

Directions for Administering and Scoring Regents Examinations June and August 2003 Administrations

INTRODUCTION

This booklet contains information needed for administering and scoring Regents Examinations. Several days in advance of the Regents Examination period, give a copy of this booklet to each proctor who will be responsible for administering Regents Examinations. This will give the proctors sufficient time to familiarize themselves with the information in this booklet before the beginning of the Regents Examination period.

The *Regents Examinations, Regents Competency Tests, and Proficiency Examinations: School Administrator's Manual* provides additional information concerning the Regents Examination program. You may access this manual at <http://www.emsc.nysed.gov/ciai/testing/hsinfo/gen/sam2001.pdf> on the Department's web site.

Four separate publications provide detailed information concerning the Comprehensive Examination in English, the Mathematics A and B examinations, the science examinations, and the Global History and Geography and United States History and Government examinations. These publications are entitled *Information Booklet for Administering and Scoring the Regents Comprehensive Examination in English*, *Information Booklet for Administering and Scoring Regents Examinations in Mathematics A and Mathematics B*, *Information Booklet for Administering and Scoring Regents Examinations in the Sciences*, and *Information Booklet for Administering and Scoring Regents Examinations in Global History and Geography and United States History and Government*. The Department will send these publications to all schools requesting any of the June 2003 examinations. Give copies of these publications to the proctors and teachers involved in the administration and scoring of these examinations several days in advance of the Regents Examination period.

CONDUCTING THE EXAMINATIONS

Preparation of Examination Room

The room in which examinations are administered should be well lighted, 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 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 the least possible opportunity for any 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 and bilingual dictionaries and glossaries. (See below and page 2 of this booklet for more information about the use of such materials.)

Your school **must** provide other materials required by students, such as ruled answer paper, scrap paper, and coordinate graph paper for the mathematics Regents Examinations.

Use of Calculators

Schools must ensure that each student has the appropriate type of calculator specified below when taking a Regents Examination in science or mathematics.

When students enter the testing room, clear or reset the memory of any calculator with programming capability. Remove any applications that have been added to graphing calculators. Students may **not** use calculators that can be used to communicate with other calculators. Also, students may **not** use operating manuals, instruction or formula cards, or other information concerning the operation of calculators.

Science Regents Examinations. For the Living Environment examination, all students who wish them **must** have a four-function or scientific calculator. All students taking the Physical Setting/Chemistry and Physical Setting/Earth Science examinations **must** have a four-function or scientific calculator. All students taking the Physical Setting/Physics examination **must** have a scientific or graphing calculator.

Mathematics Regents Examinations. All students taking the Sequential Mathematics Course III Examination or the Mathematics A Examination **must** have a scientific calculator. Students taking the Mathematics A Examination may also use graphing calculators without symbol manipulation. Students taking the Mathematics B Examination **must** have a graphing calculator without symbol manipulation.

Students with disabilities are permitted to use graphing calculators when they take the Sequential Mathematics Course III Examination if their Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) documents the need for this testing accommodation.

Testing Accommodations for Students with Disabilities

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Educational Program or Section 504 Accommodation Plan when they take State examinations. Under certain circumstances, special accommodations may be made for general education students taking State examinations. The *School Administrator's Manual* provides the guidelines to be followed in such circumstances.

Testing Accommodations for Limited-English-Proficient Students

Schools may provide the following testing accommodations to limited-English-proficient (LEP) students:

- **Time Extension.** Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- **Separate Location.** Schools are encouraged to provide optimum testing environments and facilities for LEP students. They may administer Regents Examinations to LEP students individually or in small groups in a separate location.

- **Third Reading of Listening Selection.** Proctors may read the listening passage (Part A, Session One) of the Regents Comprehensive Examination in English a third time to LEP students. This accommodation is **not** permitted on State examinations in languages other than English.
- **Bilingual Dictionaries and Glossaries.** LEP students may use bilingual dictionaries and glossaries when taking Regents Examinations in all subjects **except** languages other than 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.
- **Simultaneous Use of English and Alternative Language Editions.** For those Regents Examinations for which the Department provides written translations, LEP students 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 document.
- **Oral Translation for Lower Incidence Languages.** Schools may provide LEP students 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 and languages other than 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 edition of the tests **one hour** prior to administration. The Department’s Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.

- **Writing Responses in the Native Language.** LEP students 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 the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

Use of Machine-Scorable Answer Sheets

Schools may use machine-scorable answer sheets for the objective portions of any Regents Examination. Schools must provide such answer sheets and score them. Because many Regents Examinations do not lend themselves to machine scoring, schools must ensure that students are not placed at a disadvantage by the use of inappropriate answer sheets.

Answer sheets supplied by the school must provide the same number of response options as are given in the examination questions, and the choices must be labeled 1, 2, 3, 4, **not** A, B, C, D. Schools must develop local instructions for using the answer sheets and provide them to the proctors administering the examinations.

If a school uses a machine-scorable answer sheet for the Comprehensive Examination in English, the school must use a separate sheet for each session of the examination. Students may **not** use the same answer sheet for both sessions.

Time Regulations

The examination schedules and the examinations themselves indicate the specific hours during which Regents Examinations must be administered. June examinations are scheduled for 9:15 a.m. or for 1:15 p.m. August examinations are scheduled for 8:30 a.m. or for 12:30 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 specified in the table below.

Uniform Statewide Admission Deadlines		
	Morning Examinations	Afternoon Examinations
June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

The school must admit to an examination 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 reasonably 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, if students started an examination late because of extenuating circumstances beyond their control, the principal may authorize an extension of the closing time of the Regents Examination for these students. 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. Please refer to the *School Administrator's Manual* for more specific information about such situations. A full report concerning each authorization should be sent to the Department at the end of the Regents Examination period.

Distribution of Teacher Dictation Copies

For those Regents Examinations that test listening skills or auditory comprehension, distribute Teacher Dictation Copies to the teachers who will administer the examinations **one hour** before the scheduled starting time. This will give the teachers sufficient time to familiarize themselves with the materials in the Teacher Dictation Copies before the beginning of the examinations.

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 Other Students.* Do not permit students to obtain information from other students in any way during the examination. If, in the opinion of the proctor, 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 information, notify the principal immediately and terminate the students' examinations.
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 bathroom visit). Such devices include, but are not limited to, CD and audiocassette players, radios, cellular telephones, pagers, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones, or earplugs.*

*If your cell phone rings, you may not answer it. 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], OFF and away from your desktop. Your examination will be invalidated and no score will be calculated for you if you use any such device or related communications technology or if you wear headphones while in the testing room.*

For Principals and Proctors:

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

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

The incident must be reported in writing to the Office of State Assessment, as is the case for all testing irregularities, misadministration, 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 Individualized Education Plan or Section 504 Accommodation 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 1/2 hour 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 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.
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.

Student Declaration

Each student writing 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 paper. 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.

Fraud

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

A student should be considered as having committed fraud only when there is evidence that the student 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 been found guilty of committing or of attempting to commit fraud during an examination, the principal is authorized to 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 such 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 State Assessment 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.

Directions to Students

Before a Regents Examination begins, advise students:

1. To remove all books, notes, or other aids from their reach or sight during the examination.
2. To read the questions carefully and to follow instructions.
3. To make sure that they have completely filled in the heading of the answer sheet or answer booklet.
4. To use a pen in writing their answers, with the following exceptions:
 - a. making drawings and diagrams
 - b. marking machine-scorable answer sheets
 - c. circling tentative answers on the science answer sheets
5. **Not** to use red ink or red pencil.
6. **Not** to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer.
7. To sign the student declaration at the proper time.
8. That any attempt either to obtain or give aid will result in the termination of their examinations.
9. 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.

Directions for Specific Examinations

The following sections provide specific directions for administering each Regents Examination.

Comprehensive Examination in English

The Comprehensive Examination in English is administered in two three-hour sessions on separate days. To complete the examination, students must sit for both sessions. For each session, distribute one examination booklet, face up, to each student. Instruct the students to check that they have the correct examination booklet for the subject and date. Also

distribute to each student one essay booklet in which the student is to write answers to the essay questions. (The Department provides essay booklets to schools in the shipment of nonsecure examination materials.)

Instruct the students to read the directions on the cover of the examination booklet and to detach the answer sheet for recording their answers to the multiple-choice questions. Instruct the students to complete the heading on the answer sheet and on the cover and each page of the essay booklet.

Session One of the examination includes a listening section. The Directions for Teachers for Session One gives specific directions for administering the listening section.

You *must* conclude each session of the examination exactly three hours after the actual starting time. For Session One, the starting time is the time when the proctor begins the administration of the listening section. If students remain at the end of the three-hour period, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets and the essay booklets. Then collect the examination booklets and dismiss the students. The *Information Booklet for Administering and Scoring the Comprehensive Examination in English* provides further information about the administration and scoring of this examination.

For purposes of a Regents-endorsed diploma, a score of 65 shall be considered passing. For students who first started grade 9 in the 1996-97, 1997-98, 1998-99, or 1999-2000 school year, 55-64, as determined by the school, may be considered passing for the awarding of a local diploma. Students who first started grade 9 in the 2000-01 school year and thereafter must earn a score of 65 on this examination to earn a high school diploma.

Comprehensive Examinations in French, German, Hebrew, Italian, Latin, and Spanish

Distribute one examination booklet, face up, to each student. Instruct the students to check that they have the correct examination booklet for the subject and date.

For the Comprehensive Examinations in French, German, Italian, and Spanish, also distribute one answer booklet, face up to each student. These answer booklets were provided to schools by the Department in the shipment of nonsecure examination materials. Students are to write their responses to Parts 2 through 4 in the answer booklets. For the Comprehensive Examinations in Hebrew and Latin, students will be instructed to remove the detachable answer documents that are stapled in the test booklets. Students will write

their responses to Parts 2 through 4 and II through V respectively of these two examinations in these answer documents.

The directions for administering Part 2 of the modern language examinations or Part II of the Latin examination are included in the Teacher Dictation Copy. After students complete Part 2/Part II, instruct them to continue with the rest of the examination.

You *must* conclude each examination exactly three hours after the actual starting time for Part 2/Part II. If students still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the students.

Mathematics A

Mathematics B

Your school *must* make calculators available for use by all students during the entire three-hour examination period. For each examination, distribute one examination booklet, face up, to each student. Instruct the students to check that they have the correct examination booklet for the subject and date.

Instruct the students to read the directions on the cover and detach the answer sheet on which they are to record their answers to the Part I questions. Instruct the students to complete the heading on both the answer sheet and the examination booklet cover.

Make sure that students understand that they are to record their answers to Part I on the answer sheet and to write their answers and calculations for Parts II, III, and IV in the examination booklet. When all students seem to understand these directions, instruct them to begin the examination.

You must conclude the examination exactly three hours after the actual starting time. If students still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets and the examination booklets and dismiss the students.

The *Information Booklet for Administering and Scoring the Regents Examinations in Mathematics A and Mathematics B* contains further information about the administration and scoring of these examinations.

Sequential Mathematics, Course III

Your school *must* make calculators available for use by all students during the entire three-hour examination period. For each examination, distribute one examination booklet, face up, to each student. Instruct the students to check that they have the correct examination booklet for the subject and date.

Instruct the students to read the directions on the cover, detach the answer sheet, and fill in the heading of the answer sheet. Also distribute graph paper and the paper on which the students will write their answers to Part II. When each student has finished filling in the answer sheet heading, instruct the students to open their examination booklets and begin work.

You *must* conclude each examination exactly three hours after the actual starting time. If students still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the students.

Global History and Geography United States History and Government

Distribute one examination booklet, face up, to each student. Also distribute to each student one essay booklet in which the student is to write answers to the Parts II- and III-B essay questions. (The Department provides essay booklets to schools in the shipment of nonsecure examination materials.) Instruct the students to check that they have the correct examination booklet for the subject and date.

Instruct the students to read the directions on the cover of the examination booklet and to detach the answer sheet on which they are to record their answers to the Part I multiple-choice questions. Instruct the students to complete the heading on the answer sheet, on the cover of the examination booklet, and on the cover and each page of the essay booklet.

Make sure that students understand that they are to record their answers to the Part I questions on the answer sheet, to write their answers to the Part IIIA questions in the examination booklet, and to write their responses to the Parts II- and IIIB essay questions in the essay booklet. When all students seem to understand these directions, instruct them to begin the examination.

You *must* conclude each examination exactly three hours after the actual starting time. If students still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets, the essay booklets, and the examination booklets and dismiss the students.

The *Information Booklet for Administering and Scoring the Regents Examinations in Global History and Geography and United States History and Government* contains further information about the administration and scoring of these examinations.

For purposes of a Regents-endorsed diploma, a score of 65 shall be considered passing. For students who first started grade 9 in the 1998-99 or 1999-2000

school year, 55-64, as determined by the school, may be considered passing for the awarding of a local diploma. **Students who first started grade 9 in the 2000-01 school year and thereafter *must* earn a score of 65 on these examinations to earn a high school diploma.**

Living Environment

Distribute one examination booklet, face up, to each student. Instruct the students to check that they have the correct examination booklet for the subject and date.

Instruct the students to read the directions on the cover and to detach the answer sheet on which they are to record their answers to the Part A questions. Instruct the students to complete the heading on both the answer sheet and the examination booklet cover. Make calculators available for use by all students who wish to have them during the entire scheduled time period for this examination.

Make sure that students understand that they are to record their answers to the questions in Part A on the answer sheet and to write their answers for the questions in Part B and Part C in the examination booklet. When all students seem to understand these directions, instruct them to begin the examination.

You *must* conclude the examination exactly three hours after the actual starting time. If students still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets and examination booklets and dismiss the students.

The *Information Booklet for Administering and Scoring the Regents Examinations in the Sciences* contains further information about the administration and scoring of this examination.

Physical Setting/Chemistry

Distribute one answer booklet for Part B-2 and Part C, one examination booklet, face up, and one copy of the 2002 Edition of the *Reference Tables for Physical Setting/Chemistry* to each student. (The answer booklets are printed on ivory paper and are shrink wrapped in the same package with the examination booklets.) Each student must also have a four-function or scientific calculator for his or her exclusive use during the entire examination.

Instruct the students to check that they have the correct examination booklet and answer booklet for the subject and date. Also, instruct the students to follow the directions on the cover for detaching the answer sheet for Part A and Part B-1 from the

examination booklet. Have the students fill in the heading on both the answer booklet and the answer sheet.

Instruct the students to read carefully the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B–1 on the answer sheet and to record their answers to the questions in Part B–2 and Part C in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the examination.

You *must* conclude the examination exactly three hours after the actual starting time. If students still remain at the end of this time, instruct them to stop working, close their examination booklets, sign the declaration on the answer sheet, and put their pens down. Then collect the answer booklet, answer sheet, examination booklet, and reference tables from each student and dismiss the students.

The *Information Booklet for Administering and Scoring the Regents Examinations in the Sciences* contains further information about the administration and scoring of this examination.

Physical Setting/Earth Science

Distribute one answer booklet for Part B–2 and Part C, one examination booklet, face up, and one copy of the 2001 edition of the *Earth Science Reference Tables* to each student. (The answer booklets are printed on ivory paper and are shrink wrapped in the same package with the examination booklets.) Each student *must* also have a four-function or scientific calculator for his or her exclusive use during the entire examination.

Instruct the students to check that they have the correct examination booklet and answer booklet for the subject and date. Also, instruct the students to follow the directions on the cover for detaching the answer sheet for Part A and Part B–1 from the examination booklet. Have the students fill in the heading on both the answer sheet and the answer booklet.

Instruct the students to read carefully the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B–1 on the answer sheet and to record their answers to the questions in Part B–2 and Part C in the answer booklet. When all students seem to understand the directions for recording their answers, instruct them to begin the examination.

You *must* conclude the examination exactly three hours after the actual starting time. If students still

remain at the end of this time, instruct them to stop working, close their examination booklets, sign the declaration on the answer sheet, and put their pens down. Then collect the answer booklet, answer sheet, examination booklet, and reference tables from each student and dismiss the students.

The *Information Booklet for Administering and Scoring the Regents Examinations in the Sciences* contains further information about the administration and scoring of this examination.

Physical Setting/Physics

Distribute one examination booklet, face up, and one copy of the 2002 Edition of the *Reference Tables for Physical Setting/Physics* to each student. Instruct the students to check that they have the correct examination booklet for the subject and date. Each student *must* also have a scientific or graphing calculator, protractor, and centimeter ruler for his or her exclusive use during the entire examination.

Instruct the students to follow the directions on the cover for detaching the answer sheet for Part A and Part B–1 and for detaching the answer booklet for Part B–2 and Part C. Have the students fill in the heading on the answer sheet and the answer booklet.

Instruct the students to read carefully the directions on the cover for marking the answers on the answer paper. Make sure that students understand that they are to record their answers to the questions in Part A and Part B–1 on the separate answer sheet and to record their answers to the questions in Part B–2 and Part C in the answer booklet. When all students seem to understand the directions for recording their answers, instruct them to begin the examination.

You *must* conclude the examination exactly three hours after the actual starting time. If students still remain at the end of this time, instruct them to stop working, sign the declaration on the answer sheet, and put their pens down. Collect the answer sheets, answer booklets, examination booklets, and reference tables and dismiss the students.

The *Information Booklet for Administering and Scoring Regents Examinations in the Sciences* contains further information about the administration and scoring of this examination.

Administering Examinations To Students with Disabilities

Large-Type Examinations. In general, you should administer large-type examinations according to the same procedures as those 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. You may administer them in the same room, at the same time, and with the same directions as those 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 examinations. 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, the Department modifies those questions that contain material that cannot be reproduced in a manner understandable to a blind student. 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* in advance of the required starting time so that the proctor can become familiar with the examination questions before reading them to the student.

In cases where test items are to be read, the entire test must be read, including reading passages, questions, and multiple-choice items. The test must be read in a neutral manner, without intonating, emphasizing, or otherwise drawing attention to key words or phrases. Passages and items must be read word-for-word, without any clarification or explanation. (However, such content may be read more than once.)

Reference Materials for Regents Examinations. Provide for students with disabilities all information normally provided to students taking a Regents Examination. 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 the large-type examinations. When reading a test to a student in accordance with the student's Individualized Education Program or Section 504 Accommodation 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.

RATING REGENTS EXAMINATIONS

General Information

At least **two** teachers must rate the answer papers for the Comprehensive Examination in English and for the examinations in Global History and Geography, United States History and Government, Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics. Raters **must** follow the procedures described in the publications *Information Booklet for Administering and Scoring the Regents Comprehensive Examination in English*, *Information Booklet for Administering and Scoring the Regents Examinations in Global History and Geography and United States History and Government*, and *Information Booklet for Administering and Scoring the Regents Examinations in the Sciences*.

At least **three** teachers must rate the answer papers for the Mathematics A and B examinations. Raters **must** follow the procedures described in the publication *Information Booklet for Administering and Scoring the Regents Examinations in Mathematics A and Mathematics B*.

If possible, **two** teachers should rate all other Regents Examination answer papers to ensure that they are rated accurately. If your school uses machine-scorable answer sheets for an examination, the school must hand score a sample of the answer sheets after the machine scoring is completed to ensure that the machine scoring was done accurately. The Department's review of answer papers has found instances of students receiving incorrect scores because of inaccuracies in machine scoring.

Rating Examination Papers

After students hand in their answer papers, the answer papers must **not** pass from the custody of the teachers, and they must **not** be removed from the school building until the rating has been completed and the test scores have been recorded on students' permanent records. Teachers must use red pen or red pencil. When scoring student responses to objective questions, teachers should mark distinctly all incorrect

and omitted answers. The teachers rating each answer paper must write their initials clearly on the paper.

Teachers must rate strictly according to the key provided by the Department. They may allow credit for other answers only if those answers are clearly equivalent to the key answer. Your school 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.”

In the interest of uniform rating standards, all teachers involved in rating Regents Examinations should be thoroughly familiar with the rating instructions provided by the Department. A scoring key accompanies each Regents Examination. It contains the directions for rating multiple-choice and short-answer questions and, if applicable, guidelines for rating the essay parts of the examination. Separate rating guides provide additional information on the rating of the mathematics and physics Regents Examinations. To order copies of these rating guides, call the Office of State Assessment at 518-474-5900.

Rating Papers of Students with Disabilities

To the fullest possible extent, use the same standards to rate the answer papers of students with disabilities as are used to rate the papers of other students. The principal may authorize variations only if they are required by and consistent with approved accommodations in testing procedures.

Passing Scores

The minimum passing score on a Regents Examination for awarding Regents credit is 65. However, on **only** those Regents Examinations that students must pass to earn a local diploma, Section 100.5(a) of the Commissioner’s Regulations allows public school districts and nonpublic schools to establish lower passing scores, no lower than 55, for specific high school classes based on the year of entry into Grade 9.

Students endeavoring to earn course credit in accordance with Section 100.5(d) of the Commissioner’s Regulations must earn a score of 85.

Recording Examination Scores

The Department does not keep any records of Regents Examination scores. Therefore, your school must maintain complete and accurate permanent records. Each time a student takes an examination at the scheduled time under proper supervision, your school must enter the name of the examination, the date of the administration, and the score on the student’s permanent record, unless the score has been canceled because of fraud.

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

