

## Directions for Administering Regents Examinations June and August 2014 Administrations

### INTRODUCTION

All proctors who will be administering Regents Exams must be given a copy of this booklet several days in advance of the Regents Exam period so they can have sufficient time to familiarize themselves with its contents. Additional information concerning New York State's secondary-level assessment programs can be found in the *School Administrator's Manual* which is available on the Department's web site at <http://www.p12.nysed.gov/assessment/sam/secondary/>.

Six publications (Information Booklets) provide detailed information concerning the scoring of Regents Exams administered in June and August in the following subject areas: English Language Arts (Common Core); Comprehensive English; Algebra I (Common Core); Mathematics (2005 Standards); the Sciences; Global History and Geography; and United States History and Government. These publications are also available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>. Schools must print sufficient copies to provide to the teachers involved in the scoring of these exams several days in advance of the Regents Exam period.

### CONDUCTING THE EXAMS

The Test Security Unit has issued a memorandum on Important Test Security Information. Please see page 19.

#### Preparation of Exam Room

The room in which exams are administered should be well lit, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions.

If exams are to be administered in a classroom, the room must be properly prepared. Clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all charts or maps pertinent to the subject being tested and erase or cover all board work.

Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be no opportunity for any unobserved communication between students. Seating of students in alternate rows is recommended.

#### Materials Provided by Students and the School

Inform students before each exam that they are expected to provide their own pens, pencils, erasers, and rulers. Inform them also about the use of calculators and bilingual dictionaries and glossaries. This booklet provides information about the use of such materials.

The Department does not provide printed copies of the essay booklets for the Regents Exams in English Language Arts (Common Core), Comprehensive English, Global History and Geography, or United States History and Government. Schools must print sufficient copies to provide one to each

student. The essay booklets are available on the Department's web site at <http://www.p12.nysed.gov/assessment/resources/>.

The Department does not provide printed copies of the regular and translated-edition science reference tables. Schools are required to use the online versions to print sufficient copies to supply one clean copy of the reference table to each student during the administration of the exam. Additional information can be found later in this booklet under "Directions for Specific Exams." Additional information, including the online versions of the reference tables, is also available at <http://www.p12.nysed.gov/assessment/reftable/>. Note that the Department will continue to provide schools with the braille and large-type editions of reference tables in the shipment of secure test materials.

Schools must also provide other materials required by students, such as scrap paper and coordinate graph paper for students who need to change their work on graphs on the mathematics Regents Exams.

### **Use of Calculators**

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

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 any applications that have been added to graphing calculators. Students may **not** use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the exams. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example, factoring, expanding, or simplifying given variable output).

*Mathematics Regents Exams.* Each student taking the Regents Examinations in Integrated Algebra, Algebra I (Common Core), Geometry, or Algebra 2/Trigonometry must have a graphing calculator without symbol manipulation.

*Science Regents Exams.* For the Regents Examination in Living Environment, all students who wish to use a four-function or scientific calculator must have one. Each student taking the Regents Examinations in Physical Setting/Chemistry and Physical Setting/Earth Science must have a four-function or scientific calculator. Students are not permitted to use graphing calculators when taking the Regents Examinations in Living Environment, Physical Setting/Chemistry, or Physical Setting/Earth Science. Each student taking the Regents Examination in Physical Setting/Physics must have a scientific or graphing calculator.

### **Administering Exams to Students with Disabilities**

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when they take State exams. Under certain circumstances, special accommodations may be made for general education students taking State exams. The guidelines to be followed in such circumstances are provided in "*Students Who Incur Disabilities Shortly Before Test Administration*" in Section Two of the [\*School Administrator's Manual\*](#).

*Large-Type Exams.* In general, large-type exams should be administered according to the same procedures used for regular exams. Large-type exams are exact reproductions (136% enlargements) of the regular exams. They have the same directions, questions, etc., as the regular exams. They may be

administered in the same room, at the same time, and with the same directions used for the regular exams.

*Braille Exams.* The braille exams require no special directions to students. The proctor administering a braille exam does not need to be able to read braille. The exam booklet provides the student with complete directions and descriptions. Special restricted braille editions are provided for the Regents Examinations in Living Environment, Physical Setting/Earth Science, and Physical Setting/Physics. For these restricted braille editions, the machine scannable answer sheets provided by the Regional Information Centers (RICs) and large-city scanning centers are not suitable. The questions on all other braille exams are the same as those on the printed exams with certain exceptions, which are described in the next paragraph. The questions are numbered the same as those on the printed exams. Braille editions of the Regents Examinations in Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics incorporate the material from the separate secure answer booklets in the regular editions directly into the braille exam booklets. Separate or special answer sheets are not provided with copies of braille editions of Regents Exams. Students may use any special equipment that they use in the classroom to take the test, such as special rulers, protractors, and calculators. The student may answer the questions in any manner appropriate and familiar to the student. The student may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When the Department transcribes an exam into braille, questions that contain material that cannot be reproduced in a manner understandable to a blind student are modified. The questions are reworded or replaced with questions that measure skills similar to those measured by the original questions. Unless otherwise noted, the scoring key provided by the Department can be used for both the printed and braille editions of the exam. Separate scoring keys are provided for the braille editions of the Regents Examinations in Living Environment, Physical Setting/Earth Science, and Physical Setting/Physics.

*Reader-Administered Exams.* A proctor should use the regular exam booklet when reading an exam to a student with a disability. The principal should provide the proctor with an exam booklet *one hour prior* to the required starting time so that the proctor can become familiar with the exam questions before reading them to the student.

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

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

*Reference Materials for Regents Exams.* Provide for students with disabilities all information normally provided to students. All reference materials for Regents Exams—tables, charts, and graphs—are available in large type and braille. These materials will be supplied with the braille or the large-type exams. When reading a test to a student in accordance with the student’s IEP or 504 Plan, the proctor may read the required reference information to the student as long as this does not give the student an unfair advantage. Students may **not** use English language dictionaries, either printed or electronic.

## Administering Exams to English Language Learners

Schools may provide the following testing accommodations to English language learners.

- *Time Extension.* Schools may extend the test time for English language learners. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus half that amount), in accordance with their best judgment about the needs of the English language learners. Principals should consult with each student’s classroom teacher in making these determinations.
- *Separate Location.* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer Regents Exams to English language learners individually or in small groups in a separate location.
- *Third Reading of Listening Section.* Proctors may read the listening passage (Part One) of the Regents Comprehensive Examination in English a third time to English language learners.
- *Bilingual Dictionaries and Glossaries.* English language learners may use bilingual dictionaries and glossaries when taking Regents Exams. The bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are **not** permitted.
- *Simultaneous Use of English and Alternative Language Editions.* For Regents Exams for which the Department provides direct written translations, English language learners may use both an English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language editions of the RCTs provided by the Department are often **not** direct translations of the English language editions: students may **not** be given both. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- *Oral Translation for Lower Incidence Languages.* Schools may provide English language learners with an oral translation of a Regents Exam when there is no translated edition provided by the Department. This accommodation is permitted for State exams in all subjects **except** English/English Language Arts. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests *one hour prior to* administration. The Department’s Office of Bilingual Education and Foreign Language Studies (phone: 518-474-8775) and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. A list of RBE-RNs is available at <http://www.p12.nysed.gov/biling/bilinged/betac.html>.
- *Writing Responses in the Native Language.* English language learners making use of alternative language editions or of oral translations of Regents Exams may write their responses to the open-ended questions in their native language. This accommodation is permitted for State exams in all subjects except English. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

## Former English Language Learners

Schools also may provide the testing accommodations listed above under the heading “Administering Exams to English Language Learners” only to former English language learners 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 2012 or Spring 2013. These accommodations may not be provided to former English language learners who were identified as English language proficient prior to the 2012 NYSESLAT administration.

## **Use of Machine-Scorable Answer Sheets**

A sample of schools statewide has been selected for and received notification of their selection for a score collection project to support the standard setting of the June 2014 Regents Examination in English Language Arts (Common Core). Similarly, a separate sample of schools statewide has been selected for and received notification of their selection for a score collection project to support the standard setting of the June 2014 Regents Examination in Algebra I (Common Core). For the exam for which a school has been selected, the school will administer the exam using answer sheets that were provided by the Department's contractor, Data Recognition Corporation. Data Recognition Corporation will also be providing scanning services for only those answer sheets that it has furnished to the schools participating in either of these score collection projects.

With the exception of selected school participation in either of the score collection projects explained above, schools must make arrangements for answer sheets and exam data processing services for **all** Regents Exams. The Department does not provide answer sheets for any of the Regents Exams. All schools are required to arrange to receive their answer sheets and exam data processing services from a RIC or a large-city scanning center. The standardized scannable answer sheets provided by the RICs and large-city scanning centers are the only answer sheets that schools are permitted to use for the Regents Exams.

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

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

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

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

## **Time Regulations**

The exam schedules and the exams themselves indicate the specific hours during which Regents Exams must be administered. June exams are scheduled for 9:15 a.m. or for 1:15 p.m. August exams are scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing exam materials, instruct students to be in their seats at least 15 minutes before the time specified for starting each exam.

At the discretion of the principal, schools may begin Regents Exams earlier than the specified time. Regardless of the starting time, do not permit any student under any circumstances to hand in his or her test materials and leave the exam room before the Uniform Statewide Admission Deadline. For the June administration, the Uniform Statewide Admission Deadline is 10:00 a.m. for the morning session and 2:00 p.m. for the afternoon session. For the August administration, the Uniform Statewide Admission Deadline is 9:15 a.m. for the morning session and 1:15 p.m. for the afternoon session.

The school must admit all students who arrive at the exam room before the Uniform Statewide Admission Deadline, even if the students arrive after the starting time scheduled by the school. Students who arrive at the exam after the Uniform Statewide Admission Deadline but who have been under the supervision of school personnel since the admission deadline should be admitted to the exam if the principal is certain that the student did not have an opportunity to exchange information with other students who had already left the exam. 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 exams centers. All school personnel must strictly comply with these regulations.

Latecomers for Regents Exams are not generally entitled to have the closing time extended. However, if students started an exam late because of extenuating circumstances beyond their control, the principal is permitted, but not required, to authorize an extension of the closing time of the Regents Exam for these students. Furthermore, when a Regents Exam is administered under special conditions to a student who is injured or ill or has a disability, the principal has the discretion to extend the time in order to allow the student reasonable time to complete the Regents Exam under the special exam conditions. Please refer to "Time Regulations" in Section Two of the [School Administrator's Manual](#) for more specific information about such situations. A full report about each such authorization must be sent to the Department at the end of the Regents Exam period.

### **Distribution of Teacher Dictation Copy**

The Regents Comprehensive Examination in English has a listening passage. The Teacher Dictation Copy should be distributed to the teachers who will administer the exam no earlier than *one hour prior* to the scheduled starting time. This will give the teachers sufficient time to familiarize themselves with this material before the beginning of the exam.

### **Supervision of Students**

1. *Identification of Students.* Schools must verify the identity of each student who enters the exam room, especially students who are not enrolled in the school in which they are taking the exams. Keep accurate records of the students who take each exam so that it will be possible to confirm the presence or absence of a student for each exam.
2. *Checking for Unauthorized Materials.* Provide close supervision of students who are taking Regents Exams at all times during the exam session. Inspect all materials students bring into the exam room as they enter to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. See page 2, "Materials Provided by Students and the School," for information concerning the materials that students may bring into the exam 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 exam. If a proctor suspects that such an attempt has occurred, students must be warned that any further attempts will result in the termination of their exams. If necessary, move the students to another location. In order to allow for all possible outcomes of procedural due process, the students should be allowed to complete the exam. If the steps described above fail to end attempts to obtain or give

information, notify the principal immediately and terminate the students' exams. At the conclusion of the exam, all suspected acts of fraud must be reported to the principal. No score may be earned by a student who, in the judgment of the principal, has attempted to obtain aid from or give aid to another student or has otherwise committed fraud during an exam.

4. *Student Use of Communications Devices.* The policy on the use of communications devices was **revised** in August 2012 and is provided on the next page. The directions to students on the use of communications devices should be read verbatim to the students.

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script below, into a classroom or other location where a State exam is being administered. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

***At the beginning of each test administration, proctors must read the following statement to all students taking secondary-level State exams:***

You cannot have any communications device, including a cell phone, with you during this exam or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- Blackberry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me, a test monitor or school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your exam will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

*[Proctor: repeat the list of devices.]*

This is your last opportunity to do so before the test begins.

*For Principals and Proctors:*

- a. Any student observed with any prohibited device while taking a State exam must be directed to turn it over to the proctor or monitor immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the exam. The incident must be reported promptly to the school principal. If the principal determines that the student had a prohibited device in his or her possession during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.

- b. The incident must be promptly reported, in writing, to OSA by fax to 518-474-1989 or by e-mail to [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov), as is the case for all student-related testing irregularities, misadministrations, or other violations of State testing policy and procedures.

Note: Some students with disabilities may use certain recording/playback devices ONLY IF this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

5. *Proctoring.* Proctors must circulate periodically around the room during the administration of each exam to ensure that students are recording their responses to test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have recorded more than one choice for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place. However, proctors may **not** comment to the student on the correctness or sufficiency of any answer. No additional time is to be provided to students to transfer answers from test books to answer sheets at the end of a Regents Exam, and no one other than the student may transfer answers marked in his or her test book to the multiple-choice answer sheet. (The latter does not apply to students whose IEPs or 504 Plans allow scribes to transfer answers from the test book to the answer sheet.)
6. *Aid to Students.* No one, under any circumstances, may interpret or explain exam questions to students, nor may anyone review or comment on the answer paper of a student while an exam is in progress. In response to inquiries by students concerning the meaning or interpretation of questions, proctors must advise students to use their own best judgment.
7. *Safeguarding the Integrity of the Test Materials.* Staff are not permitted to discuss test questions or other specific test content with each other, with others online via e-mail or LISTSERV, or through any other electronic means prior to or while the exams are being administered. Proctors may not use cell phones or other electronic devices to duplicate test materials, and should keep their own communication devices put away during testing, using them **only** in emergency situations. Test booklets cannot be opened prior to the distribution of tests to students.
8. *Clock.* A clock should be in sight of all students. If this is not possible, it is the duty of the proctors to indicate the time on the board at intervals not exceeding ½ hour throughout the exam period.
9. *Temporary Absence from Exam Room.* Do not permit any student to leave and then return to the exam room during any session of the exam unless accompanied by a proctor. Students who withdraw from the sight of the proctor during any exam session must have their exams for that session terminated. Any exam paper that is removed from the exam room without authorization must be invalidated.
10. *Emergency Evacuation of a School Building.* Evacuation of a school building during an exam may be required because of an emergency, such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the exam immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, extend the time for the exam so that the students will be allowed their full time for the exam.
11. *Check In Students' Answer Papers.* When a student has completed a Regents Exam, all the student's answer material (both used and unused, including scrap paper) must be collected and

checked in by logging the material into a list of examinees. This should be done before the student is permitted to leave the testing room.

12. *Preserving the Integrity of Students' Responses.* No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State exams may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

## **Student Declaration**

Each student taking a Regents Exam is required to sign the following declaration at the completion of the exam:

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.
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The declaration for each exam is printed on the answer sheet. Check to be sure that each student has signed the declaration before the student leaves the room. The declaration can be signed with pencil or pen. Do not score papers lacking a signed declaration until the student's signature has been obtained.

## **Fraud**

Fraud includes the use of unfair means in taking an exam, such as obtaining aid from or giving aid to another person during an exam. Section 225 of the Education Law makes fraud in exams a misdemeanor, whether perpetrated by a student, teacher, administrator, or any other person.

A student should be considered to have committed fraud only when there is evidence that he or she attempted to either obtain or give aid while taking an exam. If a student violates one of the prescribed State and/or local policies for taking exams, 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 exam room without the permission of a proctor but is under the supervision of school personnel at all times while out of the room and there is no evidence that the student attempted to either obtain or give aid, the student should be disciplined only for leaving the exam room without permission and not for having committed fraud.

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

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

## Directions to Students

Before a Regents Exam begins, advise students:

- to remove all books, notes, or other aides from their reach or sight during the exam;
- to read the questions carefully and to follow instructions;
- to make sure that they have completely filled in the heading of the answer sheet or answer booklet;
- to use a pencil when they are making drawings and diagrams;
- not to erase answers written in ink;
- to sign the student declaration at the proper time;
- that any attempt either to obtain or give aid will result in the termination of their exams; and
- that the possession or use of any communications device such as a cell phone or pager is prohibited and will result in the invalidation of their exams.

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

## DIRECTIONS FOR SPECIFIC EXAMS

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

### English Language Arts (Common Core)

Distribute one answer sheet and one exam booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write answers to the essay questions. The Department does not provide printed copies of the essay booklet for the Regents Examination in English Language Arts (Common Core). The essay booklet is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/home.html#fui>. Schools must print sufficient copies to provide one to each student. Students may use scrap paper, provided by the school, for planning essays.

***Before allowing students to begin the test, have them check the cover of the exam booklet to be sure it has the correct title, date, and time.***

Instruct the students to read the directions on the cover of the exam booklet. Instruct the students on how to complete the answer sheet and to fill in the heading on each page of the essay booklet that has space for it.

Students should use black or dark blue ink to write their answers to the essay question.

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

The *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)* provides information about the scoring of this exam and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

## Comprehensive Examination in English

The Comprehensive Examination in English is administered in one three-hour session. Distribute one answer sheet and one exam booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write answers to the constructed-response questions. The Department does not provide printed copies of the essay booklet for the Regents Comprehensive Examination in English. The essay booklet is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/home.html#fui>. Schools must print sufficient copies to provide one to each student. Students may use scrap paper, provided by the school, for planning essays.

***Before allowing students to begin the test, have them check the cover of the exam booklet to be sure it has the correct title, date, and time.***

Instruct the students to read the directions on the cover of the exam booklet. Instruct the students on how to complete the answer sheet and to fill in the heading on each page of the essay booklet that has space for it.

Students should use black or dark blue ink to write their answers to the constructed-response questions and essay question.

The starting time is the time when the proctor begins the reading of the Teacher Dictation Copy. Conclude the exam exactly three hours after the time when the proctor begins the administration of the listening section. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their exam booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, essay booklets, exam booklets, and scrap paper and dismiss the students.

The *Information Booklet for Scoring the Regents Comprehensive Examination in English* provides information about the scoring of this exam and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

## **Algebra I (Common Core), Integrated Algebra, Geometry, and Algebra 2/Trigonometry (Algebra 2/Trigonometry is administered in January and June only.)**

Schools must ensure that each student has the exclusive use of a graphing calculator without symbol manipulation (see page 2 for additional information) when taking the Regents Examinations in Algebra I (Common Core), Integrated Algebra, Geometry, and Algebra 2/Trigonometry. Schools must also ensure that students taking the Regents Examinations in Algebra I (Common Core), Integrated Algebra, Geometry, and Algebra 2/Trigonometry have a ruler or other straightedge. In addition, be sure that students taking the Regents Examination in Geometry have a compass.

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

***Before allowing students to begin the test, have them check the cover of the exam booklet to be sure it has the correct title, date, and time.***

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

Scrap paper is *not* permitted. Students may use the blank spaces and the page of the graph paper included in the exam booklet as scrap paper. The proctor should have a supply of graph paper available for students who request it in the event that they need to change their work on graphs.

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

The *Information Booklet for Scoring the Regents Examination in Algebra I (Common Core)* provides information about the scoring of Algebra I (Common Core). The *Information Booklet for Scoring the Regents Examinations in Mathematics* provides information about the scoring of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. These booklets are available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

## **Global History and Geography United States History and Government**

Distribute one answer sheet and one exam booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write his or her answers to the Parts II and III B essay questions. The Department does not provide printed copies of the essay booklet. The essay booklet is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/home.html#fui>. Schools must print sufficient copies to provide one to each student.

***Before allowing students to begin the test, have them check the cover of the exam booklet to be sure it has the correct title, date, and time.***

Instruct the students to read the directions on the cover of the exam booklet.

Instruct the students to complete the headings on the cover of the exam booklet and on the cover and each sheet of the essay booklet. Also instruct the students to fill in any information on the answer sheet as may be necessary.

Make sure that students understand that they are to record their answers to the Part I questions on the answer sheet, to write their answers to the Part III A (scaffold) questions in the exam booklet, and to write their responses to the Parts II and III B essay questions in the essay booklet. When all students seem to understand these directions, instruct them to begin the exam.

Students should use black or dark blue ink to write their answers to the essay questions and the scaffold questions. Students may use scrap paper, provided by the school, for planning essays.

Conclude each exam exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their exam booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, the essay booklets, the exam booklets, and scrap paper and dismiss the students.

The *Information Booklet for Scoring Regents Examinations in Global History and Geography and United States History and Government* provides information about the scoring of these exams and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

## Living Environment

Distribute one answer sheet and one exam booklet, face up, to each student.

***Before allowing students to begin the test, have them check the cover of the exam booklet to be sure it has the correct title, date, and time.***

Instruct the students to read the directions on the cover. Instruct the students to complete the heading on the exam booklet cover. Also, instruct the students to fill in any information on the answer sheet as may be necessary. Make four-function or scientific calculators available for use by all students who wish to have them during the entire scheduled time period for this exam. Students are not permitted to use graphing calculators or to have access to any science reference materials such as class notes or written reports of any of their laboratory activities when taking this exam.

Make sure that students understand that they are to record their answers to all questions in Part A and Part B-1 as well as the multiple-choice questions in Part B-2 and Part D on the answer sheet and to write their answers for all of the constructed-response questions in Part B-2, Part C, and Part D in the exam booklet. Students should write all work in the exam booklet in pen except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the exam booklet. When all students seem to understand these directions, instruct them to begin the exam.

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

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides information about the scoring of this exam and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

## Physical Setting/Chemistry (Administered in January and June only)

Distribute one answer sheet, one answer booklet, one exam booklet, face up, and one copy of the 2011 edition of the *Reference Tables for Physical Setting/Chemistry* to each student. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the exam booklets.) The Department no longer provides printed copies of the reference tables. The 2011 edition is available on the Department's web site at <http://www.p12.nysed.gov/assessment/reftable/>. Schools must print enough copies to provide one to each student. Each student must be provided with a four-function or scientific calculator for his or her exclusive use during the entire exam. Students are not permitted to use graphing calculators when taking this exam.

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

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the multiple-choice questions in Part A and Part B-1 on the answer sheet and to record their answers to the open-ended questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen except for graphs and drawings which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the exam.

Conclude the exam exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their exam booklets, sign the declaration, and put their pens and pencils down. Then collect the answer sheet, answer booklet, exam booklet, reference tables, and scrap paper from each student and dismiss the students.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides information about the scoring of this exam and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

## **Physical Setting/Earth Science**

The Regents Examination in Physical Setting/Earth Science consists of two components: a laboratory performance test and a written test, administered separately. The performance test is to be administered at the school's convenience during the last two weeks of the course, but no later than the day prior to the administration of the written test.

### *Performance Test*

The secure performance test and its *Directions for Administration*, printed on green paper, are shipped to schools with nonsecure test materials to allow the Earth science staff time to prepare for the administration of this component. The *Directions for Administration* provides specific directions for setting up three individual stations and administering the tasks to be completed at each station. This test must be administered to each student in one continuous block of time in one day. Scores earned on the Earth Science performance test in conjunction with prior administrations of the written exam may not be carried over and applied to the student's final exam score for this Regents Exam. This requirement applies both to students enrolled in the course of study and to students who are registered only to retake the exam. All schools administering this exam must notify students of the date and time to appear for the performance test.

### *Written Test*

Distribute one answer sheet, one answer booklet, one exam booklet, face up, one copy of the 2011 edition of the *Reference Tables for Physical Setting/Earth Science*, and scrap paper to each student. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the exam booklets.) The Department no longer provides printed copies of reference tables. The reference tables are available on the Department's web site at [www.p12.nysed.gov/assessment/reftable/](http://www.p12.nysed.gov/assessment/reftable/). Schools must print enough copies to supply one to each student. Each student must be provided with a four-function or scientific calculator for his or her exclusive use during the entire exam. Students are not permitted to use graphing calculators when taking this exam.

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

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B-1 on the answer sheet and to record their answers to the questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the exam.

Conclude the exam exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their exam booklets, sign the

declaration on the answer sheet, and put their pens and pencils down. Then collect the answer sheet, answer booklet, exam booklet, reference tables, and scrap paper from each student and dismiss the students.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides information about the scoring of this exam and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

### **Physical Setting/Physics (Administered in January and June only)**

Distribute one answer sheet, one answer booklet, one exam booklet, one copy of the 2006 edition of the *Reference Tables for Physical Setting/Physics*, and scrap paper to each student. The Department no longer provides printed copies of the reference tables. The reference tables are available on the Department's web site at <http://www.p12.nysed.gov/assessment/reftable/>. Schools must print enough copies to supply one to each student.

Each student must also have a scientific or graphing calculator, protractor, and centimeter ruler for his or her exclusive use during the entire exam.

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

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to read the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B-1 on the answer sheet and to record their answers to the questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen except for graphs and drawings which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the exam.

Conclude the exam exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their exam booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheet, answer booklet, exam booklet, reference tables, and scrap paper from each student and dismiss the students.

The *Information Booklet for Scoring Regents Examinations in the Sciences* provides information about the scoring of this exam and is available on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>. Additional detail on rating the Examination in Physical Setting/Physics can be found in the publication *Regents Examination in Physical Setting/Physics, Rating Guide for Parts B-2 and C: 2002 Edition*, which is available on the Department's web site at <http://www.p12.nysed.gov/assessment/science/phyratg02.pdf>.

## **RATING REGENTS EXAMINATIONS**

### **General Information**

**NOTE:** Teachers are not permitted to score their own students' answer papers. This means that teachers currently instructing students in the coursework associated with a particular Regents Exam may **not** score those students' answer papers for that exam. This prohibition includes special education and academic intervention services (AIS) teachers. The following examples are intended to offer

guidance to school administrators who will be making determinations as to a teacher's eligibility to score specific students' exam papers.

- A teacher providing AIS to a student in preparation for the Regents Examination in U.S. History and Government may **not** score that student's answer paper for this exam.
- An English teacher who is a student's homeroom teacher but is not the student's current year English teacher may score that student's answer paper for a Regents Exam in English.
- A mathematics teacher who taught a student algebra the year before but is not currently instructing a student in the coursework in geometry may score the student's answer paper for the Regents Examination in Geometry.

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

At least two teachers must rate the answer papers for the Comprehensive Examination in English, English Language Arts (Common Core), Global History and Geography, United States History and Government, Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics. Raters must follow the procedures described in the appropriate Information Booklet for Scoring posted on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>.

At least three teachers must rate the answer papers for the Regents Examinations in Algebra I (Common Core), Integrated Algebra, Geometry, and Algebra 2/Trigonometry. Raters must follow the procedures described in the publications *Information Booklet for Scoring the Regents Examination in Algebra I (Common Core)* and *Information Booklet for Scoring the Regents Examinations in Mathematics*.

No teacher is to score any of the responses written by his or her own students. For the August exams, student responses may not be scored by the student's summer school teacher or the 2013–14 school year teacher.

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

### **Rating Exam Papers**

As soon as the testing of each exam is completed, the principal must arrange for the collection and secure storage of **all** used answer sheets. Used answer sheets must not be left unattended and must not pass from the custody of the teacher during scoring. Except when answer papers are being scored in cooperation with another school, answer papers must not be removed from the school building until the rating has been completed and the test scores have been recorded on each student's permanent record. When the papers are being scored in cooperation with another school, it remains the principal's responsibility to ensure the security of the answer papers while they are out of the building.

The teachers rating each answer paper must write their name or initials clearly on the answer paper or scoring record, as required. Teachers must rate strictly according to the key provided by the Department. They may allow credit for other answers to open-ended questions only if those answers are clearly equivalent to the key answer. Schools must obtain permission from the Department before students can be given credit for any answer that is not clearly equivalent to the key answer. A teacher may not give credit for answers that the teacher considers merely "possible" or "reasonable."

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

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

When the teacher scoring committee completes the scoring process, exam scores must be considered final and must be entered onto students' permanent records. In addition, each rater must sign the *Examination Scoring Certificate* attesting that he or she fully and faithfully observed the rules and regulations for scoring the exams. The principal or collaborative site scoring leader must also sign this certificate to attest that the rules and regulations for scoring were fully and faithfully observed.

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

On rare occasions, an administrator may learn that an error occurred in the calculation of a final score for a student or in recording students' scores in their permanent records. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve the final scores on any Regents Exam of no more than 5% of the school's test takers for that exam or five students, whichever is greater, and when such errors are detected within four months of the test date, the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the superintendent or chief administrative officer must advise the Department in writing that the student's score has been corrected. The written notification to the Department must be signed by the superintendent or chief administrative officer and must include the names of the students whose scores have been corrected, the name of the exam, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than 5% or five student answer papers, whichever is greater, on any exam, or when errors are detected more than four months after the test date, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student papers. The written request to the Department must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the exam title, date of administration, and the number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the exam 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 exam. 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

exam scores when appropriate. Only in such circumstances, the school is not required to notify or obtain approval from the Department to correct students' final exam scores.

### **Rating Papers of Students with Disabilities**

For students with disabilities, the only permissible testing accommodations that have any bearing on the scoring of answer papers are the IEP or 504 Plan exemption(s) from spelling, paragraphing, and/or punctuation requirements for the Regents Examinations in Comprehensive English and English Language Arts (Common Core). Otherwise, the answer papers written by students with disabilities must be scored according to the same standards used to score answer papers for all students.

### **Recording Exam Scores**

Schools must maintain complete and accurate permanent records. Each time a student takes an exam at the scheduled time under proper supervision, the school must enter the name of the exam, the date of the administration, and the score on the student's permanent record.

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

### **Preventing Loss of Student Answer Papers**

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

### **Individual Student Results**

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

### **Retention of Answer Papers**

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



# IMPORTANT

BEFORE YOU ADMINISTER THE REGENTS  
EXAMS OR REGENTS COMPETENCY TESTS (RCTs)  
PLEASE REVIEW THIS IMPORTANT TEST SECURITY INFORMATION

The State Education Department is devoting greater attention to the security and integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the most fair administration and scoring of Regents Exams and RCTs. Please accept this reminder of prohibited testing conduct by educators.

**Some examples of prohibited testing conduct include:**

- Giving a student more time to take the test than is allowed for that student under State regulations.
- Defining or explaining for a student words, concepts, or questions contained in the test.
- Suggesting answers to a student during testing or otherwise coaching a student during testing.
- Commenting on an answer a student has provided on the answer sheet while the test is in progress.
- Allowing a student to alter exam answers after the student has handed in his/her test materials.
- Altering a student's answers after the student has handed in his/her test materials.
- Improperly inflating a student's valid, earned test score in order to help the student pass the exam.
- Making any attempt to improve a student's test score during scoring, recording, or reporting.

**Some potential consequences of engaging in prohibited testing conduct include:**

- The test score of the affected student will likely be invalidated.
- The affected student may have to retake the exam.
- The person who intentionally engaged in testing misconduct could face sanctions and discipline, including termination and/or the loss of his/her New York State teacher certification.

**You are required to report any known violation of these testing rules to the Test Security Unit at <http://www.highered.nysed.gov/tsei/>.**

\* Full instructions concerning the administration and scoring of exams are contained in *Directions for Administering Regents Examinations* and on the Department's web site at <http://www.p12.nysed.gov/assessment/hsgen/>. Any person administering a Regents Exam or RCT must abide fully by these instructions. The examples provided above are simply illustrative of prohibited testing conduct.