

## **Directions for Administering and Scoring Component Retests May 13–19, 2009**

### **INTRODUCTION**

This booklet contains information schools need for administering and scoring component retests. All proctors who will be administering component retests must be given a copy of this booklet several days in advance of the component retest dates so they can have sufficient time to familiarize themselves with its contents.

Additional information concerning the component retesting program is available on the Department's web site, <http://www.emsc.nysed.gov/osa/component.html>.

The publications *Information Booklet for Administering and Scoring the Component Retests in English* and *Information Booklet for Administering and Scoring the Component Retests in Mathematics A* contain detailed information concerning those component retests. These publications are posted on the Department's web site and are sent to all schools requesting the component retests. Give copies of these publications to the proctors and teachers involved in the administration and scoring of these tests several days in advance of the component retesting period.

### **CONDUCTING THE COMPONENT RETESTS**

#### **Preparation of the Test Room**

Make sure that the room in which component retests will be administered is well lit, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions.

If component retests are to be administered in a classroom, the teacher using the room should make sure that it has been properly prepared. Desks and shelves under the desks must be clear of all books, papers, and other materials. Charts on the walls and all chalkboard work pertinent to the subject being tested must be completely covered or removed.

Make arrangements in advance to seat the students so that each student is clearly visible to the proctor at all times and so that there is the least possible opportunity for any communication between students. The seating of students in alternate rows is recommended.

#### **Materials Provided by Students and the School**

Inform students before the days of the test that they are expected to provide their own pens, pencils, and erasers. A straightedge (ruler) and a compass must be available for the exclusive use of each student while taking the component retests. Inform them also about the use of calculators. This booklet provides information about the use of such materials.

#### **Use of Calculators**

Each student taking the Component Retests in Mathematics A must have a scientific calculator available for his or her exclusive use during the entire scheduled time for the examination. Since students are *not* permitted to use printed trigonometric and logarithmic reference tables during this examination, scientific calculators *must* have these features. Graphing calculators without symbol manipulation are

permitted but not required. When students enter the testing room, clear, reset, or disable the memory of any calculator with programming capability.

If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Remove or disable any applications that have been added to graphing calculators. Students may *not* use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination.

### **Use of Communications Devices**

Students may not use any communications device while taking a State examination, either in the room where the test is being administered or while on a supervised break (such as a restroom visit). Such devices include, but are not limited to, cellular telephones, pagers, CD and audiocassette players, radios, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones, or earplugs. Specific instructions for proctors on this topic are provided on pages 5 and 6.

### **Administering Component Retests to Students with Disabilities**

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Educational Program (IEP) or Section 504 Accommodation Plan (504 Plan) when they take component retests. Under certain circumstances, principals may authorize special accommodations for general education students taking component retests. *Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations, School Administrator's Manual, 2008 Edition*, Section Two, pages 15–16, provides the guidelines to be followed in such circumstances. This document is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/sam/secondary/home.html>. A full report of each such authorization should be sent to the Department at the end of the component retest period.

*Large-Type Component Retests.* In general, administer large-type component retests according to the same procedures as those used for regular component retests. Large-type component retests are exact reproductions (136% enlargements) of the regular component retests. They have the same directions, questions, etc., as the regular component retests. They may be administered in the same room, at the same time, and with the same directions as those used for the regular component retests.

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

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

*Reader-Administered Component Retests.* The proctor must use the regular test booklet when reading a test to a student with a disability. The principal should provide the proctor with a test booklet one hour in advance of the required starting time so that the proctor can become familiar with the test questions before reading them to the student.

In cases where test questions are to be read, the entire test must be read, including reading passages, questions, and multiple-choice questions. The test must be read in a neutral manner, without intoning, 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.

### **Administering Examinations to Limited-English-Proficient (LEP) Students**

Schools may provide the following testing accommodations to LEP students:

- *Time Extension.* Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- *Separate Location.* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer component retests to LEP students individually or in small groups in a separate location.
- *Third Reading of Listening Selection.* Proctors may read the listening selection (Modules 1 and 2) of the Component A Retest in Comprehensive English a third time to LEP students before they are instructed to look at the constructed-response questions. Students may take notes during all three readings.
- *Bilingual Dictionaries and Glossaries.* LEP students may use bilingual dictionaries and glossaries when taking any of the component retests. They may also use electronic or digital translators. The bilingual dictionaries and glossaries and translating devices may provide only direct translations of words. Bilingual dictionaries and glossaries and translating devices that provide definitions or explanations are *not* permitted.
- *Translated Editions.* The Component Retests in Mathematics A are available in Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish translations. Schools should provide each LEP student with either the English edition or a translated edition of the test, whichever is better for that student. LEP students may also use both an English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- *Oral Translation for Lower Incidence Languages.* Schools may provide LEP students with an oral translation of the Component Retests in Mathematics A when there is no written alternative language edition in the student’s first language. This accommodation is not permitted for the Component Retests in English. All translations of the Component Retests in Mathematics A must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the component retests *one hour* prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies and the Bilingual/ESL Technical Assistance Centers (BETACs) can help schools locate suitable translators.
- *Writing Responses in the Native Language.* LEP students may write their responses to questions on the Component Retests in Mathematics A in their native language. This accommodation is not permitted for the Component Retests in English. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the BETACs can help schools locate persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

### **Former LEP Students**

Effective September 2008, schools also may provide the test accommodations listed above under the heading “Administering Examinations to Limited-English-Proficient (LEP) Students” only to former LEP students who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2007 or Spring 2008. These accommodations may not be provided to former LEP students who were identified as English language proficient prior to the 2007 NYSESLAT administration.

### **Use of Answer Sheets**

Students must record their responses to all questions on the component retests on the pages allotted for this purpose within the component retest booklets. Schools may not substitute other answer sheets for any portions of the component retests. Students with disabilities may record their responses in an alternative manner only if a revised method of recording responses is included as a testing accommodation in a student’s IEP or 504 Plan.

### **Time Regulations**

The specific hours during which component retests must be administered are indicated on the test schedule and on the test booklets themselves. For May 2009, the Component Retests in English are scheduled for 9:00 a.m.; the Component Retests in Mathematics A are scheduled for either 11:00 a.m. or 1:00 p.m., depending on the specific component being tested. To allow sufficient time for giving directions and distributing test materials, students should be instructed to be in their seats at least 15 minutes before the time specified for starting each test.

Schools may, at the discretion of the principal, adjust the start time for the component retests by no more than 15 minutes earlier or later than the specified time. Regardless of the starting time, schools may not permit students to spend more than the allotted 50 minutes working on each component retest booklet. Schools may not, under any circumstances, permit students to leave the test room before the Uniform Statewide Admission Deadlines listed below.

#### **Uniform Statewide Admission Deadlines**

<b>Test Time</b>	<b>Admission Deadline</b>
9:00 a.m.	9:30 a.m.
11:00 a.m.	11:30 a.m.
1:00 p.m.	1:30 p.m.

Schools must admit to the test all students who arrive at the test room before the Uniform Statewide Admission Deadline, even if the students arrive after the starting time scheduled by the school. Students who arrive after the Uniform Statewide Admission Deadline but who have been under the supervision of school personnel since the admission deadline should also be admitted, as long as the principal is certain that the students did not have an opportunity to exchange information with other students who had already left the test. Do not admit students who arrive after the deadline and who have not been under the supervision of school personnel since the deadline.

The purpose of the Uniform Statewide Admission Deadline is to eliminate any possibility of the exchange of information between students at different test centers. All school personnel must strictly comply with these regulations.

Latecomers for component retests generally are not entitled to have the closing time extended. However, if students started a component retest late because of extenuating circumstances beyond their control, the principal may authorize an extension of closing time of the component retest for those students. Further, when a component retest is administered under special conditions to a student who is injured or ill or who has a disability, the principal has the discretion to extend the time in order to allow the student reasonable time to complete the component retest under the special test conditions. Please refer to Section Two, pages 15-16 of the *School Administrator's Manual* for more specific information about such situations.

### **Distribution of Teacher Dictation Copies**

Distribute the Teacher Dictation Copies for the Component A Retest in English, which tests listening skills (May 13 and 14, 2009), one hour before the scheduled starting time to the teachers who will administer the test. This will give the teachers sufficient time to familiarize themselves with the materials in the Teacher Dictation Copies before the beginning of the test.

### **Supervision of Students**

1. *Identification of Students.* Schools must verify the identity of each student entering the testing room, especially students who are not enrolled in the school in which they are taking component retests. Keep accurate records of the students who take each test so that it will be possible to confirm the presence or absence of a student for each test that is administered.
2. *Checking for Unauthorized Materials.* Maintain close supervision of students who are taking component retests at all times during the testing session. When students enter the testing room, inspect all materials they bring into the room to make sure that the materials do not contain any unauthorized notes or printed material that would give the student an unfair advantage. See "Materials Provided by Students and the School" (page 1) for a list of materials that students may bring into the testing room.
3. *Obtaining Information from or Giving Information to Other Students.* Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their component retests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students' component retests. At the conclusion of the examination, all suspected acts of fraud must be reported to the principal. No score may be earned by a student who, in the judgment of the principal, has attempted to obtain aid from or give aid to another student or has otherwise committed fraud during the component retests.
4. *Student Use of Communications Devices.* At the beginning of each component retest, proctors must read the following statement to all students:

You may **not** use any communications device while taking a State examination, either in the room where the test is being administered or while on a supervised break (such as a restroom visit). Such devices include, but are not limited to, cellular telephones, pagers, CD and audiocassette players, radios, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones, or earplugs.

If your cell phone rings or vibrates, you may not look at or answer it. You may not send, receive, or look at text messages. If your pager beeps or vibrates, you may not look at it. You must therefore turn these and other such devices **OFF right now and secure them underneath your desk** [or in the location specified by the principal]. You must not turn such devices back on until you have completed your examination, handed it in, and left the examination room. Your examination will be invalidated and no score will be calculated for you if you use any such device or related communications technology for any reason under any circumstances, or if you wear headphones while in the testing room.

For Principals and Proctors:

- a. Any student observed to be using any communications device while taking a State examination must be directed to turn the device off and put it away immediately. In order to allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination. The incident must be reported promptly to the school principal. If the principal determines that the student was using a communications device during the test administration, the student's test must be invalidated; no score may be calculated for that student.
- b. The incident must be reported in writing to the Office of State Assessment, as is the case for all testing irregularities, misadministrations, or other violations of State testing policies and procedures. This report may be sent via fax to 518-474-1989.

Note: Some students with disabilities may use certain recording/playback devices ONLY IF this accommodation is specifically required as a provision of the student's IEP or 504 Plan. If not, the general policy on communications devices as provided above is in effect, and the school may not allow the use of any such equipment.

5. *Aid to Students.* No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while a test is in progress. In response to inquiries by students concerning the meaning or interpretation of questions, proctors should advise students to use their own best judgment.
6. *Clock.* A clock should be in sight of all students. If this is not possible, it is the duty of the proctors to indicate the time on the chalkboard at intervals not exceeding 15 minutes throughout the testing period.
7. *Temporary Absence from Testing Room.* Do not permit any student to leave and then return to the testing room during any session of the test unless the student is accompanied by a proctor. Students who withdraw from the sight of the proctor during any component retest session must have their tests for that session terminated. Any test paper that is removed from the testing room without authorization must be invalidated.
8. *Emergency Evacuation of a School Building.* You may be required to evacuate a school building during a test because of an emergency such as a fire alarm or a bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, extend the time for the test so that the students will be allowed their full time for the test.
9. *Preserving Integrity of Students' Responses.* No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

### **Student Declaration**

Each student taking a component retest 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 each test is printed on the answer paper. Check to be sure that each student has signed the declaration before the student leaves the test room. Do not score test papers lacking a signed declaration until the student's signature has been obtained.

## **Fraud**

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

A student should be considered as having committed fraud only when there is evidence that the student attempted to either obtain or give aid while taking a test. If a student violates one of the prescribed State and/or local policies for taking component retests, but did not attempt to either obtain or give aid, the student should not be accused of fraud. For example, if a student leaves the testing 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 testing room without permission and not for having committed fraud.

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

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

## **Directions to Students**

Before a component retest begins, advise students:

- to remove all books, notes, or other aids from their reach or sight during the test;
- to read the questions carefully and to follow instructions;
- to make sure that they have completely filled in the heading on the front cover of the test booklet (Component Retests in Mathematics A only) and on the answer sheet or answer booklet;
- to use a pen in writing their answers except when making drawings and diagrams;
- not to use red ink or red pencil;
- not to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer;
- to sign the student declaration at the proper time;
- that any attempt to either obtain or give aid will result in the termination of their component retests; and
- that the use of any communications device such as a cell phone or pager is prohibited and will result in the invalidation of their component retests.

## DIRECTIONS FOR SPECIFIC COMPONENT RETESTS

### Component Retests in English

The Component Retests in English (A and B) are administered in five 50-minute sessions on five consecutive school days (May 13–19, 2009). To complete the component retests and earn an official component retest score, students must sit for at least four of the five sessions. For each session, distribute one component retest booklet, face up, to each student. **Instruct the students to check that they have the correct test booklet for the subject, date, and time.** Distribute scrap paper to each student but do not use essay booklets that were provided for the Regents Comprehensive Examination in English. The format of the component retests differs from that of the Regents Examination, and all students are to record all of their responses on the detachable answer sheets incorporated into the component retest booklets.

Instruct the students to read the directions on the cover of the test booklet, and to detach the answer sheet(s) on which they are to record their answers. Instruct the students to complete the heading on the answer sheet(s).

Both Module 1 (May 13, 2009) and Module 2 (May 14, 2009) of the Component A Retest in English include a listening section. The specific directions for administering the listening sections are in the Teacher Dictation Copies provided for Module 1 and Module 2 of the Component A Retest.

You must conclude each component retest session exactly 50 minutes after its actual starting time. For Modules 1 and 2 of the Component A Retest, the starting time is the time when the proctor begins the administration of the listening section. If students still remain at the end of the 50-minute period, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets. Then collect the test booklets and dismiss the students.

The publication *Information Booklet for Administering and Scoring the Component Retests in English* provides further information about the administration and scoring of this test.

### Component Retests in Mathematics A

The component retests for each of the four components in Mathematics A are administered in two 50-minute sessions on two consecutive days. (See the Component Retesting Schedule for specific dates and times.) To complete the test, students must complete both sessions of the retest for the component on which the student is retesting. Students retesting in two components must complete all four sessions (two per component) to complete the test.

Each student taking the Component Retests in Mathematics A must have a calculator, a straightedge (ruler), and a compass available for his or her exclusive use during the entire 50-minute session of each Module.

Distribute one test booklet, face up, to each student. **Instruct the students to check that they have the correct test booklet for the subject, component (4, 5, 6, or 7), date, and time.** Instruct the students to read the directions on the cover and detach the answer sheet on which they are to record their answers to Part I. Instruct the students to complete the heading on both the answer sheet and the test booklet cover.

Make sure that students understand that they are to record their answers to Part I on the separate, detachable answer sheet and to write their answers and work for Part II in the test booklet. When all students understand these directions, instruct them to begin the test.

You must conclude each session exactly 50 minutes after the actual starting time. Instruct any students who remain at the end of this time to stop working, sign the declaration, and put their pens down. Collect the answer sheets and test booklets and dismiss the students.

The publication *Information Booklet for Administering and Scoring the Component Retests in Mathematics A* provides further information about the administration and scoring of this test.

## **RATING COMPONENT RETESTS**

### **General Information**

The four-point extended responses (Component A – Modules 1 and 2; Component B – Modules 4 and 5) for the Component Retests in English must be rated by at least two teachers. Two-point short responses and multiple-choice questions for the Component Retests in English may be rated by a single teacher. The rating of all responses for the Component Retests in English must conform to the procedures described in the publication *Information Booklet for Administering and Scoring the Component Retests in English*. Answer papers for the Component Retests in Mathematics A must be rated by a committee of at least three teachers following the procedures described in the publication *Information Booklet for Administering and Scoring the Component Retests in Mathematics A*.

### **Rating Test Papers**

When answer papers are handed in, they must not pass from the custody of the teachers, nor may they be removed from the school building, until the rating has been completed and the test scores have been recorded on students' permanent records. Teachers must use red pen or red pencil. In the scoring of multiple-choice questions, teachers must distinctly mark all incorrect and omitted answers. For the component retests in English, if the total score includes a fraction of  $\frac{1}{2}$ , round to the next whole number. Teachers must clearly write their initials on each answer paper they rate.

Teachers must rate in strict accordance with the rating materials the Department provides. They may allow credit for other answers only if those answers are clearly equivalent to the key answer. Teachers must obtain permission from the Department before giving students credit for any answer that is not clearly equivalent to the key answer. Teachers may not give credit for answers that can be considered merely "possible" or "reasonable."

In the interest of uniform rating standards, all teachers rating component retests must be thoroughly familiar with the rating instructions the Department provides. On or about May 20, 2009, rating materials for all of the component retests will be available on the Department's web site at: <http://www.emsc.nysed.gov/osa/component.html>. Schools will *not* be sent paper copies of the rating materials. Schools must print copies of these materials and make sufficient copies for each rater. The rating guides contain the directions for rating multiple-choice and short-answer questions and for rating the extended-response portions of the test.

To earn an official score on a Component Retest in English, a student must complete at least four of the five sessions comprising that component retest. To earn an official score on a Component Retest in Mathematics A, a student must complete both sessions for that component. Students required to take retests for two components in Mathematics A must complete all four sessions to earn official test scores. Students who take fewer component retest sessions than specified here are considered to have withdrawn from that component retest, and the school may not enter a component retest score(s) in their permanent records. Nevertheless, teachers should rate the papers written by those students in order to have some feedback on the students' test performance.

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records.

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

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

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

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

### **Component Retest Scores**

Unlike the scores earned on Regents Examinations, final scores for the component retests cannot be calculated on a 0–100 scale. For each component retest, the student's final test result will be one of three possible score ranges:

- *Score range 65 and above*

A component retest result of *score range 65 and above* is equivalent to a score of 65 on a Regents Examination and satisfies the State testing requirement for a local or a Regents diploma. Students who are required to take retests in two components in Mathematics A must achieve a result of *score range 65 and above* on both components to achieve the equivalent of 65 on the Regents Examination in Mathematics A.

- *Score range 55–64*

A component retest result of *score range 55–64* is equivalent to a score between 55 and 64 on the corresponding Regents Examination and may satisfy the State testing requirement for a local diploma for students who are eligible as provided in Section 100.5 of the Regulations of the Commissioner of Education. Students who are required to take retests in two components of Mathematics A must achieve a component retest result of *score range 55–64* (or higher) on both components to earn the equivalent of a score between 55 and 64 on the Regents Examination in Mathematics A.

- *Score range below 55*

A component retest result of *score range below 55* is equivalent to a score below 55 on the corresponding Regents Examination. This result does not satisfy the State testing requirement for either a local or a Regents diploma.

### **Recording Component Retest Scores**

The Department does not keep any records of State test scores. Therefore, it is essential that schools maintain a complete and accurate permanent record for each student. Each time a student takes a State examination or component retest at the scheduled time under proper supervision, the school must enter the name of the test, the date of the administration, and the score on the student's permanent record, unless the score has been canceled because of fraud or use of a communications device. The title specified in the permanent record for a student taking the May 2009 component retests is Component Retest in English or Component Retest in Mathematics A, followed by the specific components taken, Component A or Component B for English and Component 4 and/or 5 and/or 6 and/or 7 for Mathematics A. Regardless of the score range earned by a student on a May 2009 component retest, school personnel should not adjust in any manner the scores previously earned by the student on any Regents Examination or component retest already entered in the student's permanent record.