

Regents Examinations,
Regents Competency Tests,
and Proficiency Examinations

School Administrator's Manual 2001 Edition



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THE STATE EDUCATION DEPARTMENT
Office of State Assessment
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FOREWORD

This publication is intended for use by school administrators and guidance counselors. It provides general information on Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations, as well as the specific regulations and procedures for requesting, administering, and rating these examinations. It also provides information concerning the State testing requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for courses of study. An index is provided at the end of the manual to provide assistance in locating information about specific topics.

The Office of State Assessment has overall responsibility for the administration of Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations. All questions and comments concerning the administration of these examinations should be addressed to that office. Examples of such matters include admission to examinations, scheduling of examinations, testing accommodations for English language learners and students with disabilities, rating of papers, State testing requirements for a local diploma, and requirements for a Regents diploma.

The address, telephone number, and website of the Office of State Assessment are provided below.

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GENERAL INFORMATION

Purposes of the Examinations

Regents examinations are achievement tests. While they have traditionally been based on State courses of study used in secondary schools, the Department is currently revising them to align them with New York State's learning standards. Prepared by teacher examination committees and Department subject and testing specialists, Regents examinations provide schools with a basis for evaluating the quality of instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and students a guide to important understandings, skills, and concepts. The examinations also provide students, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents examinations in English, mathematics, science, and social studies satisfy the State testing requirements for a high school diploma.

Regents competency tests (RCT's) are achievement tests designed to assess basic proficiency in the areas of reading, writing, mathematics, science, and social studies. In the past, schools could award local high school diplomas to students who passed all six RCT's as well the required coursework. Currently, the Department is phasing out the eligibility of students in public schools to take these tests in accordance with a timetable established by the Board of Regents. Students will instead be required to pass the more rigorous Regents examinations in order to receive a high school diploma (see *State Testing Requirements For Graduation*, page 2.) The tests are administered to eligible students as follows: mathematics and science in grades 9 through 12; global studies in grades 10 through 12; and reading, writing, and United States history and government in grades 11 and 12. Eligible students who achieve passing scores on these tests have satisfied the State testing requirements for a local high school diploma.

Occupational education proficiency examinations are achievement tests based on State courses of study in occupational education. Passing scores on these examinations satisfy the testing requirements for sequences in occupational education areas. The occupational education proficiency examinations are administered to students in grades 9 through 12 following completion of the applicable prescribed courses of study.

Second language proficiency examinations are achievement tests designed to measure learning outcomes at Checkpoint A of the State syllabi *Modern Languages for Communication* and *Latin for Commu-*

nication. These examinations are administered primarily to students below grade 9 who wish to earn one unit of high school credit in a second language.

Required Use of Examinations

Regents Examinations

Section 3.35 of the Regents Rules relating to apportionment provides in part that schools receiving State aid shall make general use of Regents examinations in the senior high school grades. Nothing in this section, however, prohibits State aid to any school that administers approved alternative assessments in lieu of Regents examinations.

Section 100.2 of the Commissioner's Regulations requires public school districts to offer Regents courses of study and examinations to all students who wish to earn a Regents diploma. Students shall have the opportunity to take Regents courses and examinations in grades 9 through 12 and, when appropriate, in grade 8.

Regents examinations are designed to measure the achievement of students who have had instruction based on curriculum aligned with the commencement level learning standards. Students are entitled to take Regents examinations when they have completed the high school-level coursework in the subject area deemed appropriate by the school.

Occupational Education Proficiency Examinations

Part 100 of the Commissioner's Regulations requires that all occupational education sequences used to meet diploma requirements must be approved by the Education Department. In addition, a student who is pursuing a sequence in occupational education must pass the examination in introduction to occupations. Also, the student must pass one proficiency examination offered in the student's occupational education sequence if that examination is offered by the Department.

Second Language Proficiency Examinations

The second language proficiency examinations are intended primarily for students in grade 8 who have completed two units of second language study or one unit of accelerated study, have achieved Checkpoint A of the State syllabus *Modern Languages for Communication* or *Latin for Communication*, and wish to earn one unit of high school credit in a second language. Students who pass a second language proficiency examination prior to grade 9 may be awarded one unit of high school credit in a second language.

State Testing Requirements for Graduation

Section 100.5(a)(5) of the Commissioner's Regulations states that all students must earn passing scores on State examinations in the areas of English, mathematics, United States history and government, science, and global history and geography to obtain a high school diploma. Students who first entered grade 9 prior to September 1996 may satisfy the State testing requirements by passing either a Regents competency test or a Regents examination in each of these areas. These students must pass both the Regents competency test in reading and the Regents competency test in writing or the Regents comprehensive examination in English to satisfy the State testing requirement in English for a local high school diploma.

Students in public schools who first entered grade 9 in September 1996, excepting those with disabilities eligible for safety net provisions, must earn a passing score on a Regents examination in English and are not eligible to take the Regents competency tests in reading or writing. They may satisfy the State testing requirements in the other required areas by passing either the Regents competency tests or Regents examinations.

Students in public schools who first entered grade 9 in September 1997, excepting those with disabilities eligible for safety net provisions, must earn passing scores on a Regents examination in English and in mathematics. They are not eligible to take the Regents competency tests in reading, writing, or mathematics. They may satisfy the State testing requirements in the other required areas by passing either the Regents competency tests or Regents examinations.

Students in public schools who first entered grade 9 in September 1998, excepting those with disabilities eligible for safety net provisions, must earn passing scores on Regents examinations in English, mathematics, global history and geography, and United States history and government. They are not eligible to take the Regents competency tests in reading, writing, mathematics, global studies, or United States history and government. They may satisfy the State testing requirement in science by passing either the Regents competency test or a Regents examination in science.

Students in public schools who first entered grade 9 in September 1999 and thereafter, excepting those with disabilities eligible for safety net provisions, must earn passing scores on Regents examinations in English, mathematics, global history and geography, United States history and government, and science. They are not eligible to take any Regents competency tests.

Safety Net for Students with Disabilities. Students with disabilities who first enter grade 9 prior to September 2001 are required to take the same Regents examinations as general education students. However, students with disabilities who do not achieve a passing score on any Regents examination required for a local diploma may fulfill the requirement by passing the corresponding Regents competency test(s).

Department-Approved Alternative Assessments. Students who are eligible to take the Regents competency tests may also satisfy the State testing requirements for a local diploma by earning the minimum acceptable scores on the approved alternative assessments identified in Appendixes II and III of this manual.

English Language Learners (Limited English Proficient Students). Students whose native language is other than English may use alternative procedures to satisfy the State testing requirements in mathematics, science, reading, writing, global studies, and United States history and government. Information concerning those procedures is provided on page 5 of this manual.

Transfer Students. Section 100.5(a)(5)(iii) of the Commissioner's Regulations states that principals may exempt from the Regents competency test in science students transferring into New York State schools under certain specified conditions. Principals may exempt from the Regents competency test in science students who first entered a New York State school after the beginning of grade 7. Such an exemption is permissible only for students who first entered grade 9 in New York State or elsewhere prior to the 1999–2000 school year. Similarly, principals may, in accordance with Section 100.5(a)(5)(iv) of the Commissioner's Regulations, exempt from the Regents competency test in global studies students transferring into New York State schools under certain specified conditions. Principals may exempt from the Regents competency test in global studies students who first entered a New York State school after the beginning of grade 9. Such an exemption is permitted only for students who first entered grade 9 prior to the 1998–1999 school year.

Students transferring into New York State schools after August 31, 1999, must satisfy State testing requirements in English, mathematics, and United States history and government. As a result of revisions to Section 100.5 of the Commissioner's Regulations that took effect on September 1, 1999, principals no longer have discretion to exempt such transfer students from these requirements. Additional information concerning the testing requirements for transfer students is provided in Appendix V.

Examination Centers

Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations may be administered only at official centers within New York State. The official centers include all registered secondary schools and other educational institutions that have been given specific approval to administer State examinations. The school principal or chief administrative officer of the examination center is responsible for the school's compliance with regulations and State Education Department policies governing the administration of these examinations.

Subjects

The following examinations will be offered during the 2000–2001 school year:

Regents Competency Tests

Mathematics	Global studies
Science	United States history
Reading	and government
Writing	

Occupational Education Proficiency Examinations

Introduction to occupations	Clothing and textiles
Business analysis/ business computer applications	Food and nutrition
Health occupations	Housing and environment
education core	Human development

Second Language Proficiency Examinations

French	Latin
German	Spanish
Italian	

Regents Examinations

English

Comprehensive English

Foreign Languages

Comprehensive French
Comprehensive German
Comprehensive Hebrew
Comprehensive Italian
Comprehensive Latin
Comprehensive Spanish

Social Studies

Global history
and geography
United States
history & government

Mathematics

Mathematics A
Mathematics B
Sequential math, course I
Sequential math, course II
Sequential math, course III

Science

Biology
Chemistry
Earth science
Living environment
Physical setting:
Earth science
Physics

Dates of Administration

Each fall, the Department provides schools with examination schedules for the school year. Regents examinations in all subjects listed in the preceding section are offered each year in June, and a limited number of examinations are offered each January and August. The competency tests are offered in all subjects in January, June, and August. The occupational education proficiency examinations are offered in all subjects in January and June, but only the introduction to occupations examination is offered in August. The second language proficiency examinations in all subjects are offered only in June.

Additional examination periods may be scheduled by the Department to meet special needs. For example, if inclement weather prevents a large number of schools from administering one or more of the January examinations to all students scheduled to take them, an additional administration of certain examinations may be scheduled before the June Regents examination period. (See the following section, *Examinations Not Administered Due to Inclement Weather*, for the procedures to follow if examinations are not administered in January because of inclement weather.)

In general, the examination periods are scheduled in accordance with the following principles:

- 1. January.** The four-day Regents examination period is scheduled to provide at least one weekday at the end of January after the Regents examination period for school reorganization purposes.
- 2. June.** The seven-day Regents examination period is scheduled to provide at least four, but no more than seven, weekdays in the period that begins the day after the Regents examination period and ends the last day of June.
- 3. August.** The two-day Regents examination period is scheduled to follow a summer school session of approximately 30 days.

The Regents examination dates for the 2000–2001 and 2001–2002 school years are provided below.

January 2001

Tuesday, January 23–Friday, January 26, 2001

June 2001

Thursday, June 14–Friday, June 22, 2001
(June 22, 2001, will be the rating day)

January 2002

Tuesday, January 22–Friday, January 25, 2002

June 2002

Thursday, June 13–Friday, June 21, 2002
(June 21, 2002, will be the rating day)

Examinations Not Administered Due to Inclement Weather

During the January Regents examination period, superintendents should follow normal procedures in determining whether school should be closed due to inclement weather. **Schools may not administer State examinations when weather conditions are severe enough to warrant closing school and canceling normal bus transportation.**

If a school is closed and unable to administer State examinations in January due to inclement weather, the principal must notify the BOCES district superintendent of the date(s) of closing and any examination(s) that were canceled. (See the section, *Awarding of Credit for Courses of Study*, page 25.)

Attendance Records

For purposes of State aid allocations, schools may claim a total of four Regents examination days in January and seven in June. Schools are permitted to excuse students in grades 9 through 12 who are not taking an examination on a Regents examination day, yet count the day toward fulfilling the requirement that school districts provide at least 180 days of instruction during the school year.

Regents examination days may also be claimed for the administration of local final examinations, provided that the examinations are administered during the regularly scheduled January and June Regents examination periods. Regents examination days may not be claimed when such examinations are administered at times other than during the January and June Regents examination periods.

If students in grades 7 and/or 8 are located in the same building as students in grades 9 through 12 who are taking examinations in January and June, the grade 7 and/or 8 students may be excused from attending school, if doing so is necessary to provide adequate staff and space for the administration of examinations.

Please note that schools are expected to continue regular instruction during the January and June Regents examination periods to the fullest extent possible. Classes should be canceled only when the number of students taking examinations is so large that normal instruction cannot be carried on effectively.

Admission Requirements

Regents Examinations and Occupational Education Proficiency Examinations

All students who have completed the course of study leading to a Regents examination or an occupational education proficiency examination have the right to be admitted to that examination. Students may not be barred from an examination for disciplinary reasons or

because their achievement in a subject is considered unsatisfactory. In the case of a science Regents examination, only those students who have also met the laboratory requirement (1200 minutes) may be admitted.

Regents Competency Tests

The eligibility of students to take Regents competency tests is based on two criteria: the year they first entered grade 9 (see *State Testing Requirements For Graduation*, page 2) and the completion of the minimum years of study. Students who meet the first criterion for eligibility may be admitted to the Regents competency test in mathematics only after studying one unit of mathematics in grades 9 through 12, and to the Regents competency test in science only after studying the science 7, 8, and 9 curriculum. They may be admitted to the Regents competency test in global studies only after studying two units of global studies in grades 9 through 12, and to the Regents competency test in United States history and government only after studying one unit of United States history and government in grades 9 through 12. Students may not be barred from any of these tests because their achievement in a course is considered unsatisfactory.

Only students enrolled in grades 11 and 12 may be admitted to the Regents competency tests in reading and writing. Such students are expected to take these tests initially in January of grade 11. **No eligible student may be denied, for any reason, an opportunity to take the Regents competency tests.**

Second Language Proficiency Examinations

The second language proficiency examinations are intended primarily for grade 8 students who have completed two units of study, or one unit of accelerated study and who have achieved the Checkpoint A learning outcomes provided in the State syllabi *Modern Languages for Communication* and *Latin for Communication*. However, the examinations may be administered at any grade level.

Credit by Examination

Students who have not completed the generally expected units of study may be admitted to a second language proficiency examination, Regents examination, or occupational education proficiency for the purpose of demonstrating academic proficiency acquired through independent, out of school, or other study. Such students may be admitted to such an examination only upon the determination by the superintendent of a public school district or the chief administrative officer of a nonpublic school, or his/her designee, that the student will benefit academically by exercising this option. School administrators should develop local criteria for determining which students may attempt to earn credit without

completing the course of study. (See *Students Not Enrolled in Courses of Study*, page 25.)

In the case of the science Regents examinations, the student must meet the laboratory requirement before admission to the examination. This requirement can be met through industrial and commercial experiences or by completing the necessary number of school laboratory exercises.

Testing Students Enrolled in Other Schools

Students enrolled in a high school other than the school in which an examination is to be administered must provide the test site administrator with written permission from their home school principal before being admitted to a State examination. The school administering the examination may require that students from another school provide adequate prior notice, present satisfactory personal identification, and pay a reasonable fee to cover administrative and rating costs.

Use of Alternative Assessments

Under Section 100.2(f) of the Commissioner's Regulations, the Department may authorize the use of alternative examinations in lieu of Regents examinations. To be approved as substitutes for Regents examinations, the proposed alternative assessments must:

- Be aligned with the New York State Learning Standards for that subject and be at least as rigorous as the corresponding required Regents examination
- Meet technical criteria for validity, reliability, and freedom from bias. At a minimum, the assessment under consideration must document relationship to domain or learning standards; document reliability and interrater reliability, as appropriate; have standard rubrics, as appropriate; document the test development process; document procedures for establishing test performance standards, as appropriate; document equating procedures or methods to ensure comparability of forms
- Be externally developed and administered under secure conditions; i.e., the assessment cannot be developed exclusively by the teachers in the school nor can the teachers have previous knowledge of the specific examination questions
- Be available for use by any school or school district in New York State

Proposed alternative assessments that are submitted to the Department for consideration will first be screened by the Office of State Assessment. Those submissions that, upon screening, appear to meet the above criteria will be presented to the State Assessment Panel,

which is charged with the responsibility to advise the Commissioner of Education and Department staff on the acceptability of proposed alternative assessments. The Commissioner will make the final decision whether the proposed alternative assessment may be accepted in place of a Regents examination. Those assessments which have, as a result of this process, been approved for use in lieu of Regents examinations are included in Appendix III. School officials will be informed via Department memorandums of any alternative assessments approved between editions of this manual.

Alternative Testing Procedures for English Language Learners

General Information

The Regulations of the Commissioner of Education permit English language learners who first entered grade 9 **prior to September 1996** to demonstrate competency in reading and in writing through alternative procedures. These students must:

1. demonstrate reading comprehension and writing skills in their native language at a level comparable to the requirements of the competency tests in reading and writing; and
2. demonstrate English language proficiency on a Department-approved examination designed to measure English as a second language.

In the areas of mathematics, science, global history and geography, and United States history and government, the students must demonstrate skills at a level comparable to that of the State test in each area.

The following sections provide information about the ways in which English language learners may demonstrate competency. Further information and technical assistance may be obtained by contacting the Office of State Assessment.

Reading and Writing

English language learners who first entered grade 9 **prior to September 1996** are eligible to demonstrate reading and writing skills in their native language only if their first entry into a school where the predominant language is English was after grade 8. For such students, the Department provides the Native Language Writing Test (NLWT). Students who first entered grade 9 **in or after September 1996** are *not* eligible to take the NLWT and must earn a passing score on the Regents comprehensive examination in English regardless of their year of first entry into a school where the predominant language is English. Information concerning the way in which eligible students can demonstrate reading and writing skills in their native languages is provided below.

Native Language Skills. Eligible students may demonstrate proficiency in reading comprehension and writing skills in their native language by passing the NLWT. The NLWT, available in 29 languages, consists of three parts: a personal letter on a given situation, a composition on a given situation, and a composition on one of two given topics. Each task requires a response of about 100–200 words.

If the NLWT is not available in a student’s native language, the principal may allow a translator to translate an English edition of this examination into the student’s native language. All translations must be oral, direct translations; written translations are not allowed. The translator should be given a copy of the test one hour before the starting time of the test to allow him or her to become familiar with the material.

If a translator cannot be obtained, the principal may use alternative examinations to determine whether a student has achieved a level of proficiency in reading comprehension and writing comparable to that needed to pass the Regents competency tests. Principals must obtain prior approval from the Office of State Assessment to use alternative examinations.

English Language Skills. To meet the minimum requirement for proficiency in English, students must demonstrate satisfactory progress toward mastery of the skills measured in the competency tests in reading and writing by obtaining a specified score on a Department-approved test designed to measure English as a second language. The required level of English proficiency increases with the number of years of English instruction that the student has received.

Examples of Department-approved tests that measure English as a second language are provided in Appendix IV. A brief description of the tests and the recommended minimum scores for one to four years of high school study in English are included.

Mathematics, Occupational Education, Science, and Social Studies

English language learners may demonstrate proficiency in mathematics, occupational education, science, and social studies in their native language regardless of the grade during which they entered a school where the predominant language is English. Such students may demonstrate proficiency in mathematics, science, and social studies in their native language by passing an alternative language edition of the required Regents competency tests or Regents examinations, depending on the year of first entry into grade 9. The competency tests in mathematics, science, global studies, and United States history and government and the Regents examinations in sequential mathematics, course I, mathematics A, Earth science, biology, and global history and geography are available in several languages. The Regents examinations in living environment, physical setting: Earth science, and United States history and government will also be available in several languages beginning in June 2001.

If the State test in mathematics, occupational education, science, or social studies is not available in a student’s native language, the principal may arrange for a translator to translate the English edition of the test into the student’s native language. All translations must be oral, direct translations; written translations are not allowed. The translator should be given a copy of the test booklet one hour before the starting time of the test to allow the translator to become familiar with the material.

On State tests in mathematics, occupational education, science, or social studies, English language learners may provide their responses to open-ended questions in either English or their native languages, whichever is better for the student. It is the school’s responsibility to arrange for the scoring of responses written in languages other than English.

REQUESTING AND ADMINISTERING REGENTS EXAMINATIONS, REGENTS COMPETENCY TESTS, AND PROFICIENCY EXAMINATIONS

Distribution of Request Booklets and Informational Materials

Two sets of materials concerning the requesting and administering of Regents examinations, Regents competency tests, occupational education proficiency examinations, and/or second language proficiency examinations are sent to schools for each examination period. The first set of materials includes a request booklet, instructions, and an examination schedule. These materials are mailed well in advance of the January and June examination periods to all registered secondary schools and to other educational institutions that have been given specific approval to administer the State examinations. The materials for requesting the August examinations are mailed to all secondary schools that advise the Department on their January or June request booklet of the need for these materials. Other schools wishing to receive the August examinations request booklet should write to the Office of State Assessment by June 30.

Approximately three weeks before each examination period, the second set of materials is sent to school administrators. Included for each examination period are two memorandums: the first provides information on the shipping and administration of the examinations and the return of examination materials to the Department; the second provides information on the format and content of the examinations.

Obtaining Examination Materials

General Requesting Procedures

Schools should use the request booklet only to obtain those quantities of examination materials actually needed during an examination period. Examination materials that are needed for review purposes should be requested in a separate letter returned with the regular request booklet. These materials will be shipped immediately after each examination period. Since the Department retains only a limited supply of past examinations, it may not be able to fill requests for multiple copies received after the examinations are administered. Back copies of Regents examinations are posted on the Department's website, at <http://www.emsc.nysed.gov/ciai/assess.html>.

When requesting regular examination booklets, indicate the number of booklets needed plus 5 percent to provide for unanticipated increases. Principals must indicate on the request booklet whether the school plans

to use the separate machine-scorable answer sheets provided by the Department for the Regents competency tests and the occupational education proficiency examinations. The necessary quantities of these answer sheets, the answer sheet pads and the Student Identification Sheets for the Regents competency test in writing, the essay booklets for the English and social studies Regents examinations, scoring keys, teacher directions, teacher dictation copies, teacher's manuals, and reference tables will be included in each examination shipment based on the number of examination booklets requested. The completed request booklet should be returned by the date specified in the booklet.

Examinations for Students with Visual Disabilities

Braille and large-type test booklets are available for most examinations. Schools may indicate their need for these materials on the regular request booklet. The braille and large-type test booklets requested will be included in the regular shipment to the school. Only the exact number of copies required for the students actually taking each examination should be requested. *Because of the time required for the production of braille and large-type examination booklets, the Department may not be able to accept requests that are submitted after the last date set for receiving requests.*

If an examination is to be administered to a student with a visual disability by reading the examination to the student, a special edition will not be necessary. The teacher can read from a regular printed edition and appropriate adjustments may be made in administration. (See *Reader-Administered Examinations*, page 17.)

Sample copies of past examinations and reference tables in braille and large type may be borrowed from the New York State Resource Center for the Visually Impaired, 2A Richmond Avenue, Batavia, New York 14020 (telephone number 716: 343-8100; fax number 716: 343-3711). To make this loan service possible, schools are asked to return all braille materials and unused large-type examinations and reference tables to the Department in the Regents box after each examination period.

Examinations for English Language Learners

For the January and June 2001 examination periods, the Regents examinations in sequential mathematics, course I; mathematics A; biology or living environment; Earth science; and global history and geography will be

provided in five alternative languages: Chinese, Haitian Creole, Korean, Russian, and Spanish. For the June 2001 examination period, the Regents examination in United States history and government will also be available in these same five languages. For the August 2001 examination period, each of these tests will be available in Spanish. The alternative language editions of these Regents examinations will be direct translations of the English editions that will be administered during the same examination period. Schools may indicate their need for these editions for the January and June examination periods in the regular request booklet for Regents examinations. For the August examination period, a separate letter of request for these Spanish translations should be enclosed with the regular request booklet. All other Regents examinations, occupational education proficiency examinations, and second language proficiency examinations are available only in English language editions.

Information about the Regents competency tests available for students with limited English proficiency is provided in the section of this manual entitled *Alternative Testing Procedures for English Language Learners*, page 5. The alternative language editions of the Regents competency tests are available only in restricted form and are not direct translations of the English language editions that will be administered during the same examination period. For the January and June examination periods, schools may indicate the need for all alternative language editions of the Regents competency tests on the regular request booklet. For the August examination period, a separate request for these tests should be enclosed with the regular request booklet.

When requesting alternative language test booklets that are not direct translations of the English editions, schools should not request both the English and the alternative language editions of the test. Students may **not** be provided with both editions of the test and then be allowed to choose which edition they wish to take. The decision concerning which edition to administer must be made before test materials are requested.

Restricted Forms of Examinations

Certain examinations may be provided only in restricted form. For such examinations, each test booklet is numbered and then shipped to the school and returned to the Department in a sealed envelope. Information concerning the examinations that will be available in restricted form is provided to school administrators in the memorandum that is sent to schools with the request booklet.

Schools should request the exact number of booklets required since all copies of restricted examination book-

lets, whether used or unused, must be returned to the Department. Request one booklet for each student to be tested.

Reference Materials

The Regents examinations in chemistry, Earth science and physics require the use of reference tables provided by the Department. No other reference materials may be used by students taking these examinations.

These reference tables are separate publications. The Department will provide the proper quantity, based on the number of examinations requested. No separate request for reference tables is required. Reference tables will be shipped in cardboard cartons in advance of the shipment of locked Regents boxes.

After each examination has been administered, the reference tables should be collected for classroom use during the subsequent year. Schools may obtain additional tables for classroom use by writing to the Office of State Assessment.

Confirmation of Examination Requests

Each school submitting a request booklet will receive from the Department a confirmation notice listing the number of test booklets requested and the number of test booklets that will be shipped for each examination. The confirmation notice will also indicate the address of the storage location to which shipments of secure examination materials will be sent. The confirmation notice should be carefully checked against the school's record of examinations requested to ensure that the correct quantities of materials will be shipped and that the address of the storage location is accurate. Any discrepancies should be reported immediately via fax (518: 474-1989) to the Office of State Assessment.

Supplemental Requests

A school administrator who determines, after submitting the original request booklet, that additional copies of examinations are needed should immediately send a fax to the Office of State Assessment (518: 474-1989) to place a supplemental request. All requests received by the deadline printed on the request booklet will be shipped directly to the approved storage location indicated on the Examination Storage Plan. School administrators who place requests after the deadline will probably have to obtain the requested examination materials from a regional center on the day that each examination is scheduled. Thus, school administrators are urged to carefully ascertain the needs of their schools before the original request booklet is submitted, eliminating the need for last-minute requests for examination materials.

Safeguarding Examination Materials

The principal of each school requesting examinations is responsible for making the necessary arrangements for safeguarding the materials shipped to the school. Before the Department will ship examination materials to a school, the principal must certify that the locked Regents box(es) containing the secure examination materials will be stored in a vault or safe that meets the following requirements.

- 1. Walk-in vaults** must have all of the following: poured concrete floor; walls of reinforced concrete or reinforced cement block, sealed to a poured concrete floor below and structural floor or roof deck above; metal door in a metal frame with inside or welded-pin hinges; no windows or access panels; and a built-in dead latching combination or key lock that allows exiting at all times.
- 2. Safes** must meet or exceed the burglary resistance performance standards incorporated in Underwriters Laboratories (UL) classification TRTL-30, and must have all of the following: steel door at least 1½ inches thick; steel walls at least 1 inch thick; 750-lb. minimum weight; built-in combination lock; and minimum inside dimensions to contain the Regents box(es) for a school's typical examination order.

Principals of schools that do not have either of the above secure storage facilities must make arrangements to store the examination materials in the vault of another school, school district building, or BOCES building. If such arrangements cannot be made, it is the responsibility of the principal to notify the Office of State Assessment. After the necessary arrangements have been made, the principal must indicate in the Examination Storage Plan section of the request booklet the location to which secure materials should be shipped.

Since the majority of schools requesting materials for high school examinations tend to use the same in-house or alternative storage facility for each administration, the Department has made it possible for schools to “lock in” an ongoing storage arrangement. School principals who have ongoing storage arrangements are reminded by the Department of the location on the school data sheet that accompanies their request booklets. In signing their request booklets, these principals are indicating their intent to continue with the ongoing storage arrangement and reaffirming that the storage facility is in compliance with the safe and vault requirements specified in this manual. Principals who need to revise their storage plans should do so by enclosing a letter with the request booklet specifying the new location where the examinations will be stored. Examinations will be shipped only to school locations that have

Department-approved storage facilities.

Approximately three weeks before the examinations are scheduled to be administered, principals will be notified as to when the examination materials will be shipped to the schools. Shortly before the expected delivery date(s), principals should notify all personnel who may be expected to receive examination shipment(s) that they will be delivered within the next few days and instruct them to contact the principal immediately upon receipt of the shipment(s).

After an examination shipment has been delivered, the locked Regents box(es) must immediately be placed in the vault or safe. If, for any reason, the Regents box(es) containing secure examination materials cannot be stored in the vault or safe at that location, the school administrator must contact the Office of State Assessment immediately for assistance in arranging for the proper storage of the Regents box(es).

The Regents box key(s) and the combination or key to the vault or safe must be maintained under strict security conditions to preclude access to the examination materials by students and other unauthorized persons. When the vault or safe where the examination boxes are stored is unlocked, it must be kept under continuous supervision by school personnel. Also, the locked Regents box(es) must be visually checked daily by the person in charge of the administration of the examinations to ensure that they have not been tampered with and that the materials in them remain secure.

If the examination materials are stored in a building other than the school in which the examinations will be administered, the materials for both the morning and afternoon examinations of each day may be picked up from the storage location on the morning of that day. However, the materials may not be picked up from the storage location before the day on which that examination is scheduled. If the materials for both morning and afternoon sessions are picked up in the morning, the principal must ensure that the afternoon examination materials are stored in a secure location until needed for administration. The packages containing secure materials must *not* be opened until the day that each examination is to be given. The packages containing each day's scoring keys must not be opened prior to 10:00 a.m. (9:15 a.m. for August examinations) on the day of the examination.

Department personnel will make random unannounced visits to some schools after the examinations have been delivered to verify that the tests are being properly stored and that the packages containing examination booklets, teacher dictation copies, and scoring keys are not opened until the day that each examination is to be administered. If a violation of examination storage procedures is found, all examination materials will immediately be removed from the school and transferred to a location designated by the Department

representative. Further, the school will be required to store all examination materials at a location designated by the Department for a period of at least one year from the end of the examination period during which the violation occurred. In addition, the Department may cancel the school's privilege to administer examinations.

Shipment and Emergency Supplies of Examination Materials

Shipment of Examination Materials

Each school requesting examinations will receive two or more shipments of materials, depending on what was requested. The materials listed below will be shipped in cardboard cartons or padded mailers and will be sent directly to schools approximately one month before the beginning of the examination period, unless otherwise indicated.

1. The modern language speaking tasks and the publications *Regents Comprehensive Examinations in Modern Languages, Teacher's Manual for Administering and Scoring Part 1: Speaking and Regents Comprehensive Examination in Latin, Teacher's Manual, Part 1: Oral Reading* (These materials will be shipped separately so as to arrive in schools about November 15 for the January examination period and April 10 for the June examination period.)
2. The modern language speaking tasks and the publications *Second Language Proficiency Examinations, Modern Languages Teacher's Manual for Administering and Scoring Part 1: Speaking and Second Language Proficiency Examinations, Latin Teacher's Manual, Part I: Oral Skills* (These materials will be shipped separately so as to arrive in schools around April 10 for the June examination period.)
3. Earth science performance test materials (See *Performance Tests*, page 14.)
4. Native Language Writing Test materials (See *Reading and Writing*, page 5.)
5. Reference tables for the science Regents examinations
6. Teacher directions for Regents examinations, Regents competency tests, and occupational education and second language proficiency examinations
7. Answer sheet pads and Student Identification Sheets for the Regents competency test in writing
8. Machine-scorable answer sheets for the Regents competency tests other than writing and for the occupational education proficiency examinations (Machine-scorable answer sheets are sent only to

those schools that indicate on the request booklet that they require them. Additionally, the Department does not provide machine-scorable answer sheets to New York City public schools since the New York City Board of Education provides its own machine-scorable answer sheets.)

9. Essay booklets for the Regents examinations in English and social studies
10. Regents diplomas

The secure examination materials will be shipped in locked Regents boxes to the location designated on the Examination Storage Plan. School administrators may receive one shipment comprising the secure examination materials for the entire examination period or multiple shipments consisting of one shipment for each day of the examination period. About one month prior to the delivery of the secure examination materials, school administrators will be informed of the type of shipment they will receive and the date(s) on which the shipment(s) should arrive at schools. The padlock keys will be sent to principals by first-class mail or UPS about one week before the Regents boxes are shipped.

Checking Receipt of Examination Materials

The principal is responsible for verifying that all materials requested by the school have been received. All shipments must be inventoried as soon as possible after delivery to the school (or alternative approved storage location). When checking the examination shipments, the principal should use the shipping notice included in the shipment, which indicates the quantity of each type of examination material that should have been included in the shipment. If the expected quantities of examination materials have not been received, contact the Office of State Assessment (518: 474-5099) or the nearest regional center immediately to arrange to obtain the required materials. (See the following section, *Emergency Supplies of Examination Materials*.)

The sealed packages of secure examination materials (test booklets, teacher dictation copies, scoring keys, and rating guides) must under no condition be opened while the inventory is being conducted. The packages may *not* be opened until the day of the examination, just early enough to permit the distribution of materials prior to the scheduled starting time.

Upon completion of the inventory, all secure examination materials for each examination must be stored in the locked Regents box in a safe or vault until the morning of the day of the test. The Office of State Assessment should be notified immediately if any packages of secure examination materials are not properly sealed.

Emergency Supplies of Examination Materials

In January, June, and August, emergency supplies of examination materials are available from regional centers throughout the State. A list of the regional centers for each examination period is sent to schools prior to each examination period. Materials will be released from the regional centers only on the day of each examination.

The individuals who obtain materials from a regional center must present authorization written on school stationery and signed by the principal. This authorization must identify the person and list the materials to be picked up. In addition, the person picking up the materials must present photo identification to the regional center coordinator.

Preparations for Testing

Orientation of Proctors

The principal must appoint a chief proctor for each room in which an examination is administered and sufficient deputy proctors to maintain adequate supervision of students at all times. If both boys and girls are to take the examination, both men and women proctors should be in attendance.

Several days before the examination period, the specific directions for administering and scoring the examinations should be distributed to all school personnel who will be acting as proctors. Photocopies of pertinent pages of the information booklets for administering and scoring new or recently revised Regents examinations should also be distributed to teachers who will be responsible for the proctoring or scoring of these examinations.

A proctor orientation session should be held before the beginning of each examination period, in which the principal or the principal's designee can disseminate any special administrative information concerning the examination period and ensure that the proctors are familiar with the administrative procedures for the examinations they will be administering.

All proctors must enforce in every particular the regulations for administering examinations. Each proctor must sign the Deputy and Proctor Certificate to indicate that the rules and regulations for administering examinations were properly observed.

Materials Provided by School and by Students

When students take Regents examinations, the school must provide ruled answer paper for use with those sections of the Regents examinations for which special answer documents are not provided by the Department. When students take the Regents competency tests in mathematics, science, reading, global studies, and United States history and government and

the occupational education proficiency examinations, the school must furnish each test taker with the separate answer sheet supplied by the Department or with a similar answer sheet designed for use with the test. The school must provide the Department's answer sheet pads and Student Identification Sheets to students taking the Regents competency test in writing. If the quantity of answer sheet pads shipped for the competency test in writing is not sufficient and the principal is unable to obtain an emergency supply, the school should provide ruled answer paper to students.

The school must supply other special materials, such as coordinate paper for sequential mathematics and mathematics A Regents examinations, as required. The school must also provide scrap paper for State examinations, as required.

Students should be informed before the day of the examination that they are expected to provide their own pens, pencils, erasers, and rulers. Information concerning the use of calculators and reference materials by students is provided in the sections of this manual entitled *Use of Calculators* (page 13), *Administering Examinations to English Language Learners* (page 13), and *Reference Materials for Examinations* (page 17).

Preparation of the Examination Room

The room in which examinations are administered should be well lighted, well ventilated, and quiet. Preparations should be made before the testing period to keep noise and other distractions to a minimum. A "Do Not Disturb" sign should be placed on the door to prevent interruptions.

If examinations are to be administered in a classroom, the teacher using the room should be instructed to make sure that it has been properly prepared. Desks and any shelves underneath them should have been cleared of all books, papers, and other materials. Charts or maps on the walls and all chalkboard work must be completely covered or removed.

Arrangements should be made in advance to seat students so that each will be clearly visible to the proctor at all times and so that there will be no possible opportunity for any communication between students.

Machine-Scorable Answer Sheets

Machine-scorable answer sheets are provided by the Department for each of the Regents competency tests, except the writing test, and for the occupational education proficiency examinations. The answer sheets may be machine scored, or hand scored using scoring overlays provided by the Department. For purposes of machine processing and local data collection, several grids with spaces for recording various types of student identification information are included on one side of the answer sheets. If the answer sheets are to be machine scored, written instructions about completing these grids

must be prepared by the person in charge of testing and provided to all proctors administering the tests. Such instructions should be based on careful consideration of the types of student and score information needed by school personnel and the requirements of the scoring center.

Machine-scorable answer sheets may be used for the objective portions of any Regents examination or second language proficiency examination. Such answer sheets must be provided and scored by the school. 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. Instructions for using the answer sheets must be developed locally and provided to the proctors administering the examination.

If a machine-scorable answer sheet is used for the comprehensive examination in English, a separate sheet must be used for each session of the examination; students may not use the same answer sheet for both sessions.

Before answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be rectified before student answer sheets are machine scored. When the machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Conflicts

A student who desires to take more than one examination scheduled for the same session may do so, provided the principal is satisfied that the student's physical strength will not be overtaxed thereby. However, a student may not be allowed more time for an examination than is indicated on the examination booklet solely because of an examination conflict.

The principal may make adjustments in the examination schedule, but students must take each examination on the day that it is scheduled to be administered. Caution must be exercised to prevent communication between the examinee and students who either took or will be taking the same examination(s) as the examinee. Arrangements should be made for supervised lunch and rest periods.

Conducting the Examinations

Time Regulations

The specific hours during which Regents examinations, Regents competency tests, and proficiency examinations must be administered are indicated on the

examination schedules and on the examination booklets themselves. During the regular school year, examinations are scheduled for 9:15 a.m. or for 1:15 p.m. In 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, students should be instructed to be in their seats at least 15 minutes before the time specified for starting each examination.

Schools wishing to begin these State examinations earlier than the specified time may do so at the discretion of the principal. Regardless of the starting time, no student shall be permitted under any circumstances to hand in his/her test materials and leave the examination room before the following Uniform Statewide Admission Deadlines:

Uniform Statewide Admission Deadlines

	<i>Morning Examinations</i>	<i>Afternoon Examinations</i>
January/June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

All students who arrive at the examination room before the Uniform Statewide Admission Deadline must be admitted to the examination, even if the students arrive after the scheduled starting time. 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, may be admitted to the examination only if the principal is certain that the students did not have an opportunity to exchange information with students who had already left the examination.

The purpose of the Uniform Statewide Admission Deadlines is to eliminate any possibility of the exchange of information between students at different examination centers. All school principals must strictly comply with these regulations. It is recommended that schools provide students and their parents with written notice of this policy in advance of the tests.

Latecomers for Regents examinations are not generally entitled to have the closing time extended. However, if students started late because of extenuating circumstances beyond their control, the principal is authorized to extend the closing time of the examination for these students. Further, when an examination is administered under special conditions to a student who is injured or ill or who has a disability, the time may be extended at the discretion of the principal to allow the student reasonable time to complete the examination.

Latecomers for the Regents competency tests and proficiency examinations must be given as much time as needed to complete the tests. Although these tests are scheduled for a three-hour session, there are no time limits for them.

Use of Calculators

The memory of any student's calculator with programming capability must be cleared or reset when the student enters the testing room. Calculators that can be used to communicate with other calculators are not permitted. The use of operating manuals, instructions or formula cards, or other information concerning the operation of calculators is not permitted.

Regents Competency Test in Mathematics. Only students with disabilities are permitted to use calculators when taking the Regents competency test (RCT) in mathematics. Each student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) must include such a testing accommodation before the student is allowed to use a calculator when taking the RCT in mathematics. Those students may use any type of calculator that is specified in the IEP or 504 Plan.

Mathematics Regents Examinations. Scientific calculators must be made available to all students taking the sequential mathematics, course I, course II, and course III and the mathematics A Regents examinations. Graphing calculators without symbol manipulation will be permitted, but not required, for the mathematics A Regents examination. Graphing calculators without symbol manipulation must be made available to all students taking the mathematics B Regents examination. Only students with disabilities are permitted to use graphing calculators when taking the sequential mathematics, course I, course II, or course III Regents examinations. Each student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) must document the need for such testing accommodation in order for the principal to authorize the student to use a graphing calculator.

Science Regents Examinations, Regents Competency Test in Science, and the Occupational Education Proficiency Examinations. Four-function or scientific calculators must be made available to all students taking science Regents examinations, the Regents competency test in science, and the introduction to occupations examination. Calculators are not permitted for students taking any other occupational education proficiency examination.

Administering Examinations to English Language Learners

Time Extension. The time limit for Regents examinations may be extended at the principal's discretion for students who, in accordance with district policy, are classified as English language learners (limited English proficient). Principals should consult with the student's classroom teacher in making these determinations.

Prior permission need not be obtained from the Department to authorize this testing accommodation.

Dictionaries and Glossaries. English language learners may use foreign language dictionaries and glossaries when taking Regents examinations in subjects other than the foreign languages, when taking Regents competency tests in subjects other than reading and writing, and when taking the occupational education proficiency examinations.* Effective April 2000, the use of foreign language dictionaries is permitted when taking the Regents comprehensive examination in English. The foreign language dictionaries and glossaries must not provide definitions or other explanations; only word-for-word translations may be provided. No student may use an English language dictionary when taking any State examination.

Translators. When English language learners take examinations other than the second language proficiency examinations, the Regents comprehensive examination in English, and the foreign language Regents examinations, they may be provided with the services of a translator. Such students may also be provided with the services of a translator when they take the competency tests in mathematics, science, and social studies and the occupational education proficiency examinations. When taking the NLWT or Regents competency tests in reading and writing, students whose native language is other than English may not be provided with the services of a translator. All translations must be oral, direct translations of the English editions; written translations are not allowed. No clarifications or explanations may be provided.*

The translator should be given a copy of the examination booklet one hour before the starting time of an examination to become familiar with the material. Translators who also serve as proctors must be familiar with the procedures for administering Regents examinations, Regents competency tests, and occupational education proficiency examinations. Principals must take whatever precautions are necessary to ensure that the examinations are properly administered and that the students receiving translation services are not given an unfair advantage.

Third Reading of Listening Passage. English language learners may be provided with a third reading of the listening passage before they are instructed to look at the multiple-choice questions on the Regents comprehensive examination in English. They may take notes during all three readings.

* See page 5 for information concerning the alternative testing procedures that may be provided for students whose native language is other than English when they take the competency tests.

Performance Tests

Regents Examinations in Languages Other Than English. The Regents examinations in the modern languages other than English include an evaluation of a student's speaking performance. The Regents examination in Latin includes an evaluation of a student's oral reading performance. These components are to be administered in advance of the administration of the written sections of the examinations. Included with the shipment of the modern language speaking tasks are the publications *Regents Comprehensive Examinations in Modern Languages, Teacher's Manual for Administering and Scoring, Part 1: Speaking* and *Regents Comprehensive Examination in Latin, Teacher's Manual, Part I: Oral Reading*, which provide guidelines for administering and rating the modern language speaking test and the Latin oral reading test. These materials will be shipped to schools requesting Regents examinations in foreign languages approximately two months before the January and the June Regents examination periods.

Second Language Proficiency Examinations. The second language proficiency examinations in modern languages include a speaking test and the second language proficiency examination in Latin includes an oral skills test. Included with the shipment of the modern language speaking tasks are the publications *Second Language Proficiency Examinations, Modern Languages Teacher's Manual for Administering and Scoring Part 1: Speaking* and *Second Language Proficiency Examinations, Latin Teacher's Manual, Part 1: Oral Skills*, which provide guidelines for administering and rating the modern language speaking test and the Latin oral skills test. These materials will be shipped to schools requesting the second language proficiency examinations approximately two months before the June Regents examination period.

Regents Examination in Earth Science. The Regents examination in Earth science includes a performance test that must be administered during the last two weeks of the course and no later than the day before the written examination. This performance test must be administered to each student in one continuous block of time in one day. Test materials for the Earth science performance test are shipped to schools approximately one month before the Regents examination period. Teachers are expected to administer the performance test in accordance with the instructions provided in the teacher directions.

Students Repeating Examinations. Students who are retaking a Regents examination in Earth science or in a language other than English need not repeat the performance test if a satisfactory score was obtained as a result of the first testing. Consequently, the performance test scores should be kept on file by the principal. If a student does retake the performance test, the score

earned on the most recent administration of the performance test must be used to determine the student's total examination score.

Distribution of Teacher Dictation Copies

The teacher dictation copies for those Regents examinations and second language proficiency examinations that test listening comprehension should be distributed one hour before the scheduled starting time to the proctors who will administer the examinations. This will give the proctors sufficient time to familiarize themselves with the materials in the teacher dictation copy before the beginning of the examination.

Student Declaration

At the completion of the examination, each student taking a Regents examination, Regents competency test (other than the competency test in writing), occupational education proficiency examination, or second language proficiency examination is required to sign the following declaration:

"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 the Regents competency test in writing has been modified since it must be signed at the beginning of the examination session. The declaration for each examination is printed on the answer paper or the Student Identification Sheet provided by the Department for that examination. The proctor should check to be sure that each student has signed the declaration before the student leaves the examination room. Examination papers lacking a signed declaration should not be scored until the student's signature has been obtained.

Supervision of Students

Identification of Students. Plans should be made before the administration of State examinations to verify the identity of each student entering the examination room, especially students who are not enrolled in the school in which they are taking examinations. Accurate records should be kept 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 that is administered.

Checking for Unauthorized Materials. Students who are taking State examinations should be under close supervision at all times during the examination session. When students enter the examination room, all materials brought into the examination room should be inspected to make sure that the materials do not contain

any unauthorized notes or printed material that would give the user an unfair advantage. The materials that students are permitted to bring into the examination room are identified in the section of this manual entitled *Materials Provided by School and by Students* (page 11).

Obtaining Information from Other Students. Students must not be permitted to obtain information from other students in any way during the examination. If, in the opinion of the proctor, such an attempt to obtain information has occurred, the students should be warned that any further attempts will result in the termination of their examinations. If necessary, the students should be moved to another location. If these steps fail to end attempts to obtain information, the principal should be notified immediately and the students' examinations terminated.

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 the examination is in progress. In response to inquiries by students concerning the meaning or interpretation of examination questions, proctors should advise students to use their own best judgment.

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 chalkboard at intervals not exceeding 1/2 hour throughout the examination session.

Temporary Absence from Examination Room. No student may be permitted 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 nullified.

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 students is endangered, the principal has full authority to interrupt the examination immediately. If it is possible, the students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the examination should be extended so that the students will be allowed their full time for the examination. Following the examination, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment.

Fraud

Fraud includes the use of unfair means in taking an examination, giving aid to or obtaining aid from another person during an examination, alteration of any Regents credential, and intentional misrepresentation

in connection with examinations or credentials. Attention is called to Section 225 of the Education Law, which makes fraud in examinations a misdemeanor.

A student should be considered as having committed fraud only when there is evidence that the student attempted either to 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 either to 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 is guilty of committing or of attempting to commit fraud during a State examination, the principal must cancel the student's examination. The student should be excluded from any subsequent examinations until such time as the student has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that he or she is entitled to restoration of this privilege. 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. 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. The principal shall send a written report to the Office of State Assessment specifying the name of each student penalized under this regulation, together with a brief description of circumstances and the final action taken.

Instructions for Proctors

Specific instructions for administering each Regents examination are provided in a separate publication, *Directions for Administering and Scoring Regents Examinations*. Separate detailed directions for administering and scoring are also provided for each Regents competency test, for the occupational education proficiency examinations, and for the second language proficiency examinations. These materials are included in each school's examination shipment and should be distributed to each teacher administering examinations several days before the beginning of the Regents examination period. The Department also provides to principals information booklets for administering and scoring new or recently revised Regents examinations. Principals should photocopy pertinent pages of the

information booklets and provide them to teachers who will be responsible for the proctoring or scoring these examinations.

Administering Examinations to Students With Disabilities

Students Who Incur Disabilities Shortly Before Test Administration

School principals may modify testing procedures for general education students who incur an injury (e.g., a broken arm) or the onset of a short- or long-term disability (e.g., epilepsy) sustained or diagnosed within 30 days prior to the administration of State examinations. In such cases, when sufficient time is not available for the development of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan), principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to:

- extending the time limit
- administering the test in a special location
- recording the student's answers in any manner (When answering questions designed to measure writing ability in English or a second language, such students must provide all punctuation, the spelling of difficult words, paragraphing, etc.)
- reading the test to the student (This accommodation is allowed only for those students whose vision is impaired. Those tests or parts of tests that measure reading comprehension may not be read to such students.)

Eligibility for such accommodations is based on the principal's professional judgment, but the principal may confer with members of the Committee for Special Education (CSE) or with other school personnel when making such a determination. Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, building principals are responsible for administering State examinations and for maintaining the integrity of examination content and programs in accordance with directions and procedures established by the Commissioner of Education.

Prior permission need not be obtained from the Education Department to authorize testing accommodations for general education students. However, a full report concerning each authorization must be sent to the Office of State Assessment along with the report forms for any examinations for which such accommodations were required. Further, if the student is expected to continue to need test accommodations, the principal must immediately make the appropriate referral for the development of an IEP or 504 Plan.

Students Whose IEP or 504 Plan Includes Testing Accommodations

Principals must ensure that students with disabilities are provided with those testing accommodations included in their Individualized Education Program or Section 504 Accommodation Plan that are permissible on State examinations. Students who have been declassified must be provided the permissible testing accommodations documented in the declassification IEP. Principals must also ensure that only those accommodations in each student's IEP, 504 Plan, or declassification IEP are allowed for the student. The use of such accommodations provides students with disabilities the opportunity to demonstrate proficiency on State examinations without being limited or unfairly restricted by the disabilities.

Regents Competency Tests. Any accommodation listed in Appendix V may be authorized for students with disabilities in their IEP, 504 Plan, or declassification IEP. Detailed information pertaining to time extensions for students whose IEP requires such accommodations appears in Appendix VI of this publication.

Regents Examinations, Occupational Education Proficiency Examinations, and Second Language Proficiency Examinations. The testing accommodations that may be authorized when students with disabilities take the competency tests may also be authorized for these examinations, in the following manner:

- Questions designed to measure reading ability in English or in a second language may be read or signed to students. Sections of the comprehensive Regents examination in English may not be deleted.
- Answers to questions designed to measure writing ability in English or in a second language may be recorded in an alternative manner (e.g., dictation). Spell-checkers and grammar-checking capability are permitted. Students with severe spelling disabilities may be excused from spelling requirements.
- The listening comprehension section may not be deleted from the comprehensive Regents examination in English or from foreign language examinations. Students with hearing impairments may use finger spelling for the listening comprehension and oral skills sections of those examinations; students who have hearing impairments but who are not proficient in sign language may read those sections. Part 1 of the modern foreign language examinations (speaking tasks) may be repeated more than two times; in those cases the examination must be administered in a separate location.

Additional information concerning the administration of State examinations to students with disabilities can be found in the publication *Test Access and Modifications for Individuals with Disabilities*. This document can be accessed on the web site <http://web.nysed.gov/vesid/special.html> or by telephoning: 518: 473-2878.

Large-Type Examinations

In general, large-type examinations should be administered in the same way as regular examinations. Large-type examinations are exact reproductions (enlarged 136%) of the regular examinations. They have the same directions, questions, etc., as the regular examinations. They may be administered in the same room at the same time and with the same directions as those used for the regular examinations. Schools should limit all requests for large-type editions to the exact quantities needed for students requiring this accommodation, that is, students who are actually provided instructional materials (e.g., textbooks), locally developed tests, etc., in large-type format.

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 to a recorder, or use any combination of these methods.

When an examination is transcribed into braille by the Department, those 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

The regular examination booklet should be used when a proctor reads 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.)

When an examination is being read to a student with a visual disability, questions containing materials that cannot be read to the student should be omitted and the credit prorated. Questions may not be omitted from the Regents examinations in English, global history and geography, and mathematics A. Beginning in June 2001, questions also may not be omitted from the Regents examinations in mathematics B; living environment; physical setting; Earth science; and United States history and government. On other State examinations, the omitted questions generally will be those with diagrams or other information that cannot be orally conveyed to the student in an understandable manner. Omitting questions and prorating credit must not be used to eliminate questions that students cannot answer due to lack of ability related to the skills or content being tested. Great care must be taken to differentiate between the inability to complete a question due to the format of the question and the inability to complete a question due to a lack of competence in the skills being measured.

The decision to omit a question should be made when the proctor is reviewing the examination. All decisions must be approved by the principal. Credits for questions omitted on a reader-administered examination for a student with a visual disability, therefore, will need to be prorated by the person scoring the examination. (See *Rating Examination Papers for Students With Disabilities*, page 20.)

Reference Materials for Examinations

All information normally provided to students taking an examination should be provided for students with disabilities. The reference tables for science Regents examinations are available in large type and in braille and will be supplied with the braille or the large-type examination booklets. When an examination is read to a student, the proctor may read the required reference information to the student as long as it does not give the student an unfair advantage. Any question for which the information cannot be provided without directly or indirectly indicating the answer should be omitted and the credit prorated.

No student may use an English language dictionary or thesaurus, either printed or electronic, during a State examination.

Restricted Examinations

Safeguarding Examination Materials

Extreme care must be taken to assure that all copies of restricted examinations can be accounted for at all times. If necessary, a written record of individual booklet numbers should accompany the transfer of examinations from the principal to the deputies. Under no circumstances should copies of the examinations be left unattended.

Each restricted examination booklet will be sealed in an envelope, which must be distributed to the student with the seal intact. Each student is to break the seal of the envelope at the time designated. **Deputies, proctors, and teachers are not permitted to open an examination envelope or to read the questions in an examination booklet for any reason except to assist a student with a disability or a student whose native language is other than English.** (See *Administering Examinations to English Language Learners*, page 13.)

Administering Restricted Examinations

Directions for administering and scoring restricted examinations are included in each school's shipment of nonsecure examination materials. These directions should be distributed to each teacher administering restricted examinations several days before the examination period.

All restricted examination booklets, both used and unused, and scrap paper must be returned to the Department. Rating guides for Part 2 of the restricted alternative language editions of the Regents competency tests in social studies and the August edition of the

introduction to occupations examination must also be returned in the Regents box.

Replacing Defective Booklets. If a student receives a defective examination booklet, the proctor should provide the student with a new envelope. The student should break the seal and write the new examination booklet number on the answer sheet above the old number. The student will then seal the defective examination booklet in its original envelope. The proctor should write "contains defective booklet" on the sealed envelope. All defective booklets should be reported in writing to the Office of State Assessment. The report should include the name of the student and the booklet number. (The same procedure should be followed for a defective answer sheet.)

Students With Disabilities. Restricted forms of examinations are available in both large type and braille and may also be read to students with disabilities. When administering a restricted form to students with disabilities, a proctor should follow the same procedures as those followed when administering nonrestricted forms to students with disabilities. (See *Administering Examinations to Students With Disabilities*, page 16.) In addition, the proctor should follow the special procedures outlined in the preceding sections for administering restricted examinations to regular education students.

English Language Learners. When a restricted form of an examination is administered to an English language learner who requires the services of a translator, the procedures outlined earlier in this section and the guidelines for translators on page 13 should be followed. Both the student and the translator are allowed to read the questions in the examination booklet.

RATING EXAMINATION PAPERS, RECORDING SCORES, AND PROVIDING ACADEMIC INTERVENTION SERVICES

Rating Examination Papers

General Information

The principal is responsible for establishing rating procedures that will assure reasonable confidence in the accuracy of the scores assigned to the answer papers by individual teachers or by committees of teachers. The principal is responsible for the rating of all papers written in the school, including papers written by persons admitted to examinations in subjects not regularly taught in the school, papers written by persons not enrolled in the school, papers written by students taking the alternative language editions of examinations, and papers written in braille.

Responses to the open-ended questions on the Regents comprehensive examination in English and on the Regents examination in global history and geography must be scored by two teachers. Responses to the open-ended questions on the mathematics A and B Regents examinations must be scored by a committee comprised of a minimum of three mathematics teachers. All student answer papers for the mathematics A Regents examination within the range of scaled scores below passing specified in the rating guide must be scored a second time.

If possible, each answer paper for all other State examinations should be rated by two teachers to ensure the accuracy of the scores. All answer papers for those examinations with scores from 62 through 68 must be re-rated to ensure the accuracy of the scores. This procedure should be followed for the answer papers for those examinations that are entirely multiple choice as well as those that include essay questions. Before answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be rectified before student answer sheets are machine scored. When the machine scoring is completed, a sample of the answer sheets must be rescored manually to verify the accuracy of the machine-scoring process. Instances of students receiving incorrect scores because of inaccuracies in machine scoring are found during the Department review of answer papers.

In the interest of uniform rating standards, all teachers involved in rating State examinations should be thoroughly familiar with the rating instructions provided by the Department. Accompanying each examination is a scoring key with directions for rating the

multiple-choice and short-answer questions and, if applicable, guidelines for rating the essay parts of the examination. **Teachers must use red ink or red pencil when rating any State examination papers.** Additional information on the rating of the English, mathematics, social studies, and physics Regents examinations is available in separate rating guides. Copies of these rating guides may be requested directly from the Office of State Assessment.

Teachers must rate strictly according to the scoring key provided by the Department. Credit may be allowed for other answers only if they are clearly equivalent to the key answer. **Permission must be obtained from the Office of State Assessment before students may be given credit for any answer that is not clearly equivalent to the key answer.** Credit may not be given for answers that the teacher considers merely plausible, possible, or reasonable.

When answer papers for State examinations are hand scored by the teachers, the answer papers must not pass from the custody of the teachers and 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. Principals must be able to account for the whereabouts of each student's examination paper during every step of the process.

Rating Regents Examinations

Teachers must use red pen or red pencil when rating Regents examination answer papers. When scoring objective questions, teachers must distinctly mark all incorrect and omitted answers. For all Regents competency tests and proficiency examinations, the number of credits allowed for each open-ended response should be clearly marked on the answer sheet. For Regents examinations, raters must follow the procedures specified in their rating guides for recording the credits awarded for responses to open-ended questions. Whenever any State examination provides for fractional credit and the total score involves a fraction of $\frac{1}{2}$ or more, the total score should be raised to the next highest integer; if the total score involves a fraction less than $\frac{1}{2}$, the fraction should be dropped. The initials of the teacher rating each answer paper must be clearly written on the paper.

Instructions for administering and rating the modern language speaking tests and the Latin oral reading test will be sent to schools approximately two months before each applicable Regents examination period.

Rating Regents Competency Tests

Reading, Mathematics, Science, and Social Studies. The procedures to be followed when either hand scoring or machine scoring the answer papers for the Regents competency tests are included in the directions for administering and scoring provided with each of the tests. For the competency test in mathematics, Part A must be hand scored before the answer sheets can be machine scored, and for the competency test in science, the last question needs to be hand scored before the answer sheets can be machine scored.

Writing. Before beginning the rating process for the Regents competency test in writing, the principal of each school should set up a procedure for collecting and processing the answer papers. The rating should be completed as soon as possible after the administration of the test, but only after teachers have had sufficient time to become familiar with the method of rating the answer papers. Detailed directions for rating the answer papers are included in the rating guide and in the publication *Regents Competency Test in Writing: Directions for Administering and Scoring*.

Rating Occupational Education Proficiency Examinations

The procedures for hand scoring or machine scoring the separate answer sheets for the occupational education proficiency examinations and for rating the Part 2 questions on the introduction to occupations examination are included in the directions for administering and scoring the occupational education proficiency examinations.

Rating Second Language Proficiency Examinations

Instructions for administering and rating the modern language speaking tests and the Latin oral skills test will be sent to schools approximately three months before the June Regents examination period. The scoring key for each examination also provides information about the rating of the examinations. The number of credits allowed for each part should be recorded in the spaces provided on the student answer sheet. Teachers must use red pen or red pencil when rating answer papers. The initials of the teacher rating each answer paper must be clearly written on the answer paper.

Rating Examination Papers for Students With Disabilities

To the fullest possible extent, the same standards should be used to rate the State examination 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.

Questions may not be omitted from some Regents examinations (see *Reader-Administered Examinations*, page 19.) When questions are omitted from a State examination on which this accommodation is permitted for a student with a disability, the credits for the questions omitted must be prorated by the person rating the examination. The computation procedures to be followed when prorating credits for omitted questions are illustrated by the example below. The example is for a student who was authorized by the principal to omit three questions worth one credit each. The student obtained 75 credits out of the remaining possible total of 97 credits. The prorated score, therefore, is 77.

Prorated Examination Score =

$$\frac{\text{Student's actual score on required questions}}{100 - \text{credit value of omitted questions}} \times 100 =$$

$$\frac{75}{100 - 3} \times 100 = \frac{75}{97} \times 100 = 77\%$$

Passing Scores

Regents Examinations. 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 attempting to earn course credit under Section 100.5(d) of the Commissioner's Regulations must earn a score of 85.

Occupational Education Proficiency Examinations and Second Language Proficiency Examinations. The minimum passing score for occupational education proficiency examinations and second language proficiency examinations is 65, with the exception that students who are attempting to earn course credit by examination under Section 100.5(d) of the Commissioner's Regulations must achieve a score of 85.

Regents Competency Tests. The minimum passing score for the Regents competency tests in mathematics, science, social studies, and writing is 65. The minimum passing score for the Regents competency test in reading may vary from one test to another because of differences in the readability levels of the passages used. The passing score is indicated on the scoring key provided for each test. Regardless of the specific raw score that is required to pass a particular Regents competency test in reading, the meaning of the passing score does not change. It represents a 70% likelihood of success in reading with comprehension the prose material typically used in required high school courses.

Recording Examination Scores

The Department does not keep any records of student scores for Regents examinations, Regents competency tests, occupational education proficiency examinations, or second language proficiency examinations. Therefore, it is most important that the permanent records maintained by the school be complete and accurate. Each time that a student takes a State examination at the scheduled time under proper supervision, the name of the examination, the date of administration, and the score must be entered on the student's permanent record, unless the score has been canceled because of fraud.

No examination score should be entered as a Regents examination score unless it has been obtained on a Regents examination. Scores earned on Department-approved alternative examinations must *not* be recorded on the permanent record as Regents examination scores. If a student fails to take a Regents examination, no score should be reported (including 0) on the student's permanent record.

The Regents comprehensive examination in English is administered in two 3-hour sessions on separate days. To complete the examination and earn an official score, students must sit for both sessions. No score should be entered in the student's permanent record if a student sits for only one of the two sessions.

For the Regents competency tests, the school should also indicate whether the raw scores obtained by students are passing or failing scores. **For the competency tests in mathematics, science, and social studies, the raw score that is equivalent to 65 percent is indicated on the scoring key. For the competency test in writing, the scores obtained by those students whose answer papers are sent to**

the Department for review should not be recorded on the permanent record until the school has received the official results of the rating review from the Department.

If a student who has failed an examination retakes the examination and achieves a passing score, the local district is advised to record only the higher score on the student's transcript. (All scores must be recorded on the permanent record.) If the student should take the examination again to raise the score but achieves a lower score, the student's option to have only the higher score reported on the transcript should be honored. These decisions should be made in consultation with the student, and the student's choice of score for official transcript purposes should be respected whenever possible.

Required Academic Intervention Services

The Commissioner's Regulations require that students who score below the required passing grade on any of the core State examinations required for a local high school diploma shall be provided with the appropriate academic intervention services to enable them to pass the test by the time they are otherwise qualified to graduate. The regulations also require that the parent or guardian of each such student shall be notified in writing, by the principal, of the test results and the content and scope of the academic intervention services that the student is to receive. Such notification must be provided in the language best understood by the parent or guardian. Appendix VIII illustrates the type of letter that should be sent to the parent or guardian of a student who failed the required Regents examination in mathematics.

RETURNING TEST MATERIALS TO THE DEPARTMENT

Teacher Evaluation Forms

One of the main sources for improving State examinations is the evaluations provided by the teachers who administer them. The teachers and test development specialists who prepare the examinations review these evaluations before preparing each new edition. To facilitate the process, evaluation forms are enclosed in the shipment of nonsecure materials to the school. These forms should be distributed so that all teachers who administer examinations may have the opportunity, if they wish, to comment on the content of examinations and the materials and procedures for administering them. All completed evaluation forms should be returned in the Regents box.

Deputy and Proctor Certificate

Each deputy and proctor must certify, by individually signing this certificate, that the rules and regulations for administering Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations were faithfully observed. The certificate should be returned in the Regents box.

Examination Storage Certificate

After each Regents examination period, the principal must certify, by signing the Examination Storage Certificate, that the procedures for ensuring the security of Regents examinations, Regents competency tests, occupational education proficiency examinations, and/or second language proficiency examinations were fully and faithfully observed. The certificate should be returned after each Regents examination period in the Regents box. If any unusual situations occurred during an examination period concerning the security of examinations, a full report of the situation must be submitted along with the Examination Storage Certificate.

Materials Returned to the Department in Regents Boxes

The following materials should be returned in the Regents boxes:

1. Any Regents examination, Regents competency test, occupational education proficiency exami-

nation, and second language proficiency examination answer papers indicated by the Department Review Request Form.

2. White answer papers and gridded identification sheets, as indicated on the green sheet of instructions entitled "Directions for Returning Materials for the Regents Competency Test in Writing." (These materials should be sealed in the RCT in writing return envelopes included in the school's shipment of nonsecure materials. Answer papers rated 59 and below must be retained on file in the school for one year; do not return these answer papers to the Department.)
3. All copies, used and unused, of restricted test booklets (Include all Part 2 test booklets, where applicable.)
4. All graded answer papers for all editions of the Native Language Writing Test, which is restricted
5. All restricted rating guides for open-ended questions on restricted tests
6. All scrap paper used by students taking any restricted test
7. All copies of braille and large-type materials
8. Deputy and Proctor Certificate
9. Examination Storage Certificate
10. Evaluation forms for all Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations administered (Do not fold.)
11. Padlock keys (Please insert padlock keys into the envelope provided before placing them in the Regents box.)

If possible, pack all materials being returned to the Department in one Regents box. Return all Regents boxes as soon as possible after the examination period. Each school must pay for the return shipment of its Regents boxes. The boxes may *not* be returned collect. All Regents boxes may be returned by United Parcel Service (UPS), which is usually the least expensive and quickest way to return them. Regardless of the method used, the school must call the carrier, make the necessary arrangements, and pay for the return shipment. The Department will refuse to accept delivery of any Regents boxes that are returned collect.

REVIEW OF EXAMINATION PAPERS

Local Review

Except when a State examination has been administered in restricted form, students and the parents of students who have taken Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations have the right to review the students' answer papers after the papers have been scored and the students' grades recorded on their permanent records. If a student's answer paper has been sent to the Department, the principal should contact the Office of State Assessment and the paper will be returned to the school. Answer papers should be reviewed in the presence of the principal, or his/her designee, to ensure that the answer papers are not changed as they are being reviewed. Schools may provide copies of answer papers to students and their parents on request.

Occasionally, the accuracy of the local rating of an answer paper may be questioned by a student or student's parent. When this occurs and differences cannot be resolved at the local level, it is recommended that the principal send the answer paper to the Office of State Assessment. The answer paper will be rerated and returned to the school, showing both the local rating and the Department rating. Answer papers will be rerated only at the request of a principal or a superintendent of schools.

Department Review of State Examinations Except for the Regents Competency Test in Writing

At the conclusion of each Regents examination period, the principal of each school administering State examinations is required to submit for Department review both the passing and failing answer papers for certain examinations. The purpose of the Department review is to ensure that all schools are following the same procedures and applying the same standards when rating these examinations.

In January, June, and August, a random sampling procedure is used so that the subjects selected will vary from school to school and from year to year. Under this sampling procedure, every answer paper written in a school is equally likely to be selected regardless of which papers may have been reviewed in previous years. The principal of each school is sent a request form indicating the subject(s) for which answer papers must be returned to the Department. Accompanying the request form are one or more copies of a form entitled "Record of Review," one copy for each subject scheduled for review. Principals must arrange to have those answer papers

shipped promptly to the Department in the Regents box. The procedures below should be followed when returning answer papers:

1. Package papers for each subject separately.
2. Put the papers in each package in alphabetical order by student's last name. Alphabetize the entire package for each subject or alphabetize each class within the package.
3. Complete a "Record of Review" form for each subject and attach it to the package of answer papers for that subject.
4. Do not submit papers for review for any subject other than those indicated on the request form.

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.

When the answer papers from a school are received in the Department, a sample of the papers submitted for each examination is selected for Department review. These papers are reviewed by experienced classroom teachers, under the supervision of Department staff. First, the rating of the multiple-choice and short-answer questions and the addition of scores are checked to determine if any mechanical errors were made by the teachers rating the answer paper. It is Department policy to call to the attention of the principal any mechanical error, no matter how small.

The Department reviewers then rate the remaining portion of each answer paper, indicating the cumulative scores in blue pencil. When this portion of the answer paper is rated, allowances are made for reasonable differences of professional judgment. When the difference between the Department rating and the teacher rating is unusually large, the Department rating is indicated on the answer paper and circled.

If no rating errors or only a small number of rating errors are identified during the review of the answer papers in the sample, the Department rating is complete. However, if an unusual rating problem is identified or if an excessive number of rating errors are found, additional answer papers will be reviewed to determine the extent of the rating problem.

After the Department rating is completed for those examinations whose answer papers have a small number of rating errors, all answer papers with rating problems and a report that summarizes the results of the Department review are sent to the school principal. The principal is expected to carefully review the answer papers with the appropriate staff and take any necessary corrective actions. If a mechanical error was made by a teacher while rating an answer paper, the neces-

sary corrections should be made in the school's records. If a rating problem was identified in the open-response portion of an answer paper, the school principal is responsible for assigning the answer paper a final rating that, in his/her judgment is fair, accurate, and consistent with Regents standards. The final rating may be the Department rating, the original school rating, or a new rating obtained by a reevaluation of the answer paper. The principal is not required to return any of these answer papers to the Department or to make a formal report of the final scores given to the answer papers.

For those examinations whose answer papers have an excessive number of rating errors, all of the answer papers submitted for Department review and a report summarizing the results of the Department review are sent to the principal. The principal is expected to review the answer papers and the report of review with the appropriate staff and determine how the school rating procedures will be modified to eliminate the rating problems identified by the Department reviewers. Principals of these schools may be required to submit reports to the Office of State Assessment that outline the changes that will be made in the school rating procedures. All answer papers in the problem area should be rerated to verify the accuracy of student scores.

When an examination whose answer papers have an excessive number of rating errors is next administered in a school, the school will again be required to submit the answer papers for Department review to determine whether the modified rating procedures have reduced

the number of rating errors. If the error rate is still excessive, all the answer papers will be returned to the school, rerated, and returned to the Department for a second review.

Principals or teachers with any questions about rating standards or procedures followed by the Department reviewers may direct such questions to the Office of State Assessment.

Department Review of the Regents Competency Test in Writing

All answer papers for those students who obtained a mean (average) score of 60% and above on the Regents competency test in writing are to be returned to the Department. The answer papers submitted by each school are carefully reviewed at the Department by a group of experienced raters under the supervision of Department staff. The official results of the Department's rating evaluation for each answer paper will be reported to the school. If the Department raters assign a different mean score to an answer paper than was assigned by the school raters, the Department score is the official score that must be recorded on the student's permanent record. A student may not be issued a diploma until the school receives confirmation from the Department that the student has passed the writing test. The school copy of the answer papers for the competency test in writing (on yellow paper) should be retained on file in the school for at least one year.

GRANTING OF CREDIT AND REGENTS ENDORSEMENT OF LOCAL DIPLOMAS

Awarding of Credit for Courses of Study

A course of study involves class attendance, homework assignments, quizzes, tests, and other activities. In many instances it also involves the taking of a State examination at the end of the course. When deciding whether a student who is enrolled in a course of study has satisfactorily completed it and is entitled to credit, the teacher should evaluate the student's performance on all these activities. In accordance with Commissioner's Regulation 100.5(a)(5)(iv), the granting of a passing mark in a course and, with it, the awarding of credit may not be based solely on the results of the State examination.

Schools that were closed during the January Regents examination period because of inclement weather will be informed by the Department as to whether canceled State examinations will be rescheduled. In addition, for those examinations not rescheduled, the Department will notify schools as to whether credit may be granted on the basis of a local examination or course grade. If the Department permits a school to grant credit on the basis of a local examination or course grade, no score may be recorded as a State examination score on the students' permanent records. Students who need an examination score will have to take in June the examination that was canceled in January. Only those schools that had to cancel State examinations in January because of inclement weather are eligible to use any such alternative procedures for granting credit, subject to Department approval.

Students Not Enrolled in Courses of Study

A student may earn up to a maximum of 6¹/₂ units of credit without completing the units of study requirement. In order to earn such credit, the student must satisfy each of the criteria listed below:

1. Based on the student's academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his/her designee, must determine that the student will benefit academically by exercising this alternative.
2. The student must pass an oral examination or successfully complete a special project to demonstrate proficiency, as determined by the principal, in the subject area.
3. The student must achieve a score of at least 85, or its equivalent as determined by the Commissioner, on a State-developed examination.
4. The student must attend school, or have received substantially equivalent instruction elsewhere, in

accordance with Section 320(2) of the Education Law, until the age of 16, pursuant to Sections 3204 and 3205 of the Education law.

Regents Endorsement of Local Diplomas

General Procedures

A local high school diploma may be given Regents endorsement in recognition and in honor of a student's outstanding scholastic achievement, as demonstrated by the successful completion of the requirements outlined below. Eligibility for the endorsement will be determined by the principal on the basis of the student's record. The diploma may be endorsed at the time of graduation without awaiting the results of Department review of Regents examination papers. The following is a sample Regents endorsement:

Diploma issued with the endorsement of the BOARD OF REGENTS on the basis of successful completion of Regents examinations
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Most companies that print high school diplomas provide seals indicating Regents endorsement that may be affixed to the local diplomas of eligible students. Schools may issue, if they prefer, a separate Regents-endorsed diploma. Diploma blanks are furnished by the Department to schools that request them.

Requirements for Regents Endorsement

In order to receive the Regents endorsement of a local diploma, a student must complete an approved high school course, including physical education. Information concerning an approved high school course is provided in Section 100.5 of the Regulations of the Commissioner of Education. (See Appendix I, page 31.)

Honors Diploma

For students who first enter grade 9 prior to September 2001, the words "With Honor" may be added to the Regents endorsement of the local diploma for students who have attained at least 90 in the average of scores earned on the examinations listed below:

1. the Regents comprehensive examination in English

2. the Regents examination in global studies or global history and geography
3. the Regents examination in United States history and government
4. any Regents examination(s) that must be passed to complete the major sequence requirements

Only those Regents examinations indicated above are to be included in determining whether a student has met the requirements for the “With Honor” Regents endorsement. Any additional Regents examinations that a student may have taken beyond those required for the Regents diploma are not to be included when computing this. **Scores earned on Regents examinations taken for the required courses in mathematics, foreign language, and science are to be included only when a student is also using these courses to satisfy the major sequence requirements.** If a student has met the sequence requirements for a Regents diploma in multiple ways, the school should use the most advantageous cumulative set of Regents examination scores that satisfy the requirements in determining eligibility for the honors designation. For example, if a student took all four Regents examinations in science, the school should factor into the calculation only the three highest scores.

For the purpose of computing the average, each Regents examination score carries a weight of 1: it is not multiplied by the number of units. Averages below 90.0 may not be rounded up to 90.0. An example for a student who has completed the major sequence requirements in the areas of mathematics and science follows:

Comprehensive English	92
Global history and geography	90
United States history and government	85
Sequential math, course I	89
Sequential math, course II	91
Sequential math, course III	93
Earth science	92
Biology	88
Physics	90

Total 810

Average $(810 \div 9) = 90\%$

The procedures for determining the qualification of a student who enters grade 9 in September 2001 and thereafter to have the words “With Honors” added to the diploma may be found in Section 100.5(b)(7)(ii) of the Regulations of the Commissioner of Education (see Appendix I, page 31).

Regents Credit Based on Scores Earned on Department-Approved Alternative Assessments

Certain scores on Department-approved alternative assessments may be accepted in lieu of a passing Regents examination score. The scores that a student must obtain on these alternative assessments to meet the examination requirement for Regents courses of study are given in Appendix III. No student may receive credit for a Regents course of study by obtaining only an acceptable alternative assessment score. The student must successfully complete the Regents course of study and obtain an equivalent score on a Department-approved alternative assessment.

Reporting and Review of the Issuing of Regents Diplomas

A report of the number of Regents diplomas issued during the school year is included in the High School Graduation Report. Periodically the Department reviews the issuance of diplomas by the schools. For that purpose, principals of selected schools are requested to submit evidence of the academic basis upon which the diplomas were issued. This information may be supplied in the form of transcripts, photocopies of school records, worksheets, or other convenient means at the discretion of the principal.

SUBMITTING EXAMINATION RESULTS TO THE DEPARTMENT

General Information

School and district administrators are required to complete all pertinent report forms and return them to the Office of Information, Reporting and Technology Services (IRTS). In so doing, the school administrator certifies that the rules and regulations for administering examinations were faithfully observed. All report forms must be returned to the Department via first-class mail by the date specified on the form. School administrators must keep a copy of each report on file for a minimum of ten years.

Recent memoranda regarding data submission are available on the web at www.emsc.nysed.gov/irts. Questions about completing report forms should be directed to IRTS at (518) 474-7965.

Cohort Reports

The Department is now collecting data on the Regents English and mathematics examinations by cohort. A student's cohort is determined by the date that he or she first entered ninth grade. When fully implemented, this approach will offer several advantages to schools relative to the other reporting systems:

- It provides information on student progress toward meeting graduation requirements.
- It eliminates the need to report performance as a percentage of average grade enrollment.
- It gives schools credit for students' achievement of selected milestones, regardless of when in their high school careers they achieve the milestone.
- It clearly defines the student population for whom the school is accountable in a given year.

High schools that have not already done so should develop computer databases with records for each student enrolled, beginning with students who first entered ninth grade in September 1996. Administrators who would like information about developing a student record management system should contact their regional information center (RIC) or IRTS. An optional database available for schools to use when completing cohort reports is also available on the IRTS web site: www.emsc.nysed.gov/irts.

Examination Report Forms

In June, the Department distributes a report form and instructions for reporting secondary examination results to appropriate school and district administrators. The Secondary Examination Report Form collects

enrollment in secondary grades and results for the Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations. Results for male and female students—and for general education students and students with disabilities—must be reported separately.

Schools must report a score for every State assessment administered to an enrolled student. Principals of public and nonpublic schools are responsible for reporting test results for all students enrolled in their school, even if the examinations were written in another school. Superintendents of public school districts must report test results for all students placed by district authorities in educational programs outside the district.

In general, examination results will be collected once annually following the June Regents examination period. For each examination, schools will report combined results for students taking examinations in January, June, and the previous August, with the following exceptions:

- If a student took the same examination more than once while enrolled in the same public or nonpublic school, report only the higher score.
- If a student took the same examination more than once while enrolled in different public schools within the same district, report only the higher score.
- If a student took an examination while enrolled in one public school district or nonpublic school and then repeated the same examination while enrolled in a different public school district or nonpublic school, each school must report examination results for the student. The exception is that examination results for students enrolled in summer school should be reported by the school in which the student is enrolled during the next school year.

Schools awarded a variance to award Regents examination credit to students who take an assessment other than the Regents or to modify the directions for administering the Regents may not report results on these assessments as Regents scores. Students receiving Regents credit for assessments other than the Regents may be reported on cohort reports as receiving Regents credit based on a Department-approved alternative assessment.

High School Graduation Reports

Each school that awards high school diplomas must submit high school graduation results to the Department. In June, forms for reporting regular school year

graduates (students who met graduation requirements between September 1 and June 30) and summer school graduates (students who met graduation requirements between July 1 and August 31) are mailed to schools that have enrollment in grade 12. Data for general education students and students with disabilities must be reported by race/ethnicity and gender for local diplomas (including Regents-endorsed local diplomas), Regents diplomas (with and without honors), IEP diplomas, and local certificates awarded during the regular school year and summer school. Post-secondary plans of graduates must be reported by race/ethnicity for all graduates.

Instructions for completing and returning the high school graduation reports are mailed with the forms. The regular school-year report should be returned with the completed examination report forms by the date specified in the cover memorandum. The summer school report should be submitted only if one or more students completed graduation requirements in July or August and should be returned in early September. A copy of each report must be kept on file in the school for a minimum of ten years.

SUMMARIES OF EXAMINATION AND GRADUATION RESULTS

General Information

Each public school, district, and nonpublic school is required to report to the Department the results of all State assessments administered. They are also required to report the results of approved alternative assessments administered to students in each high school cohort. The Department analyzes these data and prepares School/District comprehensive information reports that are sent to school administrators for verification or correction. After school administrators have had an opportunity to submit corrections, additional summary reports are prepared and data are released to the public. Questions about the interpretation of the data in any of these reports should be addressed to the Office of Information, Reporting and Technology Services.

Reports are issued at the school and district levels. School-level reports include only students enrolled in the school. District-level reports are based on students enrolled in schools within the district and students placed in educational programs outside the district by district authorities. These reports present data that have been aggregated in one or more of the following ways:

- Results for all tested students, both general education students and students with disabilities
- Results for all tested general education students
- Results for all tested students with disabilities

School and District Report Cards

School and district report cards are composed of complementary parts: a graphic presentation (An Overview of Academic Performance) highlighting measures of the new Learning Standards and a tabular presentation of all remaining assessment data (Comprehensive Information Report). The Overview includes the State assessments in grades four through eight and the cohort analyses of performance on Regents English and mathematics graduation requirements. The School Report Card also shows the performance of schools in relation to the State standards.

Report cards are prepared for every public school building and district and sent to school and district administrators. The report cards present school building and school district data for State assessments for the past three school years, when available. Public schools and districts must make the report cards available to the public.

The school Overview presents summary data for students enrolled in the school as well as comparison data for students enrolled in similar schools. The district Overview present summary data for all students enrolled in the district as well as comparison data for all public school students statewide. These comparative data provide parents, community members, teachers, and school administrators a frame of reference for evaluating the performance of students in the school and district.

Comprehensive information reports are prepared for nonpublic schools and sent to school administrators. The reports for nonpublic schools provide only school-level data.

Chapter 655 Report

The publication *New York—The State of Learning: The Report to the Governor and the Legislature on the Educational Status of the State's Schools* (Chapter 655 Report) is presented in two parts. The first, *New York, the State of Learning: Statewide Profile of the Educational System*, is an analysis of statewide data. The effects of poverty, gender, and minority status on student performance are discussed as well as statewide performance over time.

The second volume of the report, *Statistical Profiles of Public School Districts*, provides the following summary data in a tabular report:

1. Public and Nonpublic School Summary Groups

- New York City Public Schools
- Large City Districts—Buffalo, Rochester, Syracuse, and Yonkers
- High need/resource capacity (N/RC) Districts
- Average N/RC Districts
- Low N/RC Districts
- Total Public—All public school districts statewide
- Total Nonpublic—all nonpublic schools statewide
- Total State—all public school districts and nonpublic schools statewide

2. County Summaries—all public school districts located within the county

3. Public School District Summaries—all public schools within the district

Release of Assessment and Graduation Results by the Department

In recent years, public attention has focused on the statewide effort to raise standards. As a result, numerous media requests are received for assessment and graduation data. All assessment and high school graduation summary results on file in the State Education Department are public records, and the Department is required by law to comply with requests for this information. The Department annually releases assessment data on a date designated by the Commissioner of Education for making public the school report cards, the district report cards, and the comprehensive information reports. Before the public release date, the Department provides summary assessment and graduation data to

public school superintendents and organizations of affiliated nonpublic schools. Following this distribution, the Department also provides data to the media with the understanding that they will not publish the data before the public release date designated by the Commissioner. On the public release date, school and district report cards are made available to the public on the Department's web site, and requests for comprehensive information reports will be honored. This delay in releasing assessment and graduation information allows schools to prepare a plan of action addressing the strengths and weaknesses identified in the report. It also provides superintendents of public school districts time to make their required presentation of these data to their Board of Education at a public meeting.

APPENDIXES

Appendix I

Section 100.5 of the Commissioner's Regulations

100.5 Diploma requirements.

(a) General requirements for a Regents or a local high school diploma. Requirements for a diploma apply to students depending upon the year in which they first enter grade nine. A student who takes more than four years to earn a diploma is subject to the requirements that apply to the year that student first entered grade nine. Students who take less than four years to complete their diploma requirements are subject to the provisions of subdivision (e) of this section relating to accelerated graduation.

- (1) Students first entering grade nine in 1984 or before shall earn at least sixteen units of credit or their equivalent, as determined by the commissioner, to receive a local high school diploma, and eighteen units of credit or their equivalent, as determined by the commissioner, to receive a Regents high school diploma. Such units of credit shall include:
 - (i) English, four units;
 - (ii) social studies, including a year of American history, three units;
 - (iii) mathematics, one unit, provided that students first entering grade nine in 1984 shall earn at least two units of credit in mathematics as set forth in paragraph (7) of this subdivision;
 - (iv) science, one unit, provided that students first entering grade nine in 1984 shall earn at least two units of credit in science as set forth in paragraph (8) of this subdivision; and
 - (v) health, one half unit.
- (2) Students first entering grade nine in 1985 and thereafter, but prior to the 2001–2002 school year, shall have earned at least eighteen and one-half units of credit or their equivalent, as determined by the commissioner, in order to receive either a Regents or local high school diploma. Such units of credit shall include:
 - (i) English, four units;
 - (ii) social studies, four units of credit as set forth in paragraph (6) of this subdivision;
 - (iii) mathematics, two units of credit as set forth in paragraph (7) of this subdivision;
 - (iv) science, two units of credit as set forth in paragraph (8) of this subdivision;
 - (v) arts and/or music, one unit of credit; and
 - (vi) health education, one half unit of credit in accordance with the requirements set forth in section 135.3(c) of this Title.
- (3) Students first entering grade nine in the 2001–2002 school year and thereafter shall have earned at least twenty-two units of credit including two credits in physical education to receive a Regents diploma. Such units of credit shall incorporate the commencement level of the State learning standards in: English language arts; social studies; mathematics, science, technology; the arts

(including visual arts, music, dance and theatre); languages other than English; health, physical education, family and consumer sciences; and career development and occupational studies. Such units of credit shall include:

- (i) English, four units of credit;
 - (ii) social studies, four units of credit as set forth in paragraph (6) of this subdivision;
 - (iii) science, three units of credit of commencement level science, at least one course shall be life sciences and at least one in the physical sciences, the third may be either life sciences or physical sciences;
 - (iv) mathematics, three units of mathematics, the second and third units of mathematics shall be at a more advanced level than grade eight and shall meet commencement-level learning standards as determined by the commissioner;
 - (v) visual arts and/or music, dance, or theatre, one unit of credit; and
 - (iv) health education, one half unit of credit in accordance with the requirements set forth in section 135.3(c) of this Title. Learning standards in the area of parenting shall be attained through either the health or family and consumer sciences programs or a separate course.
- (4) All students shall have earned the equivalent of two units of credit in physical education in accordance with the requirements set forth in section 135.4(c)(2)(ii) of this Title. Such units of credit shall not count towards the required units of credit set forth in paragraphs (1) and (2) of this subdivision for those students who enter grade nine before the 2001–2002 school year. Beginning with the 2001–2002 school year and thereafter, such units of credit in physical education shall count toward the required total. A student who has completed the diploma requirements as set forth in paragraphs (1) and (2) of this subdivision in fewer than eight semesters, and who is otherwise eligible to receive a diploma, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirements as set forth in this paragraph.
 - (5) State assessment system.
 - (i) Except as otherwise provided in subparagraphs (ii), (iii), and (iv) of this paragraph, all students shall demonstrate attainment of the New York State learning standards:
 - (a) *English.*
 - (1) for students who first enter grade nine prior to September 1996, by passing either the Regents Competency Test in Reading and the Regents Competency Test in Writing, or the Regents Comprehensive Examination in English; or
 - (2) for students who first enter grade nine in or after September 1996 and prior to September 2000, by passing the Regents Comprehensive

Examination in English. For purposes of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55–64, as determined by the school, also may be considered passing; or

(3) for students who first enter grade nine in September 2000 or thereafter, by achieving a score of 65 or above on the Regents Comprehensive Examination in English; or

(4) for students with disabilities who first enter grade nine in or after September 1996 and prior to September 2001 and who fail the Regents Comprehensive Examination in English, the requirements for a local diploma may be met by passing the Regents Competency Test in Reading and the Regents Competency Test in Writing or their equivalents. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(5) The transcripts and permanent record cards of students shall indicate the assessment the student has passed to meet diploma requirements, and the score achieved.

(b) *Mathematics.*

(1) for students who first enter grade nine prior to September 1997, by passing either the Regents Competency Test in Mathematics, or a Regents examination in mathematics; or

(2) for students who first enter grade nine in or after September 1997 and prior to September 2001, by passing a Regents examination in mathematics. For purposes of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55–64, as determined by the school, also may be considered passing; or

(3) for students who first enter grade nine in September 2001 or thereafter, by achieving a score of 65 or above on a Regents examination in mathematics; or

(4) for students with disabilities who first enter grade nine in or after September 1997 and prior to September 2001 and who fail a Regents examination in mathematics, the requirements for a local diploma may be met by passing the Regents Competency Test in Mathematics or its equivalent. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(5) The transcripts and permanent record cards of students shall indicate the assessment the student has passed to meet diploma requirements, and the score achieved.

(c) *United States History and Government.*

(1) for students who first enter grade nine prior to September 1998, by passing either the Regents Competency Test in United States history and government, or the Regents examination in United States history and government; or

(2) for students who first enter grade nine in or after September 1998 and prior to September 2000, by passing the Regents examination in United States history and government. For pur-

poses of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55–64, as determined by the school, also may be considered passing; or

(3) for students who first enter grade nine in September 2000 or thereafter, by achieving a score of 65 or above on a Regents examination in United States history and government; or

(4) for students with disabilities who first enter grade nine in or after September 1998 and prior to September 2001 and who fail the Regents examination in United States history and government, the United States history and government requirements for a local diploma may be met by passing the Regents Competency Test in United States history and government. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(5) The transcripts and permanent record cards of students shall indicate the assessment the student has passed to meet diploma requirements, and the score achieved.

(d) *Science.*

(1) for students who first enter grade nine prior to September 1999, by passing either the Regents Competency Test in science or a Regents examination in science; or

(2) for students who first enter grade nine in or after September 1999 and prior to September 2001, by passing a Regents examination in science. For purposes of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55–64, as determined by the school, also may be considered passing; or

(3) for students who first enter grade nine in September 2001 or thereafter, by achieving a score of 65 or above on a Regents examination in science; or

(4) for students with disabilities who first enter grade nine in or after September 1999 and prior to September 2001 and who fail a Regents examination in science, the science requirements for a local diploma may be met by passing the Regents competency test in science. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(5) The transcripts and permanent record cards of students shall indicate the assessment the student has passed to meet diploma requirements, and the score achieved.

(e) *Global History and Geography.*

(1) for students who first enter grade nine prior to September 1998, by passing either the Regents Competency Test in global studies or the Regents examination in global studies; or

(2) for students who first enter grade nine in or after September 1998 and prior to September 2000, by passing the Regents examination in global studies. For purposes of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55–64, as determined by the school, also may be considered passing; or

(3) for students who first enter grade nine in September 2000 or thereafter, by achieving a score of 65 or above on the global history and geography Regents examination; or

(4) for students with disabilities who first enter grade nine in or after September 1998 and prior to September 2001 and who fail the Regents examination in global history and geography, the global history and geography requirements for a local diploma may be met by passing the Regents Competency Test in global studies. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(5) The transcripts and permanent record cards of students shall indicate the name of the assessment the student has passed to meet diploma requirements, and the score achieved.

(ii) Alternative assessments, approved by the commissioner pursuant to section 100.2(f) of this Part, may be used in place of the State assessments.

(iii) For students first entering grade nine in the 2000–2001 school year and before, the principal shall review the transcript of each student first entering a New York State school after the beginning of grade seven to determine whether or not the student has adequate preparation in science to take the Regents Competency Test in science. The principal may exempt from the Regents Competency Test requirement in science set forth in clause (i) (d) of this paragraph any such student determined to lack adequate preparation in science. This shall not apply to students entering grade nine in the 2001–2002 school year and thereafter.

(iv) For students entering grade nine in the 2000–2001 school year and before, the principal shall review the transcript of each student first entering a New York State school during grades nine or ten to determine whether or not the student has adequate preparation in social studies to take the Regents Competency Test in global studies. The principal may exempt from the Regents Competency Test in global studies set forth in subclause (i)(e) of this paragraph any such student determined to lack adequate preparation in social studies. This provision shall not apply to students first entering grade nine in the 2001–2002 school year and thereafter.

(v) Pursuant to section 100.1(b) of this Title, passing the Regents assessment in any given subject shall not be construed as having earned a unit of credit in that subject unless the student also passes the course as offered in a registered high school or the student meets the requirements for credit by examination pursuant to section 100.5(d)(1) of this Title.

(6) All students first entering grade nine in 1985 and thereafter shall earn four units of credit in social studies in accordance with the following:

(i) Such requirement shall include one unit of credit in American history;

(ii) Such requirement shall include one half unit of credit in participation in government and one half unit of credit in economics or their equivalent.

(7) All students first entering grade nine in 1984 and thereafter through the 2000–2001 school year shall earn two units of credit in mathematics in accordance with the fol-

lowing criteria: The second unit of credit in mathematics shall deepen the understanding or broaden application of a student's mathematical concepts beyond the general high school mathematics program and in accordance with criteria established by the commissioner.

(8) All students first entering grade nine in 1984 and thereafter through the 2000–2001 school year shall earn two units of credit in science in accordance with the following criteria: The second unit of credit in science shall deepen the understanding or broaden a student's application of life, physical and/or earth sciences beyond the level in the State science syllabi for grades seven, eight and nine and in accordance with criteria established by the commissioner.

(b) Additional requirements for the Regents diploma.

(1) In order to obtain a Regents diploma, students first entering grade nine in 1984 or before shall successfully complete a sequence of three units of credit in one of the following areas: science, mathematics, a language other than English, music, art or career and technical education subjects. Such units of credit shall be included in the eighteen units of credit required pursuant to paragraph (a)(1) of this section.

(2) In order to obtain a Regents diploma, students first entering grade nine in 1985 and thereafter through the 2000–2001 school year shall successfully complete:

(i) either:

(a) a sequence of three units of credit in each of two career and technical education subjects, or in each of two languages other than English, or in each of two of the following areas: mathematics, science, a language other than English, career and technical education, art or music, provided that, for students first entering grade nine in 1988 and thereafter through the 2000–2001 school year, three-unit sequences in each of two career and technical education subjects may not be used to meet the requirements of this clause and each three-unit sequence in career and technical education shall meet the requirements of section 100.2(h)(3) of this Part; or

(b) a sequence of three units of credit in mathematics, science, a language other than English, a career and technical education subject, art or music, and a sequence of five units of credit in either English or social studies, provided that, for students first entering grade nine in 1988 and thereafter through the 2000–2001 school year, such three-unit sequence in career and technical education meets the requirements of section 100.2(h)(3) of this Part; or

(c) a sequence of five units of credit in mathematics, science, a language other than English, a career and technical education subject, art or music, provided that a student selecting a sequence of five units of credit in a language other than English may use such sequence to meet the requirements set forth in subparagraph (ii) of this paragraph, and further provided that for students first entering grade nine in 1988 and thereafter through the 2000–2001 school year, such a sequence of five units of credit in a career and technical education subject shall meet the requirements of section 100.2(h)(4) of this Part; and

(ii) a sequence of three units of credit in a language

other than English, except that:

- (a) for students first entering grade nine in 1985 or thereafter through the 2000–2001 school year who take a sequence of not less than five units of credit in career and technical education subjects, art or music, the three-unit sequence required by this subparagraph may be in a language other than English or in any other subject area; and
 - (b) a student identified as having a disability which adversely affects the ability to learn a language may be excused from the language other than English requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs. Such a student need not have a sequence in a language other than English but must meet the requirements for the total number of credits required for a diploma.
- (3) Any three or five units of credit sequence in a language other than English shall consist of courses in a single language.
- (4) Units of credit received by a student pursuant to paragraph (2) of this subdivision shall be included in the eighteen and one-half units of credit required pursuant to paragraph (a)(2) of this section, provided that a sequence in career and technical education may be applied toward a Regents diploma only if such sequence has been approved by the department.
- (5) In order to obtain a Regents diploma, a student shall pass the required Regents examinations as follows:
- (i) For students first entering grade nine in 1984 and before:
 - (a) the Regents comprehensive examination in English;
 - (b) the Regents comprehensive examination in social studies; and
 - (c) The Regents examinations, or their equivalents, in the courses comprising the student's required sequence.
 - (ii) For students first entering grade nine in 1985 and thereafter through the 2000–2001 school year:
 - (a) the Regents comprehensive examination in English;
 - (b) the Regents comprehensive examination in a language other than English, except that students identified in clause (2)(ii)(a) of this subdivision or excused from the language other than English requirement pursuant to clause (2)(ii)(b) of this subdivision shall not be required to pass such examination;
 - (c) the Regents examination in American history and government;
 - (d) Regents examinations for the courses in mathematics required pursuant to subparagraph (a)(2)(iv) and paragraph (a)(7) of this section;
 - (e) Regents examinations for the courses in science required pursuant to subparagraph (a)(2)(iii) and paragraph (a)(8) of this section; and
 - (f) Regents examinations, as required by the commissioner, for the courses in any sequence followed pursuant to paragraph (2) of this subdivision.
 - (iii) For students first entering grade nine in 1987 and thereafter through the 2000–2001 school year:
 - (a) the Regents examination in global studies; and
 - (b) career and technical education proficiency examinations, as defined in section 100.1(k) of this Part, for any career and technical education sequence for which such tests are available.
- (6) For students first entering grade nine in 1985 and thereafter through the 2000–2001 school year, a unit of credit towards a Regents diploma, in courses where no Regents or State test exists, other than courses in mathematics or science, shall be awarded only if:
- (i) the unit of study is taught in accordance with a State syllabus approved by the department for use in a commencement-level course; or
 - (ii) if no State syllabus for the course is available, the unit of study is taught in accordance with a locally developed syllabus approved by the department for use in a commencement-level course.
- (7) Types of diplomas.
- (i) For students first entering grade nine in the 2001–2002 school year and thereafter, there shall be no diplomas or certificates other than the following:
 - (a) Regents diploma; or
 - (b) Regents diploma with an advanced designation; or
 - (c) State high school equivalency diploma as provided in section 100.7 of this Part; or
 - (d) High School Individualized Education Program Diploma as provided in section 100.9 of this Part.
 - (ii) A local school district may award a student a Regents diploma with honors or a Regents diploma with advanced designation with honors. To earn honors, a student shall achieve an average of 90 per cent in all Regents examinations, or their equivalent pursuant to section 100.2(p) of this Part, required for the diploma. Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90.0 per cent shall not be rounded upward to 90 per cent.
 - (iii) Earning a Regents or local high school diploma shall be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law section 3202(1) and shall terminate a student's entitlement to a free public education pursuant to such statute. Earning a high school equivalency diploma or an Individualized Education Program Diploma shall not be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law section 3202(1) and shall not terminate a student's entitlement to a free public education pursuant to such statute.
 - (iv) Earning a Regents diploma. Students first entering grade nine in 2001 and thereafter shall meet the commencement level New York State learning standards by successfully completing twenty-two units of credit and five New York State assessments distributed as specified in (a) through (k) below. After passing the required New York State assessment or approved alternative in mathematics, science, and English language arts, the remaining units of credit required in that discipline may be in specialized courses. A specialized course is a course that meets the requirements of a unit of credit as defined in section 100.1(a) of this Part and the New York State commencement learning standards as established by the

commissioner. A specialized course develops the subject in greater depth and/or breadth and/or may be interdisciplinary. Successful completion of one unit of study in an interdisciplinary specialized course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject. In a public high school, an interdisciplinary specialized course shall be taught by a teacher certified in at least one of the subjects.

(a) English, four units of credit and the Regents comprehensive examination in English or an approved alternative pursuant to section 100.2(f) of this Part.

(b) Social studies, four units of credit including one unit of credit in American history, the Regents examination in United States history and government or an approved alternative pursuant to section 100.2(f) of this Part, the Regents examination in global history and geography or an approved alternative pursuant to section 100.2(f) of this Part, and a half unit of credit in Economics and a half unit of credit in Participation in Government or their equivalent as approved by the local public school superintendent or his or her designee or by the chief administrative officer of a registered nonpublic high school.

(c) Mathematics, three units of credit and the Regents examinations in mathematics designated by the commissioner or an approved alternative pursuant to section 100.2(f) of this Part. Students must pass either the Regents examination titled Math A, or until January 2002, both Regents examinations titled Course I and Course II or both Course I and Math A.

(d) Science, three units of credit and one of the Regents examinations in science or an approved alternative pursuant to section 100.2(f) of this Part. In order to qualify to take a Regents examination in any of the sciences a student must complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory documented laboratory reports. The 1200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit.

(e) The Arts (including visual arts, music, dance and theatre), one unit of credit, which may be a specialized course that meets the arts standards at the commencement level as established by the commissioner. Any arts course for which credit will be awarded to meet the one unit of credit requirement for graduation must be taught by a certified teacher and must follow a State-developed or State-adopted syllabus or a locally developed or locally adopted syllabus approved by the commissioner.

(f) Health, one half unit of credit which may be a specialized course which meets the health standards at the commencement level as established by the commissioner. Any health course for which credit will be awarded to meet the one half unit of credit requirement for graduation must be taught by a certified teacher and must follow a State-developed or State-adopted syllabus or a locally developed or locally adopted syllabus approved by the commissioner.

(g) Languages other than English, one unit of commencement-level credit which can be earned by passing the State second language proficiency examination pursuant to section 100.2(d) of this Title. A

student identified as having a disability which adversely affects the ability to learn a language may be excused from the language other than English requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs. Such a student need not have a sequence in a language other than English but must meet the requirements for the total number of credits required for a diploma.

(h) Physical Education, two units of credit, except that a student who has completed the diploma requirements in fewer than eight semesters shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirements.

(i) Additional units in English language arts, mathematics, social studies, science, the arts, languages other than English, career and technical education, or any other subject area approved by the commissioner to a total of twenty-two units of credit.

(j) The State learning standards in technology may be met either through a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics but not both.

(k) The learning standards for parenting may be met either through a separate course in parenting or through integration in a course in health or family and consumer sciences.

(v) Earning a Regents diploma with advanced designation. To earn a Regents diploma with an advanced designation a student must complete, in addition to the requirements for a Regents diploma:

(a) Additional Regents examinations in mathematics as determined by the commissioner or approved alternatives pursuant to section 100.2(f) of this Part. Students must pass either the two Regents examinations titled Math A and Math B or, until January 2003, the three Regents examinations titled Course I, Course II and Course III.

(b) One additional Regents examination in science, for a total of two Regents examinations, with at least one in life science and at least one in physical science, and

(c) Two additional units in a language other than English for a total of three units and the Regents comprehensive assessment in that language. A student identified as having a disability which adversely affects the ability to learn a language may be excused from the language other than English requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs. Such a student need not have a sequence in a language other than English but must meet the requirements for the total number of credits required for a diploma. Students completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the

Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.

(c) Additional requirements for the local diploma.

- (1) Students entering grade nine in the 2000–2001 school year or before may earn a local diploma. In order to obtain a local diploma, students first entering grade nine in 1984 or before, shall successfully complete a sequence of three units of credit in one of the following areas: science, mathematics, a language other than English, music, art or career and technical education subjects. Such units of credit shall be included in the sixteen units of credit required pursuant to paragraph (a)(1) of this section.
- (2) In order to obtain a local diploma, students first entering grade nine in 1985 and thereafter through the 2000–2001 school year shall successfully complete:
 - (i) a sequence of three units of credit in each of two career and technical education subjects, or in each of two languages other than English, or in each of two of the following areas: mathematics, science, a language other than English, career and technical education, art or music, provided that, for students first entering grade nine in 1988 and thereafter through 2000, three-unit sequences in each of two career and technical education subjects may not be used to meet the requirements of this clause and each three-unit sequence in career and technical education shall meet the requirements of section 100.2(h)(3) of this Part; or
 - (ii) a sequence of three units of credit in mathematics, science, a language other than English, a career and technical education subject, art or music, and a sequence of five units of credit in either English or social studies, provided that, for students first entering grade nine in 1988 and thereafter through the 2000–2001 school year, each three-unit sequence in career and technical education shall meet the requirements of section 100.2(h)(3) of this Part; or
 - (iii) a sequence of five units of credit in mathematics, science, a language other than English, a career and technical education subject, art or music, provided that for students first entering grade nine in 1988 and thereafter through the 2000–2001 school year, such a sequence of five units of credit in a career and technical education subject shall meet the requirements of section 100.2(h)(4) of this Part.
- (3) Any three or five units of credit sequence in a language other than English shall consist of courses in a single language.
- (4) Units of credit received by a student pursuant to paragraph (2) of this subdivision shall be included in the eighteen and one-half units of credit required pursuant to paragraph (a)(2) of this section, provided that a sequence in career and technical education may be applied towards a local diploma if such sequence has been approved by the department.
- (5) In order to obtain a local diploma, students first entering grade nine in 1987 and thereafter through 2000, and taking an approved career and technical education sequence, shall pass the appropriate career and techni-

cal education proficiency examinations, where available, as defined in section 100.1(k) of this Part.

(d) Alternatives to specific Regents and local diploma requirements.

- (1) Credit by examination. A student may earn a maximum of six and one-half units of credit for either a Regents or local diploma without completing units of study for such units of credit if:
 - (i) based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a registered nonpublic high school, or his or her designee, determines that the student will benefit academically by exercising this alternative;
 - (ii) the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved assessment pursuant to section 100.2(f) of this Part;
 - (iii) the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal; and
 - (iv) The student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of sixteen, pursuant to sections 3204 and 3205 of the Education Law.
- (v) Calculation of units of credit based upon credit by examination.
 - (a) A student who earns a score of at least 85 on a Regents examination in mathematics and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
 - (b) A student who earns a score of at least 85 on a Regents examination in science and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
 - (c) A student who earns a score of at least 85 on a State-developed or State-approved assessment in career and technical education and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
 - (d) A student who earns a score of at least 85 on a Regents examination in United States history and government and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
 - (e) A student who earns a score of at least 85 on a Regents examination in global history and geography and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
 - (f) A student who earns a score of at least 85 on the Regents comprehensive examination in English and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.

- (g) A student who earns a score of at least 85 on the State second language proficiency examination in accordance with 100.2(d)(3) and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
- (h) A student who earns a score of at least 85 on the comprehensive second language Regents examination and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive three units of credit.
- (i) A student who earns a score of at least 85 on a State-developed or State-approved assessment in the arts (visual arts, music, dance and theatre) and meets the requirements of subparagraphs (i), (iii) and (iv) of paragraph (1) of this subdivision shall receive one unit of credit.
- (2) Visual arts and/or music, dance, or theatre.
- (i) A student may obtain the unit of credit in visual arts and/or music, dance or theatre required pursuant to subparagraph (a)(2)(v) of this section in the following manner:
- (a) by participating in a school's major performing groups such as band, chorus, dance group or theatre group; or
- (b) by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student's visual arts, music, dance, or theatre teacher, shall be approved by the visual arts, music, dance, or theatre department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school's visual arts, music, dance, and/or theatre program.
- (ii) A student may receive a unit of credit for participation in such activities if such participation is equivalent to a unit of study, or a student may receive one-half unit of credit for such activity equivalent to one-half unit of study.
- (3) Occupationally related mathematics and science.
- (i) Regents diploma. Students first entering grade nine in 1984 and thereafter through the 2000–2001 school year may use one unit of credit earned in an occupationally related science or mathematics course, a Regents science or a Regents mathematics course, both towards meeting the science or mathematics requirement for a Regents diploma and towards an approved sequence in career and technical education, only if such courses are approved by the commissioner for such purpose. For occupationally related science and mathematics courses, such approval shall be granted only upon the submission of evidence that such courses are equivalent to Regents courses in science and mathematics. However, the unit of credit earned for such a course shall count as only one unit of credit towards the units of credit required for a Regents diploma.
- (ii) Local diploma. Students first entering grade nine in 1984 and thereafter through the 2000–2001 school year may use one unit of credit earned in the occupationally related mathematics course or the business mathematics course, and/or one unit of credit earned in the occupationally related science course towards meeting the mathematics and/or science requirements or sequence requirements in mathematics or science for a local diploma, provided that such courses shall be taught in accordance with the appropriate State-developed learning standards.
- (4) Scores obtained on alternative examinations as designated by the commissioner, pursuant to section 100.2(p) of this Part may be used in lieu of the corresponding Regents examination requirements for a high school diploma, required pursuant to paragraphs (a)(1)–(2) and subdivision (b) of this section, and to satisfy the requirements of the Regents competency testing program set forth in paragraph (a)(4) of this section.
- (5) Transfer credit. Transfer credit is awarded for work done outside the registered New York State high school awarding the credit.
- (i) The principal shall evaluate the transcript or other records of a transfer student enrolling in a New York State high school. Based on the student's transcript or other records, the principal shall award the appropriate units of transfer credit towards a high school diploma.
- (a) The principal shall grant transfer credit for all credit awarded by any New York State registered public or nonpublic high school.
- (b) The principal, after consultation with relevant faculty, may award transfer credit for work done at other educational and cultural institutions and for work done through independent study. The decision as to whether or not to award transfer credit for work done at educational institutions other than New York State registered high schools shall be based on whether the record indicates that the work is consistent with New York State commencement learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.
- (ii) A student transferring between high schools in grade eleven or twelve may be exempt from the second language requirements of three units of credit in one second language, for a Regents diploma with advanced designation, as set forth in paragraph (3) and clause (5)(ii)(b) of subdivision (b) of this section, if the language in which the student began a second language sequence in grade nine or ten is not offered in the school to which the student has transferred. In such cases, the student shall complete three units of credit in second languages but not necessarily in a single language.
- (iii)(a) Students who enter a registered New York State high school for the first time in grade eleven in the 2000–2001 school year but prior to the 2002–2003 school year, other than those students who have received home instruction pursuant to section 100.10 of this Part in New York State or who have been enrolled in a registered or non-registered public or nonpublic New York State high school, in order to receive a local high school diploma must pass the Regents comprehensive examination in English, a Regents examination in mathematics, a Regents examination in United States history and government, and a Regents examination in science, or approved alternatives. The principal may exempt a student from the requirement for the Regents examination in global history and geography ordinarily

taken and passed before the date of the student's entry.

(b) Students who enter a registered New York State high school for the first time in grade eleven in the 2002–2003 school year and thereafter, other than those students who have received home instruction pursuant to 100.10 of this Part in New York State or who have been enrolled in a registered or non-registered public or nonpublic New York State high school, in order to receive a high school diploma must pass the Regents Comprehensive Examination in English, a Regents examination in mathematics, a Regents examination in United States history and government, and a Regents examination in science, or approved alternatives. The principal may exempt a student from the requirement for the Regents examination in global history and geography ordinarily taken and passed before the date of the student's entry.

(iv) (a) Students who enter a registered New York State high school for the first time in grade twelve in the 2002–2003 school year but prior to the 2004–2005 school year, other than those students who have received home instruction pursuant to section 100.10 of this Part in New York State or who have been enrolled in a registered or non-registered public or nonpublic New York State high school, in order to receive a local high school diploma must pass the Regents Comprehensive Examination in English, a Regents examination in mathematics, and a Regents examination in United States history and government, or approved alternatives. The principal may exempt a student from the requirement for the Regents examination in science and the Regents examination in global history and geography ordinarily taken and passed before the date of the student's entry.

(b) Students who enter a registered New York State high school for the first time in grade twelve in the 2004–2005 school year and thereafter, other than those students who have received home instruction pursuant to section 100.10 of this Part in New York State or who have been enrolled in a registered or non-registered public or nonpublic New York State high school, in order to receive a high school diploma must pass the Regents Comprehensive Examination

in English, a Regents examination in mathematics, and a Regents examination in United States history and government, or approved alternatives. The principal may exempt a student from the requirement for the Regents examination in science and the Regents examination in global history and geography ordinarily taken and passed before the date of the student's entry.

(v) Transfer students who are exempted from taking specific State assessments shall have their transcript and permanent records so annotated.

(e) Accelerated graduation. Notwithstanding any other provisions of this section, students seeking to complete the diploma requirements prescribed by this section in less than four years shall be subject to the diploma requirements applicable to a student who first entered grade nine four years prior to the school year in which the diploma is to be awarded, provided that a student graduating at the end of the fall semester shall be subject to the graduation requirements in effect for the preceding school year. The diploma shall be awarded at the end of the semester in which all requirements are completed. Diplomas shall not be awarded in anticipation that requirements will be met.

(f) Students studying abroad.

- (1) For students pursuing a local diploma and spending a period of time studying in another country, the principal shall evaluate the course work and assign the appropriate units of credit towards a local diploma. A student shall complete all required Regents competency tests, even if such tests would normally be taken during the period of time when the student was studying in another country, provided that the student may take such Regents competency tests upon return to the home school.
- (2) For students pursuing a Regents diploma and spending a period of time studying in another country, the principal shall evaluate the course work and assign the appropriate units of credit towards a Regents diploma only after such student has passed the required Regents examinations upon return to his or her home school. Appropriate units of credit may be assigned towards the fulfillment of the requirements for a Regents diploma, for courses where no Regents examination exists.

Appendix II

ACT, SAT I, and SAT II Test Scores * Acceptable for Meeting Competency Requirements for a Local High School Diploma

<i>Test</i>	<i>Competency in Reading</i>	<i>Competency in Writing</i>	<i>Competency in Mathematics</i>	<i>Competency in Science</i>	<i>Competency in Social Studies</i>
ACT	Reading Test 16	English Test 15	Mathematics Test 16	Science Reasoning 16	See Note Below
SAT I	Verbal 390	Verbal 390	Mathematical 400	The SAT II Test scores that are acceptable for meeting the requirements for a Regents-endorsed diploma in science and/or social studies are also acceptable for meeting the competency requirements in those areas. (See Appendix III.)	

* These scores apply only to students who are eligible to take the Regents competency tests rather than Regents examinations to meet local diploma requirements.

Appendix III

Department-Approved Alternative Examinations

Alternative Examinations in English and Mathematics Acceptable for All Students for Meeting Requirements for a Local or Regents Diploma

The test score(s) indicated below are the minimum acceptable score(s) that can be substituted for a Regents examination score for all students who have successfully completed the course of study for that subject.

<i>Approved Alternative Examination</i>	<i>Minimum Acceptable Score</i>
English	
Advanced International Certificate of Education (AICE) English Examination	E
Advanced Placement Language and Composition Examination	3
Advanced Placement Literature and Composition Examination	3
International Baccalaureate English A1 Standard Level Examination	4
International Baccalaureate English A1 Higher Level Examination	3
Mathematics	
Advanced International Certificate of Education (AICE) Mathematics Examination	E*
Advanced Placement Calculus AB Examination	3*
Advanced Placement Calculus BC Examination	3*
International Baccalaureate Mathematics Studies Standard Level Examination	4*
International Baccalaureate Mathematics Methods Standard Level Examination	4*
International Baccalaureate Mathematics Higher Level Examination	3*
International General Certificate of Secondary Education (IGCSE)	A*
SAT II Mathematics Level IC	470*/490**
SAT II Mathematics Level IIC	510*/550**

* Achieving this score on this mathematics examination may be accepted as equivalent to passing with a 65 the mathematics A Regents examination or the sequential mathematics, courses I and II, Regents examinations.

** Achieving this score on this mathematics examination may be accepted as equivalent to passing with a 65 the sequential mathematics, courses I, II, and III, Regents examinations.

**SAT II Tests Acceptable for Meeting Requirements in
Languages Other Than English, Sciences, and Social Studies
for a Local or Regents Diploma (Depending on Year of Entry to Grade 9)**

The test score(s) indicated below are the minimum acceptable score(s) that can be substituted for a Regents examination score for a student who has successfully completed the course of study for that subject. For example, a student who has successfully completed three years of study in Spanish based on the commencement-level State learning standards for languages other than English may be granted Regents credit in Spanish by attaining a score of at least 460 on each of the two SAT II tests in Spanish.

<i>Approved SAT II Test</i>	<i>Minimum Acceptable Score</i>	<i>Students for Whom Score May Be Accepted</i>
<i>Sciences</i>		
SAT II Biology	540	Entered Grade 9 Prior to the 1999–2000 School Year or Has Already Passed One Regents Examination in Science
SAT II Chemistry	540	All Students
SAT II Physics	530	All Students
<i>Global Studies</i>		
SAT II World History/European History	470	Entered Grade 9 Prior to the 1998–1999 School Year
<i>United States History and Government</i>		
SAT II American History and Social Studies	460	Entered Grade 9 Prior to the 1998–1999 School Year
<i>Languages Other Than English</i>		
SAT II French Listening <i>and</i> French Reading	500/500	All Students
SAT II German Listening <i>and</i> German Reading	470/470	All Students
SAT II Modern Hebrew	490	All Students
SAT II Italian	450	All Students
SAT II Latin	470	All Students
SAT II Spanish Listening <i>and</i> Spanish Reading	460/460	All Students

Appendix IV

Department-Approved ESL Tests

<p>Comprehensive English Language Test for Speakers of English as a Second Language (CELT)</p> <p>Purpose To assess English language proficiency</p> <p>Administration Group</p> <p>Grade Level High school and adult</p> <p>Time 120 minutes</p> <p>Description Three multiple-choice tests: Listening, Structure, and Vocabulary</p> <p>Author(s) David Harris and Leslie Palmer</p> <p>Copyright Date 1970</p> <p>Publisher McGraw-Hill Book Company Princeton Road Hightstown, NJ 08520 (800) 722-4726</p>	<p>Language Assessment Scales Reading, (LAS-R): Forms 3A and 3B</p> <p>To assess reading skills</p> <p>Group</p> <p>Grades 7–12</p> <p>45–55 minutes</p> <p>Five multiple-choice subtests: Synonyms Fluency, Antonyms, Mechanics and Usage, and Reading for Information</p> <p>Sharon E. Duncan and Edward A. De Avila</p> <p>1988</p> <p>CTB/McGraw-Hill 3 Terri Lane, Suite 12 Burlington, NJ 08016 4903 (609) 387-3657</p>	<p>Reading Comprehension Subtest: Language Assessment Battery (LAB), Level IV, Form A or B</p> <p>To assess reading comprehension skills</p> <p>Group</p> <p>Grades 9–12</p> <p>28 minutes</p> <p>Modified cloze items and multiple-choice format</p> <p>New York City Board of Education</p> <p>1982</p> <p>Office of Educational Research New York City Board of Education (718) 349-5600</p>
MINIMUM SCORES		
<p>Years of ESL Instruction</p> <p>1 (10–19 months) Combination of three subtest scores for average total of 30%</p> <p>2 (20–29 months) Combination of three subtest scores for average total of 35%</p> <p>3 (30–39 months) Combination of three subtest scores for average total of 40%</p> <p>4 (40+ months) Combination of three subtest scores for average total of 45%</p>	<p>Standardized Score</p> <p>30</p> <p>60</p> <p>70</p> <p>80</p>	<p>Raw Score</p> <p>26</p> <p>27</p> <p>28</p> <p>28</p>

* These scores apply only to those English language learners who are eligible to demonstrate competency in reading and in writing through alternative procedures to meet local diploma requirements (see *Alternative Testing Procedures for English Language Learners*, page 5).

Appendix V

Testing Requirements for Transfer Students

Transfer Students Who First Entered a New York State School at Any Time During the 1999–2000 School Year and Who Seek Local Diplomas

Entered Grade 12 During the 1999–2000 School Year

If student first entered grade 9 in the 1996–97 school year:	<i>Student Must Pass</i> Comprehensive English RCT in mathematics RCT in U.S. history & government.	<i>Principal May Waive</i> RCT in science RCT in global studies
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Entered Grade 11 During the 1999–2000 School Year

If student first entered grade 9 in the 1997–98 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RCT in U.S. history & government	<i>Principal May Waive</i> RCT in science RCT in global studies
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Entered Grade 10 During the 1999–2000 School Year

If student first entered grade 9 in the 1998–99 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in global history & geography RE in U.S. history & government	<i>Principal May Waive</i> RCT in science
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Entered Grade 9 During the 1999–2000 School Year

If student first entered grade 9 in the 1999–2000 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in global history & geography RE in U.S. history & government Regents examination in science	<i>Principal May Waive</i> No examinations may be waived.
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**Transfer Students Who First Enter a New York State
School at Any Time During the 2000–2001
School Year and Who Seek Local Diplomas**

Entering Grade 12 During the 2000–2001 School Year

If student first entered grade 9 in the 1997–98 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RCT in U.S. history & government	<i>Principal May Waive</i> RCT in science RCT in global studies
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Entering Grade 11 During the 2000–2001 School Year

If student first entered grade 9 in the 1998–99 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics Regents in U.S. history & government	<i>Principal May Waive</i> RCT in science RE in global history & geography
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Entering Grade 10 During the 2000–2001 School Year

If student first entered grade 9 in the 1999–2000 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in global history & geography RE in U.S. history & government Regents examination in science	<i>Principal May Waive</i> No examinations may be waived.
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Entering Grade 9 During the 2000–2001 School Year

If student first entered grade 9 in the 2000–2001 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in global history & geography RE in U.S. history & government Regents examination in science	<i>Principal May Waive</i> No examinations may be waived.
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**Transfer Students Who First Enter a New York State
School at Any Time During the 2001–2002
School Year and Who Seek Local Diplomas***

Entering Grade 12 During the 2001–2002 School Year

If student first entered grade 9 in the 1998–99 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in U.S. history & government	<i>Principal May Waive</i> RCT in science RE in global history & geography
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Entering Grade 11 During the 2001–2002 School Year

If student first entered grade 9 in the 1999–2000 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in U.S. history & government Regents examination in science	<i>Principal May Waive</i> RE in global history & geography
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Entering Grade 10 During the 2001–2002 School Year

If student first entered grade 9 in the 2000–2001 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in global history & geography RE in U.S. history & government Regents examination in science	<i>Principal May Waive</i> No examinations may be waived
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Entering Grade 9 During the 2001–2002 School Year

If student first entered grade 9 in the 2001–2002 school year:	<i>Student Must Pass</i> Comprehensive English Regents examination in mathematics RE in global history & geography RE in U.S. history & government Regents examination in science	<i>Principal May Waive</i> No examinations may be waived.
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* For students first entering grade 9 during the 2000–2002 school year, these rules pertain to the granting of a Regents Diploma.

Appendix VII

Testing Accommodations: Administration of State Examinations Over Multiple Days and Successive Administrations

Sections 100.2 and 200.4 of the Regulations of the Commissioner of Education require that the Individualized Education Program (IEP) for each student with a disability list those testing accommodations necessary to permit the student an equitable opportunity to demonstrate abilities and competencies, and that such accommodations are to be consistently implemented in the recommended educational program. In a similar manner, students determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, who may not require special education or related services, are also entitled to receive testing accommodations based on their §504 Accommodation Plan.

Certain students with disabilities, at the elementary, middle, and secondary school levels, are not able to complete State examinations on the date scheduled for administration due to their physical development and/or management needs. Physical development and management needs are defined in Section 200.1(kk)(2)(i)(c) and (d) of the Regulations of the Commissioner of Education as follows:

Physical development . . . shall mean the degree and quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process.

Management needs . . . shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction.

Therefore, procedures have been established for the administration of State examinations over successive administrations (e.g., January, June, August) or over multiple days (e.g., Monday, Tuesday) during the same administration. A description of the spectrum of accommodations associated with extension of time and adjustment of schedule for State examinations follows:

Standard Administration. The examination is administered and completed by the student on the scheduled day and within the specified time.

Time Extension. The examination is administered on the scheduled day, beginning before the specified time and/or continuing after the specified time on the same day, in a manner ensuring that security of content is maintained.

Successive Administrations. Selected sections of the examination are completed during one scheduled

administration (e.g., in June) and remaining sections are taken during subsequent administrations (e.g., in August and/or January). More information regarding this testing accommodation is presented in the following section.

Multiple Days. Selected sections of the examination are administered **and completed** on the scheduled administration date; remaining sections are administered and completed on the next day(s). More information regarding this testing accommodation is presented on the following page.

Questions regarding the following standards and procedures may be addressed to Barbara Miller of the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), One Commerce Plaza, Room 1624, Albany, New York 12234, (518) 473-2878.

Administration of State Examinations Over Successive Administrations

In unusual instances, a student with a disability may have physical and/or management needs which, even with extended time, preclude completion of a State examination on the scheduled date of administration. In a manner consistent with the student's IEP or §504 Accommodation Plan, the student may take the Regents competency test (RCT) in reading, writing, mathematics, global studies, or United States history and government or the occupational education proficiency examination in introduction to occupations over successive examination administrations. This accommodation is not possible for Regents examinations or other proficiency examinations because of the methodology with which the forms of these tests are equated. Application to the State Education Department for this testing accommodation is not required. However, the school district must notify the Office of State Assessment at least three months prior to the scheduled date for administration. Other important considerations associated with this testing accommodation follow:

- The student may receive time extension for completing the examination section(s) administered during the given administration.
- For each successive administration of a given examination, the current edition of the examination will be administered (e.g., Part A of the RCT in mathematics administered in June, Part B of the RCT in mathematics administered in August).

- Each administration should end at a completed section.
- Students with disabilities who are administered examinations over successive administrations will be permitted to retake sections, if necessary, in order to successfully complete the examination requirement.

Administration of State Examinations Over Multiple Days

This testing accommodation is applicable to all State examinations that are administered at the elementary, middle, and secondary school levels, including those necessary to earn a Regents-endorsed or local high school diploma. **Implementation of this procedure requires prior approval from the State Education Department.**

Application materials must be submitted to VESID at least three months prior to the date of administration. Application materials must include **all** the following:

- A narrative statement from the chairperson of the Committee on Special Education (CSE) or the principal describing the student’s need for this testing accommodation and the manner in which testing accommodations are consistently implemented for the student at school
- A copy of the student’s Individualized Education Program (IEP) or §504 Accommodation Plan
- Evaluations (CSE or §504) that demonstrate the need for this testing accommodation

A determination regarding the authorization of this testing accommodation will be made by VESID. That office will notify the school of its determination. Approval for this testing accommodation will apply to all State examinations administered to the student at the elementary, middle, and secondary school levels without the submission of additional applications to the State Education Department.

This testing accommodation is designed to permit students with severe physical development and management needs an equitable opportunity to demonstrate abilities and competencies. Other important considerations associated with this testing accommodation follow:

- The examination must begin on the established date scheduled for general administration.
- The student may receive time examination for completing the examination section(s) administered during a given day.
- On each day, the student should complete each section begun so that there will be no advance knowledge of upcoming content.
- The principal is responsible for making necessary arrangements for safeguarding examination materials, including storage in an appropriate vault or safe.
- All affirmations required of the student, proctor(s), principal, and parent/guardian must be completed.

NOTE: *In extraordinary circumstances, when the above procedure does not seem to reasonably accommodate the individual needs of a student with a disability, school personnel should contact the Office of State Assessment to discuss possible actions which may be authorized.*

Appendix VIII

Sample Letter to Parents

The sample letter below illustrates the type of information that schools must provide the parent(s) or guardian(s) of students who fail a Regents competency test or Regents examination that a student must pass to earn a local diploma. When appropriate, the letter should be written in the native language of the parent(s).

Dear (Mr. and Mrs. Smith):

Your (son John) took the sequential mathematics, course I, examination on (date) and earned a score of (48) of a possible score of 100.

(John's) score indicates that (he) is not able to demonstrate the level of proficiency in mathematics that is required for a high school diploma.

In order to assist (John) to meet State standards, we are placing (him) in an academic intervention services program. These services are as follows:

If you have any questions about (John's) test score or (his) academic intervention services program, or about how you can help (him) improve in mathematics, please call (Mr. Johnson) at (telephone number).

Sincerely,

(School Administrator)

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