

## REGENTS COMPETENCY TEST IN WRITING

### Directions for Administering and Scoring

#### GENERAL INFORMATION

**PLEASE NOTE:** The Test Security Unit has issued a memorandum on Important Test Security Information. **Please see page 11 of this document.**

The general procedures to be followed in administering all Regents Competency Tests (RCTs) are contained in the *School Administrator's Manual*. This manual also provides information concerning modifications in testing procedures for students with disabilities and alternative testing procedures for students whose native language is other than English.

Although the RCT in Writing is scheduled for administration during a 3-hour exam session, there is no time limit for the test. Students should be given as much time as they need to prepare their answers. It is expected that most students will need about 3 hours of working time to complete the test. Some students, however, may need more working time, and schools should make provisions to accommodate such students.

No student should be permitted to leave the testing room before the Uniform Statewide Admission Deadlines:

#### Uniform Statewide Admission Deadlines

	Morning Exams	Afternoon Exams
January/June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

#### GENERAL FEATURES OF THE TEST

##### Test Description

The RCT in Writing is a direct measure of students' writing ability. The test requires students to produce different types of writing that are common to school, college, and professional writing and to everyday personal and business communication.

The test consists of three separate writing tasks: a Business Letter of complaint, a Report based on information given, and a Composition. The purpose(s) of the Composition will vary from administration to administration. Four of the five purposes addressed in the Department publication *Composition in the English Language Arts Curriculum K–12* will be used: narration, exposition, description, and persuasion. A Composition task may reflect more than one purpose. For example, a task might require a student to describe an object and then explain something significant about it or narrate an incident related to it. The topics for the three tasks on the test are presented in a context that establishes the specific purpose(s) and audience for the writer.

Each of the three tasks requires a relatively brief piece of writing, about 100–200 words. For each task, the students are directed to prepare first drafts and then to edit and revise the drafts before producing their final answers. Thus, students are given the opportunity to follow the process of planning, drafting, and revising normally used in preparing a piece of writing. As noted in Appendix A, modifications may have to be made in the writing tasks for students with disabilities.

A unique feature of the RCT in Writing is the rating method. Using a holistic method of scoring, i.e., scoring for total effect, the rater judges the level of writing shown by the student's response in light of criteria that reflect the characteristics of an exemplary response to the specific task. This judgment is expressed in terms of a percentage score. Students must attain a mean (average) score of 65% for their three pieces of writing in order to pass the RCT in Writing.

## **Answer Papers**

Students must write their final answers in the RCT in Writing answer booklets.

**The Department does not provide printed copies of these answer booklets.** Schools must print sufficient copies to provide each student with one booklet. The RCT in Writing Answer Booklet is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/#fui>. The scrap paper needed by students for preparation of first drafts is also to be provided by the schools.

The Department has replaced the separate machine-readable student identification sheet with a student information sheet, which is attached to the end of the test booklet. This sheet contains spaces for student identification information and the student declaration which students must sign.

## **ADMINISTRATION OF THE TEST**

### **Test Materials**

Make sure that sufficient quantities of the following materials needed for administering this test are available.

*For each student:*

- test booklet
- answer booklet
- scrap paper
- No. 2 pencil
- pen

*For the proctor:*

- *Directions for Administering and Scoring*
- test booklet (for demonstration purposes)
- answer booklet and scrap paper (for demonstration purposes)
- extra answer booklets and/or essay paper, scrap paper, pens, and No. 2 pencils

### **Detailed Directions for Administering the Test**

The policy on the use of communications devices is shown on the following page. The directions to students on the use of communication devices, as well as all other directions enclosed in boxes, should be read verbatim to the students. Make sure that the desks have been cleared of books and papers and that each student has a No. 2 pencil.

### **Use of Communications Devices**

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script on the next page, into a classroom or other location where a State exam is being administered. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

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

You cannot have any communications device, including a cell phone, with you during this examination or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- Blackberry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me, a test monitor, or school official, you must give it to me now. You may not keep your cell phone or any of these items with you or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your exam will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

[Proctor: repeat the list of devices.]

This is your last opportunity to do so before the test begins.

For Principals and Proctors:

- a. Any student observed with any prohibited device while taking a State examination must be directed to turn it over to the proctor or monitor 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 had a prohibited device in his or her possession during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.
- b. The incident must be promptly reported, in writing, to OSA via fax to 518-474-1989 or by e-mail to [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov), as is the case for all student-related 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 IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

After the students' desks are cleared of books and papers, distribute the answer booklets, and scrap paper to each student.

After the answer booklets and scrap paper have been distributed to the students, say:

On your desk, you should have an answer booklet and scrap paper. (*Show*) Now take the answer booklet. Please use ink to fill in the heading on the first page and your name on each of the other pages. (*Show*)

During the test, if you find that you need more than the four sheets in your answer booklet, please raise your hand.

Use the scrap paper to prepare the first drafts of your answers. Then write your final answer in the answer booklet. Do you have any questions?

After all questions concerning the answer booklets have been answered, distribute the test booklets, face up, one to each student, and say:

Look at the cover of your test booklet. Check to be sure that the title of this test is on the cover. If you do not have the correct test booklet, please raise your hand. (*Pause*)

When you are sure that all students have the correct test booklet, say:

Tear off the student information sheet, which is the last page of the test booklet, and print your name, the name of your teacher, your grade, school, and the city. Put an "X" in the appropriate box for male or female. Next, read the statement labeled "Student Declaration." (*Pause*) After you have read this declaration, please sign your name. A pen or pencil may be used. Your papers cannot be accepted if you do not sign the declaration. Leave the student information sheet on the corner of your desk.

After students have signed the student information sheet, say:

Turn to the front cover of the test booklet. Read the directions to yourself. Do not open the booklet until I tell you to do so. (*Pause*) Do you understand the directions, especially the seven steps you are to take in preparing your answers for each part of the test? (*Pause*)

After all questions concerning the directions have been answered, say:

Remember to write your first draft for each part of the test on scrap paper. You may use pencil for this, but you must use pen to write your final answer in the answer booklet. You may answer the three parts of the test in any order you wish, but make sure that you answer all three parts.

You will be allowed as much time as you need to finish the test. When you have finished, close your test booklet and place it on the top of your answer booklet and scrap paper. Do you have any questions?

After any questions have been answered, say:

Now turn the page and begin work.

Collect all student information sheets.

**No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while a test is in progress.** In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment.

As students finish the test, they should turn in their test booklet and answer booklet separately. Students should then be allowed to leave the testing room. However, no student should be permitted to leave the testing room before the Uniform Statewide Admission Deadline.

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 exams 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.

## **RATING OF THE TEST**

**NOTE:** Teachers are **not** permitted to score their own students' answer papers.

### **Organizing the Rating and Recording Process**

Before the answer papers can be read and rated, each school must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the test results. The procedure used in a particular school should be designed to accomplish the following: (1) produce a reliable score for each student, (2) facilitate maintenance of accurate records of each student's score, and (3) expedite the return to the Department of the required test materials. Appendix B provides a suggested procedure for managing the mechanics of the rating process and a sample format of a rating sheet for recording scores on the parts of the test.

Complete the rating as soon as possible after the test administration, but only after teachers have had sufficient time to become familiar with the rating method, which is described on the next page. Each of the three pieces of writing produced by the student must be rated by a different teacher. The mean (average) of these three part scores is the student's final score. This procedure helps to ensure a high degree of objectivity and reliability in the rating, since a score on any one part of this test cannot be considered as reliable a score as the mean of the scores on the three parts of the test.

For schools that wish to expend the extra effort, the reliability of the rating of the RCT can be increased by having additional ratings given to the responses of all students who take the test.

### **Detailed Directions for Rating the Answer Papers**

In rating the students' responses, follow the procedure outlined below.

1. Familiarize yourself with the system your school is using for processing the answer papers and recording the test scores.
2. Have a test booklet on hand. Carefully read the task for the part you will be rating. Note exactly what is required. Then write your own response to the task.
3. Carefully review the criteria established for an exemplary response to the task and for a zero paper. These criteria are given in the rating guide provided for the test.
4. Discuss with other raters the task and the criteria. (It would be helpful to rate a set of student responses as a training exercise.) When you are sure that you clearly understand the task and the rating criteria, you are ready to begin rating the students' responses.
5. Keep in mind that the criteria reflect the characteristics of a 100% response.
6. For each part of the test that you rate, read each student's response quickly, keeping in mind the task and the criteria for an exemplary response. You should need no more than two minutes to read a student's response.
7. Using intervals of 5, decide what percent of an exemplary response the student's response represents. For example, is it 100%? 90%? 80%? 75%? 70%? 65%? 50%? 40%? 25%? 0%?
8. Record the percentage score in the appropriate place on a separate rating sheet. (A sample rating sheet is provided on page 9.) Do not record the score on the student's answer paper.

You should read and rate the students' responses quickly once you have internalized the task and the criteria established for an exemplary response. You should not spend time agonizing over a student's response. However, you should not read the responses superficially. Some responses may require a

second reading to determine the appropriate score. After reading and rating a number of responses, you will find it helpful to stop and review the task and the criteria before continuing with the rating.

### **Recording Students' Final Scores**

A student's final score on the RCT in Writing is the average of the percentage scores given for the student's answers to each of the three parts of the test. For each student, the scores for the three parts of the test and the mean (average) score must be recorded in the appropriate spaces on the student information sheet. The final score obtained by each student should be recorded on the student's permanent record.

When the teacher rating is completed, test scores must be considered final and must be entered onto students' permanent records.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teachers and rescore student test papers or to change any scores assigned through the procedures described in these directions 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 exams. Teachers and administrators who violate Department policy with respect to scoring State exams 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 error occurred in the calculation of a final score for a student or in recording students' scores in their permanent records. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve the final scores on any RCT of no more than five students, and when such errors are detected within four months of the test date, the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the superintendent or chief administrative officer must advise the Department in writing that the student's score has been corrected. The written notification to the Department must be signed by the superintendent or chief administrative officer and must include the names of the students whose scores have been corrected, the name of the exam, 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 RCT, or when errors are detected more than four months after the test date, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student papers. The written request to the Department must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the exam 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 exam 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 exam. Should this occur after the scoring is completed, 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 exam scores when appropriate. Only in such circumstances, is the school not required to notify or obtain approval from the Department to correct students' final exam scores.

**Schools are not to submit the answer papers written by students to the Department for validation of scoring. A random sampling of schools will receive instructions to submit their scored RCT in Writing answer papers to the Department for re-rating. The remainder of schools must keep the answer papers and the student information sheets on file for one year in accordance with the standard procedures for the safeguarding of all other such exams.**

## **APPENDIX A**

### **Modifications for Students with Disabilities**

At times, the task given for Part I—Business Letter or Part III—Composition may refer to a product or situation that may not be suitable for a student with a particular disability. In such cases, the principal may authorize an appropriate modification to the given task.

1. For a student to be eligible for a modification, the school district's Committee on Special Education must have identified the student as having a disability.
2. To determine if a modification will be necessary, the student's teacher may obtain a copy of a test booklet one hour prior to the scheduled starting time for the administration of the RCT in Writing.
3. If, in the teacher's judgment, the product or situation mentioned in the task for the Business Letter or the Composition would not be suitable for a student with a particular disability, the teacher may ask the principal for authorization to modify the task by changing the product or situation to one that would be more appropriate for such a student. For example, if the Business Letter referred to a musical recording, the principal could authorize a hearing-impaired student to substitute a book in its place. At the start of the test administration, the student should be informed of the product or situation that is to be substituted for the one referred to in the test booklet.
4. Any modification made must be authorized by the principal. In addition, a report of the modification should accompany the student's answer papers.

## APPENDIX B

### Suggested Rating Procedure

The following procedure is recommended for managing the mechanics of the rating process:

1. Designate one person as the coordinator for the rating process.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing answer papers and for preparing and maintaining records.
3. After the test is administered, have the proctors put the answer papers in separate bundles, keeping the three parts of the test for each student together, and then deliver the two bundles to the central rating room.
4. Compile the answer papers into school-wide sequences using whatever order is most convenient. However, be sure to use the same order for each of the two groups.
5. Keeping the answer papers in order, separate them into bundles for distribution to the raters. Each of the three parts of the test must be rated by a different teacher. Therefore, to help expedite the rating process, each bundle should contain one-third of the total number of papers a teacher will be expected to rate. (For example, if a teacher will be rating 114 papers, each bundle should contain 38 papers.)
6. Prepare three rating sheets for each bundle. (A sample rating sheet is provided on page 9.) Enter the student names for the answer papers in that bundle on one rating sheet. The two other rating sheets for that bundle may be photocopied from this completed rating sheet. Then designate one rating sheet for Part I, another for Part II, and the third for Part III. Attach the three rating sheets to the top of the bundle.
7. Distribute the bundles of answer papers to the teachers who will be rating them first. Each teacher will be responsible for rating a designated number of papers and will rate only one part of the test. Thus, three teachers will share in the rating of each student's test paper, each teacher scoring a different part. Teachers are **not** permitted to score their own students' answer papers.
8. Have the teachers record the scores on the appropriate rating sheet. No scores or corrections should be indicated on the answer papers. When rating the answer papers, the teachers should follow the "Detailed Directions for Rating the Answer Papers" given on page 5. These detailed directions also appear on the rating guide provided for the test.
9. Have the teacher return each bundle of answer papers to the central rating room as soon as the teacher has finished rating the designated part of the test for that bundle of answer papers. The rating coordinator should detach from the bundle the rating sheet completed by the teacher and have those scores recorded in the appropriate spaces on the student information sheet. The bundle should then be forwarded to another teacher for the rating of another part. This process should be repeated until all three parts of each answer paper have been rated.
10. After all three part scores are recorded, determine the mean (average) score for each student. This mean score should be rounded to the nearest whole number and then recorded in the appropriate spaces on the student information sheet. (If a mean score ends in a decimal that is .5 or higher, it should be rounded up to the next larger whole number. If a mean score ends in a decimal that is less than .5, it should be rounded down to the next lower whole number. For example, 68.50 rounded to the nearest whole number is 69 while 68.49 rounded to the nearest whole number is 68.)





# IMPORTANT

## BEFORE YOU ADMINISTER THE REGENTS EXAMINATIONS OR REGENTS COMPETENCY TESTS (RCTs) PLEASE REVIEW THIS IMPORTANT TEST SECURITY INFORMATION

**The State Education Department is committed to the integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the fairest administration and scoring of Regents Exams and RCTs. Please accept this reminder of prohibited testing conduct.**

**Under Section 102.4 of the Commissioner's Regulations, prohibited testing conduct includes:**

- Accessing secure test booklets and/or answer sheets prior to the time allowed by testing rules.
- Reviewing test booklets prior to test administration in order to: determine and record correct responses for use during testing; create pre-test lessons or discussions with students about concepts being tested; or create a "cheat sheet" for students to use during testing, including sharing formulas, concepts, or definitions, necessary for the test.
- Providing students clues or answers during testing, including coaching students about correct answers, defining terms and concepts contained in the test, pointing out wrong answers, suggesting that a student reconsider or change a recorded response, reminding students during testing of concepts they learned in class, or making facial or other non-verbal suggestions to students regarding answers.
- Giving a student more time to take the test than is allowed for that student under State regulations.
- Leaving materials displayed in the room containing topics being tested.
- Writing test specific formulas, concepts or definitions on the board prior to or during testing.
- Reviewing an answer sheet for wrong answers and returning it to the student to change responses.
- Altering, erasing, or changing a student's recorded responses after the student hands in test materials.
- Engaging in rescoring of any portion of a test to add points, unless authorized by State rules.
- Encouraging or assisting anyone to engage in the above-described conduct.

**Some potential consequences of engaging in prohibited testing conduct include:**

- The test score of the affected student will likely be invalidated.
- The affected student may have to retake the exam.
- The person who intentionally engaged in testing misconduct could face sanctions and discipline, including termination and/or the loss of his/her New York State educator certification(s).

**In accordance with Section 102.4 of the Commissioner's Regulations you are required to report any known incident of testing misconduct to the Test Security Unit. Reports may be made by filing an Incident Report Form at <http://www.highered.nysed.gov/tsei/>.**