

Directions for Administering the Regents Examination in Integrated Algebra (2005 Standard) 2016 Special Administrations

INTRODUCTION

All proctors who will be administering Special Administrations of the 2016 Regents Examinations must be given a copy of this booklet several days in advance of the Regents Examination period so they 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 *School Administrator's Manual*, which is available on the Department's web site at <http://www.p12.nysed.gov/assessment/sam/secondary/>.

A separate publication (Information Booklet) provides detailed information concerning the scoring of the Special Administration of the Regents Examination in Integrated Algebra (2005 Standard) in February and June 2016. That publication is also available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>. Schools must print sufficient copies to provide to the teachers involved in the scoring of this examination several days in advance of the Regents Examination period.

CONDUCTING THE EXAMINATIONS

The Test Security Unit has provided a memorandum on Important Test Security Information. Please see page 13.

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 or maps pertinent to the subject being tested and erase or cover 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 each examination that they are expected to provide their own pens, pencils, erasers, and rulers. Inform them also about the use of calculators, rulers, and bilingual dictionaries and glossaries. This booklet provides information about the use of such materials.

Schools must also provide other materials required by students, such as coordinate graph paper for students who need to change their work on graphs on the Regents Examination in Integrated Algebra.

Use of Calculators

Each student taking a Regents Examination in Integrated Algebra (2005 Standard) must have a graphing calculator without symbol manipulation.

When students enter the examination room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Remove any applications that have been added to graphing calculators. Students may **not** 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. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example, factoring, expanding, or simplifying given variable output).

Administering Examinations to Students with Disabilities

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) 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 "*Students Who Incur Disabilities Shortly Before Test Administration*" in Section Two of the [School Administrator's Manual](#).

Large-Type Examinations. In general, large-type examinations should be administered according to the same procedures 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 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 the braille examination are the same as those on the printed examinations with certain exceptions, which are described in the next 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, such as special rulers, protractors, and calculators. 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.

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, including reading passages, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Questions must be read word-for-word, without any clarification or explanation. (However, such content may be read more than once.)

Unless the IEP or 504 Plan specifically disallows it, when reading a mathematics test question to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the proctor to the student. For example, the symbol $<$ should be read as "less than," and 1,211 should be read as "one thousand, two hundred, eleven." However, test questions may never be modified, nor may proctors provide additional examples.

Reference Materials for Regents Examinations. Provide for students with disabilities all information normally provided to students. All reference materials for Regents Examinations—tables, charts, and graphs—are available in large type and braille. These materials will be supplied with the braille or large-type examinations. 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 this 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.
- *Bilingual Dictionaries and Glossaries.* English Language Learners may use bilingual dictionaries and glossaries when taking Regents Examinations. The bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are **not** permitted.
- *Simultaneous Use of English and Alternative Language Editions.* For Regents Examinations for which the Department provides direct written translations, English Language Learners may use both an English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- *Oral Translation for Lower Incidence Languages.* Schools may provide English Language Learners with an oral translation of a Regents Examination when there is no translated edition provided by the Department. This accommodation is permitted for State examinations in all subjects **except** English. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English editions of the tests *one hour prior to* administration. The Department’s Office of Bilingual Education and Foreign Language Studies (phone: 518-474-8775) and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. A list of RBE-RNs is available at <http://www.p12.nysed.gov/biling/bilinged/betac.html>.
- *Writing Responses in the Native Language.* English Language Learners making use of alternative language editions or of oral translations of Regents Examinations may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

Former English Language Learners

Schools may provide the testing accommodations listed above under the heading “Administering Examinations to English Language Learners” to Former English Language Learners who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from English Language Learner status following their participation in one of the two most recent administrations (Spring 2014 or Spring 2015) of the New York State English as a Second Language Achievement Test (NYSESLAT). Such students either achieved an overall level of proficient on the NYSESLAT or achieved an overall level of Advanced on the most recent administration of the NYSESLAT and scored at Level 3 or higher on the New York State Common Core Grades 3–8 English

Language Arts Test or earned a score of 65 or higher on the Regents Examination in English Language Arts (Common Core), or earned a score of 65 or higher on the Regents Comprehensive Examination in English.

These accommodations may not be provided to Former English Language Learners who were identified as English language proficient prior to the 2014 NYSESLAT administration.

Use of Machine-Scorable Answer Sheets

Schools must make arrangements for answer sheets and examination data processing services for all Regents Examinations. The Department does not provide answer sheets for any of the Regents Examinations. All schools are required to arrange to receive their answer sheets and examination data processing services from a Regional Information Center (RIC) or a large-city scanning center. The standardized scannable answer sheets provided by the RICs and large-city scanning centers are the only answer sheets that schools are permitted to use for the Regents Examinations.

The use of a standardized scannable answer sheet will allow for collection of student demographic information and student response data for each test question. Schools must work with their RICs or large-city scanning centers to develop instructions for using the answer sheets. Each school must develop uniform written directions about the completion of the grids to be used for recording various types of student identification information and provide these directions to all teachers administering the examinations. Such directions should be based on careful consideration of the student and score information needed, as well as on the processing requirements of the scoring center that the school is using. Schools must also develop directions to students on what type of writing implement to use and how to fill in the answer sheets. These directions must be provided to all proctors administering the examinations.

In order to preserve answer sheet quality for audit purposes, they should be scanned only once. If a school has appropriate scanning equipment, it may elect to scan the answer sheets provided by the regional scanning center and provide a data file to its scanning center in a format that is compatible with the center's data system. Scanning must occur within one month of the administration of the Regents Examinations.

If the students' responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the front of the answer sheet except to record the scores in the spaces provided for that purpose. Marks elsewhere on the front of the answer sheet will interfere with the accuracy of the scanning.

Questions about the requirement to scan Regents Examinations should be directed to the Office of State Assessment (OSA) at 518-474-5900. Questions about data collection and reporting services should be directed to the school's regional data center contact or the Office of Information and Reporting Services at 518-474-7965.

Time Regulations

The examination schedules and the examinations themselves indicate the specific hours during which Regents Examinations must be administered. The February Special Administration is scheduled for 9:15 a.m. The June examination is scheduled for 1:15 p.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, which is 10:00 a.m. for the morning session and 2:00 p.m. for the afternoon session.

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 student 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 examinations 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, if students started 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 for these students. Furthermore, when a Regents Examination is administered under special conditions to a student who is injured or ill or 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. Please refer to "Time Regulations" in Section Two of the [School Administrator's Manual](#) for more specific information about such situations. A full report about each such authorization must be sent to the Department at the end of the Regents Examination period.

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 each examination so that it will be possible to confirm the presence or absence of a student for each examination.
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 1, "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 a proctor suspects that such an attempt has occurred, students must be warned that any further attempts will result in the termination of their examinations. If necessary, move the students to another location. In order to allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination. If the steps described above 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 an examination.
4. *Student Use of Communications Devices.* The policy on the use of communications devices is provided on the next page. The directions to students on the use of communications devices should be read verbatim to the students.

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 examination 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 statement below to all students taking secondary-level State examinations:

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 examination 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, 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.

5. *Proctoring.* Proctors must circulate periodically around the room during the administration of each examination to ensure that students are recording their responses to test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have recorded more than one choice for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place. However, proctors may **not** comment to the student on the correctness or sufficiency of any

answer. No additional time is to be provided to students to transfer answers from test books to answer sheets at the end of a Regents Examination, and no one other than the student may transfer answers marked in his or her test book to the multiple-choice answer sheet. (The latter does not apply to students whose IEPs or 504 Plans allow scribes to transfer answers from the test book to the answer sheet.)

6. *Aid to Students.* No one, under any circumstances, may interpret or explain examination questions to students, nor may anyone review or comment on the correctness or sufficiency of a student's response to a test question while an examination is in progress. In response to inquiries by students concerning the meaning or interpretation of questions, proctors must advise students to use their own best judgment.
7. *Preserving the Integrity of the Test Materials.* Staff is not permitted to discuss test questions or other specific test content with others online via e-mail or LISTSERV, or through any other electronic means prior to or during the test session in which the examination is being administered. Test booklets cannot be opened prior to the distribution of tests to students. Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials, and should keep their own communications devices put away during testing, using them only in emergency situations.
8. *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 ½ hour throughout the examination period.
9. *Temporary Absence from Examination Room.* Do not permit any student to leave and then return to the examination room during any session of 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.
10. *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 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.
11. *Check In Students' Answer Papers.* When a student has completed a 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. This should be done before the student is permitted to leave the testing room.
12. *Preserving the 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 material. 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.

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. The declaration can be signed

with pencil or pen. Do not score papers lacking a signed declaration until the student's signature has been obtained.

Fraud

Under Section 8.5 of the Rules of the Board of Regents, fraud shall include the use of unfair means to pass an examination, attempting to give aid to, or obtain aid from, another person in any examination, alteration of any Regents examination credential, and intentional misrepresentation in connection with Regents Examinations or credentials. Section 225 of the Education Law makes fraud in examinations a misdemeanor, whether perpetrated by a student, teacher, administrator, or any other person. In addition, Section 102.4 of the Regulations of the Commissioner of Education prohibits testing fraud by students, educators, and others involved in the handling, administration, and scoring of State assessments. Prohibited testing conduct by adults is addressed on page 13.

Student Fraud. Students who violate one of the prescribed State and/or local policies for taking examinations, but do not attempt either to obtain or give aid, have not committed fraud. For example, if a student leaves the exam 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 may be disciplined only for leaving the examination room without permission and not for having committed fraud.

Pursuant to Section 102.4 of the Regulations of the Commissioner of Education, if, in the judgment of the principal, a student has committed or attempted to commit fraud during a State exam, the principal must cancel the student's examination. Before any penalty may be applied pursuant to Section 102.4, the student accused of fraud must be given an opportunity to make satisfactory explanations and to meet with the local board of education or its designee. The student, together with the student's parent(s) or guardian and (if so desired by the parents) an attorney, shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts.

A student who has been judged by the principal to have committed or attempted to commit fraud must be excluded from any subsequent examinations until he or she has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that he or she is entitled to restoration of this privilege. When an examination is canceled, no score may be entered on the student's permanent record. The principal shall report promptly to OSA via fax to 518-474-1989 the initials or student identification number (at the discretion of the principal) of each student penalized under Section 102.4, together with a brief description of circumstances and the final action taken.

Directions to Students

Before a Regents Examination 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 they have completely filled in the heading of the answer sheet or answer booklet;
- to use a pencil when they are making drawings and diagrams;
- not to erase answers written in ink;
- to sign the student declaration at the proper time;
- that any attempt either to obtain or give aid will result in the termination of their examinations; and that the possession or use of any communications device such as a cell phone or pager is prohibited and will result in the invalidation of their examinations.

Be sure that students follow the appropriate directions for filling in answer sheets as developed by the school and RIC or scanning center for all Regents Examinations.

DIRECTIONS FOR THIS SPECIFIC EXAMINATION

Schools must ensure that each student has the exclusive use of a graphing calculator without symbol manipulation (see page 2 for additional information) when taking the Regents Examination in Integrated Algebra (2005 Standard). Schools must also ensure that students taking the Regents Examination in Integrated Algebra (2005 Standard) have a ruler or other straightedge.

For each examination, distribute one answer sheet and one examination booklet, face up, to each student. Instruct the students to complete the heading on both the answer sheet and the examination booklet cover.

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

Instruct the students to read the directions on the cover. Make sure that students understand they are to record their answers to questions in Part I on the answer sheet and to write their answers and calculations for questions in Parts II, III, and IV in the examination booklet. Students should write all work in the examination booklet in pen except for graphs and drawings, which should be done in pencil. When all students seem to understand these directions, instruct them to begin the examination.

Scrap paper is *not* permitted. Students may use the blank spaces and the page of the graph paper included in the examination booklet as scrap paper. The proctor 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.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets and the examination booklets and dismiss the students.

The *Information Booklet for Scoring the Regents Examinations in Mathematics, Integrated Algebra (2005 Standard) 2016 Special Administrations*, provides information about the scoring of these examinations and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

RATING REGENTS EXAMINATIONS

General Information

NOTE: Teachers are **not** permitted to score their own students' answer papers. This means that teachers currently instructing students in the coursework associated with a particular Regents Examination may **not** score those students' answer papers for that examination. This prohibition includes special education and academic intervention services (AIS) teachers. The following examples are intended to offer guidance to school administrators who will be making determinations as to a teacher's eligibility to score specific students' examination papers.

- A mathematics teacher who taught a student algebra the year before but is not currently instructing a student in the coursework in geometry may score the student's answer paper for the Regents Examination in Geometry.

The principal is responsible for making the final determination as to whether or not a teacher may score specific students' examination papers based on this scoring policy. A principal may establish rules that are more prohibitive than the illustrations above suggest.

At least three teachers must rate the answer papers for the Regents Examination in Integrated Algebra (2005 Standard). Raters must follow the procedures described in the publication *Information Booklet for Scoring the Regents Examinations in Mathematics (2005 Standard) Special Administrations in Integrated Algebra in February and June*.

Schools machine scoring any examination must hand score a sample of answer sheets after the machine scoring is completed to ensure that the scoring was done accurately.

Rating Examination Papers

As soon as the special administration of each examination is completed, the principal must arrange for the collection and secure storage of **all** used answer sheets. Used answer sheets must not be left unattended and must not pass from the custody of the teacher during scoring. 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.

The teachers rating each answer paper must write their names or initials clearly on the answer paper or scoring record, as required. 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."

To maintain uniform rating standards, all teachers involved in rating Regents Examinations must be thoroughly familiar with the rating instructions provided by the Department. The scoring key that accompanies each Regents Examination provides directions for rating multiple-choice and short-answer questions, as well as guidelines for rating the essays.

Schools are not permitted to rescore any of the open-ended questions on any Regents Examination after each question has been rated the required number of times as specified in the rating guide, regardless of the final examination score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

When the teacher scoring committee completes the scoring process, examination 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 or collaborative site scoring leader must also sign this certificate 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 document, the [School Administrator's 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 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 Regents Examination of no more than 5% of the school's test takers for that examination or five students,

whichever is greater, 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 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 5% or five student answer papers, whichever is greater, on any examination, 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 examination title, date of administration, and the 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

The answer papers written by students with disabilities must be scored according to the same standards used to score answer papers for all students.

Passing Scores

The minimum passing score on a Regents Examination taken to satisfy the testing requirements for a Regents diploma is 65. 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 Regents Examinations required for high school graduation. In addition in October 2012, the Board of Regents approved an amendment to Section 100.5 of the Regulations of the Commissioner of Education to provide a compensatory option to students with disabilities to graduate with a local diploma. For additional information on the compensatory option, please refer to the memorandum "Amendment to Section 100.5 of the Regulations of the Commissioner of Education Relating to the Safety Net for Students with Disabilities to Graduate with a Local High School Diploma" available at <http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html>.

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 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

Schools must 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.

No score should be entered in the permanent record as a Regents Examination score unless it has been obtained on a Regents Examination; that is, scores obtained on the Department-approved alternative examinations must not be recorded on the permanent record as Regents Examination scores.

Preventing Loss of Student Answer Papers

Each student's answer papers should be checked in before the student leaves the testing room. As an added precaution, all used and unused test materials including all scrap paper must be collected as part of this check-in process. None of these materials should be discarded until all students' answer papers for all examinations have been scored and the scores have been recorded in the students' permanent records.

Individual Student Results

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

Retention of Answer Papers

All the papers not requested for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.



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/>.