

Directions for Administering Regents Examinations January 20 24 Administration

INTRODUCTION

All proctors who will be administering Regents Examinations must be given a copy of this booklet several days in advance of the Regents Examination period so that they 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 website.

Seven publications (Information Booklets) provide detailed information concerning the scoring of Regents Examinations administered in January in the following subject areas: English Language Arts; Algebra I; Geometry; Algebra II; the Sciences; Global History and Geography II; and United States History and Government. For information on scoring the restricted Regents Examination in Physical Setting/Physics, refer to the instructions provided in the Regents Examination in Physical Setting/Physics, Restricted Edition, Directions for Administering and Scoring, January Administration and the Physical Setting/Physics scoring key and rating guide. These [publications](#) are available on the Department's website. Schools must distribute copies to the teachers involved in the scoring of these examinations several days in advance of the Regents Examination period.

CONDUCTING THE EXAMINATIONS

The Test Security Unit has provided a memorandum on Important Test Security Information. Please see page 18.

Preparation of Examination Room

The room in which examinations 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 examinations are to be administered in a classroom, the room must be properly prepared. Clear all 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.

the material from the separate secure answer booklets in the regular editions directly into the braille examination booklets. Separate or special answer sheets are not provided with copies of braille editions of Regents Examinations. 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 examination 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. Special notices containing the reworded or replaced items and rating guides will be provided. Unless otherwise noted, the scoring key provided by the Department can be used for both the printed and braille editions of the examination. 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 Examinations: A proctor should use the regular examination booklet when reading an examination to a student with a disability. The principal should provide the proctor with an examination booklet one hour prior to the required starting time so that the proctor can become familiar with the examination 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 as “one thousand, two hundred, eleven.” However, test questions may never be modified, nor may proctors provide additional examples.

Reference Materials for Regents Examinations: Provide for students with disabilities all information normally provided to general education students. All reference materials for Regents Examinations—tables, charts, and graphs—are available in large type and braille. These materials will be supplied with the braille or large-type examinations

- x Separate Location: Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer Regents Examinations to ELLs individually or in small groups in a separate location.
- x Bilingual Dictionaries and Glossaries: ELLs may use bilingual dictionaries and glossaries when taking Regents Examinations. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.
- x Simultaneous Use of English and Alternative-Language Editions: Regarding Regents Examinations for which the Department provides direct written translations, ELLs may use both an English and an alternative-language edition of the test simultaneously. However, the student should be instructed to

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[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 Examination period.

Supervision of Students

1. Identification of Students: Schools must verify the identity of each student who enters the examination room, especially students who are not enrolled in the school in which they are taking the examinations. Keep accurate records of the students who take each examination so that it will be possible to confirm

At the beginning of each test administration, proctors must read the statement below to all students taking secondary -level State examinations

6.

DIRECTIONS FOR SPECIFIC EXAMINATIONS

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

English Language Arts

Distribute one answer sheet and one examination booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write answers to the argument essay and text-analysis response questions. The Department does not provide printed copies of the essay

Conclude each examination 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 examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, the essay booklets, the examination booklets, and scrap paper, and dismiss the students.

The [Information Booklet for Scoring the Regents Examination in United States History and Government](#) provides information about the scoring of these examinations and are available on the Department's website.

Living Environment

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

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

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When all students seem to understand the directions for marking their answers, instruct them to begin the examination.

The [Information Booklet for Scoring Regents Examinations in the Sciences](#) provides information about the scoring of this examination

- x 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' examination papers based on this scoring policy. A principal may establish rules that are more prohibitive than the illustrations above suggest.

At least two subject-specific teachers must rate the answer papers for English Language Arts, Global History and Geography II and United States History and Government; and two science teachers must rate the answer papers for Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics. For the Regents Examinations in English Language Arts, Global History and Geography II, and United States History and Government, a third teacher must score all essays when the scores of the first and second rater differ by more than one credit. All raters must meet the qualifications and follow the procedures described in the

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regulations for scoring the examinations. 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 examination 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 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

Passing Scores

Subject to certain exceptions, the passing score on Regents Examinations is 65. Information regarding passing scores, options for earning a diploma, and challenging for credit can be found at the websites listed in the chart below.

Topic	Website
<u>Chart of Diploma Requirements</u>	<u>https://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf</u>
<u>Multiple Pathways to Graduation</u>	<u>https://www.nysed.gov/curriculum-instruction/multiple-pathways/</u>
<u>Appeal to Graduate with a Lower Score on a Regents Examination</u>	<u>https://www.nysed.gov/sites/default/files/curriculum-instruction/memo/appeal-graduate-lower-score-regents-exam-memo-april-2017.pdf</u>
<u>Safety Net for Students with Disabilities to Graduate with a Local High School Diploma</u>	<u>https://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination</u>
<u>Challenging for Credit</u>	<u>https://www.nysed.gov/curriculum-instruction/1005-diploma-requirements</u>

Recording Examination Scores

Schools must maintain complete and accurate permanent records. Each time a student takes an examination at the scheduled time under proper supervision, the school must enter the name of the examination, 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 Examination score unless it has been obtained on a Regents Examination; that is, scores obtained on the Department-approved alternative examinations must not be recorded on the permanent record as Regents Examination 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 examinations 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 EXAMINATIONS PLEASE REVIEW THIS IMPORTANT TEST SECURITY INFORMATION

The State Education Department is committed to the integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the fairest administration and scoring of Regents Exams. Please accept this reminder of prohibited testing conduct.

Under Section 102.4 of the Commissioner's Regulations, prohibited testing conduct includes

- x Accessing secure test booklets and/or answer sheets prior to the time allowed by testing rules.
- x Reviewing test booklets prior to test administration in order to: determine and record correct responses for use during testing; create pre-test lessons or discussions with students about concepts being tested; or create a cheat sheet for students to use during testing, including sharing formulas, concepts, or definitions necessary for the test.
- x Providing students clues or answers during testing, including coaching students about correct answers, defining terms and concepts contained in the test, pointing out wrong answers, suggesting that a student reconsider or change a recorded response, reminding students during testing of concepts they learned in class, or making facial or other nonverbal suggestions to students regarding answers.
- x Giving a student more time to take the test than is allowed for that student under State regulations.
- x Leaving materials displayed in the room containing topics being tested.
- x Writing test specific formulas, concepts, or definitions on the board prior to or during testing.
- x Reviewing an answer sheet for wrong answers and returning it to the student to change responses.
- x Altering, erasing, or changing a student's recorded responses after the student hands in test materials.
- x Engaging in rescoring of any portion of a test to add points, unless authorized by State rules.
- x Encouraging or assisting anyone to engage in the above-described conduct.

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