



Barbara M. Wallis, Bureau Chief
Test Administration and Communications
Office of State Assessment

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TO: Principals of Public, Nonpublic, and Charter Secondary Schools
FROM: Barbara M. Wallis *Barbara M. Wallis*
SUBJECT: Component Retesting: Identifying the Appropriate Components
for Eligible High School Students

This memorandum explains the procedures that schools must follow to determine which students are eligible to participate in the Component Retesting in Comprehensive English and in Integrated Algebra in May 2010, and which components they will take. The May 2010 Component Retests may be administered only to students who meet the eligibility criteria explained below and who have not yet earned a score of 65 or higher on the regular Regents Examination.

DETERMINING ELIGIBILITY FOR COMPONENT RETESTING

To be eligible for component retesting in Comprehensive English in May 2010, a student *must* be a high school senior and must have done the following:

- taken the complete Regents Comprehensive Examination in English at least twice **and** earned a score of 48 or higher on at least one of the two complete examinations taken most recently.

To be eligible for component retesting in Integrated Algebra, the student must be a *junior or senior* and **must have done the following:**

- taken the Regents Examination in Integrated Algebra at least twice, **AND**
- earned a score no lower than 48 on at least one of the two Regents Examinations in Integrated Algebra taken most recently. Any junior or senior who has not scored at least 48 on at least one of his or her last two Regents Examinations in Integrated Algebra is not eligible for component retesting and must retake the entire examination.

IDENTIFYING WHICH COMPONENT(S) A STUDENT SHOULD TAKE

General Guidelines for All Component Retests

Component retesting requires the school to identify and address patterns of weakness in the performance of its students who have failed the Regents Examinations in either Comprehensive English or Integrated Algebra at least twice. First, review each eligible student's level of achievement on the two examinations in that examination title the student has taken most recently, and identify which component(s) were weaker on each of the examinations. Then apply the general considerations and specific guidelines that follow:

First consideration: If the eligible student's weaker component was the *same* component on both examinations, retest the student on that component.

Second consideration: If the eligible student's weaker component was a *different* component on each of the examinations, retest the student on the weaker component from the more recent examination.

Third consideration: If the eligible student's recent achievement in tasks related to a weak component has shown improvement, as demonstrated by classroom tests, etc., retest the student on that component.

Specific Guidelines for Comprehensive English

The Regents Comprehensive Examination in English has two component retests: Component A, which corresponds to Session One of the examination, and Component B, which corresponds to Session Two. Each component consists of five modules (test sessions), administered on successive days, as detailed in the enclosed schedule. The selection process described below refers to the *Worksheet for Component Retesting in Comprehensive English* (DET 208) that accompanies this memorandum.

Steps in the Selection Process for Components in Comprehensive English

1. Assemble the senior's answer papers for the two examinations taken most recently (or other documents that show the scores for each part of the examination).
2. Complete **Table I—Examination Data Table on the Worksheet for Component Retesting in Comprehensive English**. Compare the senior's score on each session to the criterion score given in **Table II—Criterion Scores for Components of the Regents Comprehensive Examination in English**.¹ Place a check mark in the Weak Component(s) row of Table I for each component for which the senior's score is lower than the criterion score. This determines the "weakness pattern" for Step 3.
3. Determine which component to administer based on **Table IV—Weakness Pattern/Identifying Component for Retesting**. Enter that information on Table I.

Specific Guidelines for Integrated Algebra

The Regents Examination in Integrated Algebra is a measure of student performance on five content strands. Component retests are provided for three of these strands: Algebra (Component A), Geometry (Component G), and Statistics and Probability (Component S). Each Component Retest consists of two modules (test sessions), given on two successive days, as indicated on the enclosed schedule.

¹ If you have no data other than the senior's final examination score, use **Table III—Determining Weaker Components When Complete Examination Data Are Unavailable** to help you determine which component is weaker. This table appears on page 3 of the enclosed *Worksheet for Component Retesting in Comprehensive English* (DET 208).

The component(s) that a student must take depends on the higher of the scores that the student earned on the last two Regents Examinations in Integrated Algebra as described below:

- If the student's higher score is between 55 and 64, the student must take the Algebra Component (Component A) only.
- If the student's higher score is between 48 and 54 the student must take the Algebra Component (Component A). In addition, the student must also take his or her weaker component: Geometry (Component G) or Statistics and Probability (Component S).

The selection process described below refers to the *Worksheets for Component Retesting in Integrated Algebra* (DET 212) that accompanies this memorandum.

Steps in the Selection Process for Components in Integrated Algebra

For Juniors and Seniors Whose Higher Score is Between 55 and 64:

1. On the *Worksheets for Component Retesting in Integrated Algebra*, skip to page 5 to complete **Junior/Senior Worksheet 2A, Table B—Regents Examination in Integrated Algebra Data Table**. Enter the Date and the Final Score of the Next Most Recent and Most Recent Regents Examinations in Integrated Algebra.

For Juniors and Seniors Whose Higher Score is Between 48 and 54:

1. Assemble the junior or senior's answer papers for the two Regents Examinations in Integrated Algebra the student took most recently (or other documents that show the credits earned for each question on the Regents Examination in Integrated Algebra).²
2. On the *Worksheets for Component Retesting in Integrated Algebra*, complete Junior/Senior Worksheet 1 by filling in the relevant information on **Table A—Regents Examination in Integrated Algebra Map to Core Curriculum/Criterion Scores for Components** for students who took the Regents Examination in Integrated Algebra at least twice. Compare the sum of the credits earned by the student on each of the two components to the criterion score provided in Table A for that component. Place a check mark in the Weak Component(s) row of Table A for each of the two components for which the eligible junior or senior's score is lower than the criterion score.
3. Copy the pertinent information from Junior/Senior Worksheet 1 to Junior/Senior Worksheet 2B located on page 6. Use **Table D—Weakness Pattern/Determining Component(s) for Retesting** on page 8 to determine the component(s) to retest. Enter that information on **Table B**.

RECORDKEEPING

You must keep a copy of the completed worksheets for each eligible junior or senior who participates in component retesting on file in your school for at least one year beyond the date of the component retesting. At the conclusion of the May 2010 Component Retesting, selected schools will be required to submit the completed worksheets for each participating student to the Department's contractor, Measurement Incorporated, for Department review.

² If you have no data other than the junior or senior's scaled score, use **Table C—Determining Weaker Component(s) When Complete Examination Data Are Unavailable** to help you decide which component is weaker. This table appears on page 7 of the enclosed *Worksheets for Component Retesting in Integrated Algebra* (DET 212).