 10:00 a.m. for all morning examinations.

When scoring the Regents Comprehensive Examination in English:

- use scissors to cut out the rectangle marked on the bottom of the scoring overlay, but do not make any perforations elsewhere on the scoring overlay
- use only a No. 2 pencil to record scores
- **do not** make any marks on the Pearson answer sheet, other than in the spaces provided for recording scores and code letters denoting the scorer for Parts 1, 2, and 3 multiple-choice questions and for Questions 26, 27, and 28.
- **do not** machine scan the Pearson answer sheets. Marking up or scanning these answer sheets will interfere with the score collection.

To maintain uniform rating standards, all teachers involved in rating Regents Examinations must be thoroughly familiar with the rating instructions provided by the Department in the scoring overlay and in the rating guide for this examination.

Teachers must rate strictly according to the key provided by the Department. They may allow credit for other answers to open-ended questions only if those answers are clearly equivalent to the key answer. Schools must obtain permission from the Department before students can be given credit for any answer that is not clearly equivalent to the key answer. A teacher may not give credit for answers that the teacher considers merely "possible" or "reasonable."

Questions During Scoring. For information about the rating of the Regents Comprehensive Examination in English, contact the Office of Assessment Policy, Development and Administration at 518-474-5902 or the Office of Curriculum, Instruction and Standards at 518-474-5922 from 10:00 a.m. to 5:00 p.m. on January 11 and from 7:30 a.m. to 5:00 p.m. on January 12.

The conversion chart for this examination will be made available on the Department's web site on Friday, January 28. The conversion chart, which enables teachers to convert the raw scores to the scale score, will be available at: <http://www.p12.nysed.gov/osa/concht/home.html>. All schools will use their record of each student's total raw score for the multiple-choice questions and total raw score for the constructed-response questions in order to convert raw scores to final examination scores.

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records. In addition, each rater must sign the Examination Scoring Certificate attesting that he or she fully and faithfully observed the rules and regulations for scoring the examinations. The principal must also sign to attest that the rules and regulations for scoring were fully and faithfully observed.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of State examinations. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, an administrator may learn that an isolated error occurred in the calculation of a final score for a student or in recording students' scores in their permanent records. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve no more than five students' final scores on any Regents Examination and when such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the principal must advise the Office of Assessment Policy, Development and Administration in writing that the student's score has been corrected. The written notification to the Department must be signed by the principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than five student answer papers on any examination or are detected more than four months after the test date, the administrator must first obtain permission in writing from the Office of Assessment Policy, Development and Administration before arranging for or permitting a rescoring of student papers. The written request to the Office of Assessment Policy, Development and Administration must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and rating guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final examination scores.

Rating Papers of Students with Disabilities

For students with disabilities, the only permissible testing accommodations that have any bearing on the scoring of answer papers are the IEP or 504 Plan exemption(s) from spelling, paragraphing, and/or punctuation requirements. Otherwise, the answer papers written by students with disabilities must be scored according to the same standards used to score answer papers for all students.

Return of Answer Sheets to Pearson

1. Separate the answer sheets into two groups: used (tested) and unused (including students who were absent on the day of the examination). Return only the completed original answer sheets; **do not** return to Pearson blank answer sheets or any answer sheets on which the student declaration is unsigned.
2. Make a careful record of each student's total multiple-choice and constructed-response scores using the form provided with the Information Booklet for Scoring the Regents Comprehensive Examination in English.
3. Photocopy both sides of each scored answer sheet to maintain a temporary record while the answer sheets are being scanned by Pearson and as a safeguard should the answer sheets become lost in transit.
4. Bundle all original scored answer sheets with the brown paper band provided by Pearson and put them in the white box the blank answer sheets were delivered in. Do not use rubber bands.
5. Seal the box securely.
6. Apply the colored inbound Pearson label over the blue outbound Pearson label.
7. Apply the prepaid UPS Next Day Air return label over the old UPS shipping label. If the box or the shipping label in the box are lost or damaged, contact your regional center.
8. Have the boxes containing the original scored answer sheets ready for pick up by 2:00 p.m. on Wednesday, January 12. UPS will arrive between the hours of 2:00 p.m. and 5:00 p.m. It is the principal's responsibility to ensure that a staff member is available during that time to provide the box(es) to the UPS driver. If UPS arrives for pick up earlier than 2:00 p.m. and before the answer sheets are scored and ready to ship, or if UPS does not arrive by 4:45 p.m., please call UPS at 800-742-5877.
9. Store all of the students' used examination booklets, the photocopies of the students' answer sheets, and the record of each student's total multiple-choice and constructed-response scores in the school's designated storage location for Regents Examination answer papers. Do not send these materials to Pearson.

Upon completion of scanning and data collection, Pearson will return all used answer sheets to the schools they were received from; however, this will not occur until several weeks after the submission by the school.

If you have questions regarding any of the procedures included in these instructions for the return of materials, please contact the Pearson New York State Customer Support Center at 888-705-9415.

Passing Scores

The minimum passing score on a Regents Examination taken to satisfy the testing requirements for a Regents diploma is 65. For students who first entered Grade 9 prior to September 2008, public school districts and nonpublic schools may establish a lower passing score at or above 55 for each Regents Examination to satisfy the testing requirements for a local diploma, subject to the limitations specified in Section 100.5(c)(6) of the Regulations of the Commissioner of Education. These regulations are available on the Department's web site at: <http://www.p12.nysed.gov/part100/pages/1005.html#c>.

In accordance with Section 100.5.(a)(5) of the Regulations of the Commissioner of Education, students with disabilities who first enter Grade 9 in September 2005 and thereafter may meet the examination requirements for a local diploma by earning scores between 55 and 64 on the five Regents examinations required for high school graduation.

Students taking Regents Examinations to earn course credit in accordance with Section 100.5(d)(1) of the Regulations of the Commissioner of Education must earn a score of 85 or higher for credit to be awarded. All State examination scores earned in each attempt to earn credit in this manner, including those below 85, must be entered into the student's permanent record.

Recording Examination Scores

The Office of Assessment Policy, Development and Administration does not keep records of Regents Examination scores earned by individual students. Schools must therefore maintain complete and accurate permanent records. Each time a student takes an examination at the scheduled time under proper supervision, the school must enter the name of the examination, the date of the administration, and the score on the student's permanent record.

Do not enter any score in the permanent record as a Regents Examination score unless it has been obtained on a Regents Examination; that is, scores obtained on Department-approved alternative examinations must not be recorded on the permanent record as Regents Examination scores.

Individual Student Results

At the school's earliest opportunity after final scores have been determined, schools are expected to provide results to each student's parent/guardian.

Preventing Loss of Student Answer Papers

Each student's answer material should be checked in before the student leaves the testing room. As an added precaution, all used and unused test materials must be collected as part of this check-in process. None of these materials should be discarded until all students' answer papers for the examination have been scored and the total raw scores for each student has been converted to a final examination score using the conversion chart provided on the Department's web site.