The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

REGENTS COMPETENCY TESTS IN SOCIAL STUDIES

GLOBAL STUDIES
UNITED STATES HISTORY AND GOVERNMENT

Directions for Administering and Scoring
Restricted English and Alternative Language Editions

GENERAL INFORMATION

PLEASE NOTE: The Test Security Unit has issued a memorandum on Important Test Security Information. **Please see page 15.**

Both the English and alternative language editions of the Regents Competency Tests (RCTs) in social studies are provided in *restricted form*. Only students actually taking the test may read the questions in the test booklet. School personnel are ***not*** permitted to open an envelope containing a test booklet or to examine a test booklet for any reason other than to read questions to students with disabilities whose Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) call for this accommodation. **All test booklets, both used and unused; all rating guides for Part 2 essay questions, both used and unused; and all scrap paper must be returned to the Department. Photocopying and/or retaining copies of the test booklet are strictly prohibited.**

The principal must certify that the restricted editions of the RCTs in social studies were administered in strict conformity with Regents regulations. Each teacher or proctor employed in the conduct of these tests must, therefore, read with care the instructions for administering restricted exams contained in the *School Administrator's Manual*. In addition, each teacher or proctor administering restricted forms should become thoroughly familiar with the directions below.

The RCTs in social studies have two parts. Each part is contained in a separate test booklet. Part 1 contains 50 multiple-choice questions, for which a total of 50 credits is allowed. Students are to record their answers to Part 1 questions on the Part 1 hand-scorable answer sheet, which is the last page of the test booklet. Part 2 consists of four 10-credit essay questions. Students are required to answer a total of *two* essay questions, worth a maximum of 20 credits. Students must write their responses to the essay questions directly in the Part 2 test booklet.

Although the RCTs in social studies are scheduled for administration during a 3-hour exam session, there is no time limit for the tests. For most students, the working time for the tests will be less than 3 hours. However, students should be given as much time as necessary to answer as many questions as they are capable of answering.

Proctors must not permit students to leave the testing room before the Uniform Statewide Admission Deadlines:

Uniform Statewide Admission Deadlines

	Morning Exams	*Afternoon Exams*
January/June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

GENERAL DIRECTIONS FOR ADMINISTERING RESTRICTED EDITIONS

1. ***Test Materials*:** In addition to these directions for administering and scoring, the Department provides the following test materials:
   a. For each student:
      - one Part 1 test booklet and one Part 2 test booklet, both enclosed in the same sealed envelope.

   b. For each rater of student responses:
      - one *Rating Guide for Part 2 Essay Questions*, enclosed in a sealed envelope.
      - one scoring key for the Part 1 answer sheet.
      - envelope(s) for returning used Part 2 test booklets and students' scrap paper.

   Schools are to provide scrap paper for students to use in preparing their answers.

2. ***Sealed Envelopes*:** The Part 1 and Part 2 test booklets will be enclosed in sealed envelopes, which must be distributed to each student with the seal intact. Each student is to break the seal of the envelope at the time designated. **Deputies, proctors, and teachers are *not* permitted to open a test envelope or to read the questions in a test booklet for any reason except as described in these directions.**

   Each restricted test envelope includes a gummed blue label for use in resealing the envelope. As each student finishes the test, he or she should be told to:

   a. Put all scrap paper inside the front cover of the Part 2 test booklet.
   b. Place *ONLY* the Part 1 test booklet in the envelope so that the booklet number printed in the lower left corner of the test booklet appears in the window of the envelope.
   c. Remove the backing from the gummed label and apply the label across the flap in the space outlined by dotted lines.
   d. Sign his or her name across the label and onto the envelope.

3. ***Answer Sheets*:** A hand-scorable answer sheet is printed as a detachable last page of the test booklet. Instruct students to detach this answer sheet prior to beginning work.

   At the end of the test, collect the Part 1 answer sheets separately from the test envelopes. Scoring the Part 1 answer sheets is a responsibility of the school.

4. ***Sealed Envelopes Containing the Rating Guide for Part 2 Essay Questions*:** A rating guide is provided to assist raters in evaluating Part 2 answers. The rating guide contains the essay questions and criteria for rating each essay. Rating guides are provided in the English language only.

   Each rating guide will be enclosed in a sealed envelope, which must be given to the rater with the seal intact. A gummed label is enclosed with each rating guide for use in resealing the envelope.

   At the beginning of the rating of the Part 2 essays, each rater is to open his or her envelope containing the rating guide. Since the content of the rating guide is restricted, take extreme care to ensure that the rating guide is not left unattended and is in the possession of the rater at all times. It is recommended that a specific time and location be established for the rating and that all rating be completed in an orderly fashion.

   At the conclusion of the rating, the rating guide is to be replaced in its envelope along with any scrap paper that the rater may have used during the rating process so that the number printed in the upper right corner of the rating guide appears in the window of the envelope. The backing of the gummed label provided in the envelope must be removed and the label applied across the flap of the envelope in the space outlined by dotted lines. The rater should then sign his or her name across the label onto the envelope.

5. ***Envelopes for Returning Students' Part 2 Test Booklets to the Department*:** The shipment of materials to schools by the Department will include a supply of labeled envelopes. After the rating has been completed, the students' Part 2 test booklets should be put in numerical order and placed in envelopes along with all student scrap paper. The envelopes should then be sealed and the information requested on the envelopes should be provided. Each envelope will hold about 25 Part 2 test booklets.

6. ***Safeguarding Test Booklets*:** Take extreme care that all copies of the restricted tests and rating guides can be accounted for at all times. If necessary, make a written record of individual test booklet and rating guide numbers to accompany the transfer of the test envelopes from the principal to the principal's deputies. **Do not leave test booklets or rating guides unattended *under any circumstances.***

7. ***Use of Scrap Paper*:** Students may use scrap paper to work out answers to both Part 1 and Part 2 test questions. The student's name and test booklet number must appear on each sheet of scrap paper. The student's actual answers to the Part 1 test questions must appear on the Part 1 answer sheet and the student's answers to the Part 2 essay questions must be written in the Part 2 test booklet.

   After finishing the test, each student must put all scrap paper (used and unused) inside the front cover of the test booklet before putting the booklet inside the envelope. No scrap paper should be left on any desks. Proctors must take special care to see that no student leaves the exam room with scrap paper in his or her possession.

8. ***Replacement of Defective Booklets*:** If a student receives a defective test booklet, the proctor should provide the student with a new envelope, if one is available. (If no extra envelope is available, please call 518-474-8220 for instructions.)

   After receiving the new envelope, the student should break the seal and write the new test booklet number on the answer sheet above the old number. The student should then seal the defective test booklet in its original envelope. The proctor should write "Contains defective booklet" on the sealed envelope. Report all defective booklets in writing to the State Education Department. Include the name of the student and the booklet number.

9. ***Errors in Envelope Procedures*:** If a student inadvertently seals the Part 1 answer sheet or the Part 2 test booklet in the envelope or seals the envelope without enclosing the Part 1 test booklet, the proctor should have the student open the envelope and correct the mistake. The student should then reseal the envelope with a new gummed label, if available, or with tape. The proctor should note on the front of the envelope the reason for reopening the envelope.

   Report all errors in envelope procedure in writing to the Department. Include the name of the student, the test booklet number, and the reason for the irregularity.

10. ***Return of Test Materials*:** All materials listed below must be returned to the Department in locked Regents boxes.
    a. **Test Booklets**—All test booklets must be returned to the Department, unused test booklets in the sealed envelopes, used Part 1 test booklets in envelopes with the gummed label properly attached and signed, and used Part 2 test booklets and scrap paper in sealed envelopes after they have been rated and the necessary records have been made of the students' scores.
    b. **Rating Guide**—All rating guides for Part 2 questions must be returned to the Department, unused rating guides in the sealed envelopes and used rating guides in envelopes with the gummed label properly attached and signed.

11. Please see the **revised** Use of Communications Devices policy below for detailed instructions that must be followed to ensure that students do not use communications devices while taking this test.

SPECIFIC DIRECTIONS FOR ADMINISTERING RESTRICTED EDITIONS

Use of Communications Devices

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 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 the Office of State Assessment via fax to 518-474-1989 or by e-mail to 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.

Use the following procedures when administering restricted editions to students. For the alternative language editions, explain the procedures to the students in the appropriate alternative language, if possible. If you do not speak the alternative language, describe each step slowly and clearly in English, demonstrating whenever possible.

1. Make sure that the desks have been cleared of books and papers and that each student has a No. 2 pencil for marking the Part 1 answer sheet, a pen for writing answers to the Part 2 questions, and scrap paper.
2. Distribute one test envelope to each student. Hand the test envelope to each student individually to be sure that each student receives only one envelope.
3. Hold up an envelope and show the students where they should print their name and the name of the school.
4. Show the students how to open the envelope by sliding a pencil under the sealed flap. The students should take out the test booklets and place the envelope (containing the blue label) on one side of their desks.
5. **Tell students to check that they have one Part 1 test booklet and one Part 2 test booklet. Tell them to check the front cover of each booklet to ensure that each has the correct exam title.** Show the students the test booklet number in the lower left corner of each test booklet and ask them to be sure that the same number appears on both the Part 1 and the Part 2 test booklets.
6. Instruct the students to open their Part 1 test booklet to the last page, which is a detachable answer sheet, and to detach this answer sheet from the booklet.
7. Tell the students to write their test booklet number on the heading of their Part 1 answer sheet above the word “Student” and to fill in the rest of the heading. In addition, have them write their name and test booklet number on each sheet of scrap paper. Check to be sure that all documents are properly identified.
8. Tell the students to read the information on the front of the Part 1 test booklet. Then have them turn to page 3 and read the directions and sample question for Part 1. (The directions appearing in the Part 1 test booklet are reproduced in Appendix I of this publication.) Make sure that each student understands the directions and how to mark the Part 1 answer sheet. Then have the students temporarily set aside the Part 1 test booklet.
9. Have the students complete the heading on the cover page of the Part 2 test booklet and write their test booklet number on each sheet of scrap paper. (The cover page is reproduced in Appendix II of this publication.) Then review the directions on the cover of the Part 2 test booklet. Make sure the students understand that they are to read each question carefully before they select the two essay questions they wish to answer. Remind students that they may use scrap paper to prepare drafts of their answers but that they must write their final responses for the two questions selected in the appropriate spaces in the Part 2 test booklet.
10. Tell the students that they will be allowed as much time as they need to finish the test and that they should raise their hand for help when they have finished both parts of the test. Instruct them to work on Part 1 first and to go right on to Part 2 as soon as they have completed Part 1.
11. As the students work on the test, check to see if they appear to understand all directions and are indicating their Part 1 and Part 2 answers correctly.
12. In response to inquiries by students concerning the meaning or interpretation of exam questions, advise them to use their own best judgment. **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 the exam is in progress.**
13. As each student finishes the test, help the student follow the steps below before the student seals the envelope and hands in his or her answer papers. Make sure the student has:
    - *a.* Completed the heading or, if necessary, marked the student information grids on the Part 1 answer sheet and signed the declaration on the answer sheet.
    - *b.* Completed the heading on the cover of the Part 2 test booklet.
    - *c.* Written his or her name and test booklet number on all scrap paper.
    - *d.* Put the scrap paper inside the front cover of the Part 2 test booklet.

e. Placed *only the Part 1 test booklet* in the envelope so that the test booklet number appears in the window of the envelope.

f. Written his or her name and the name of the school on the appropriate lines on the envelope.

14. After each student has sealed the Part 1 test booklet in the envelope, make sure that the student has placed the blue label across the flap in the outlined space and has signed his or her name across the blue label and onto the envelope.

15. After all students have handed in their test materials, put the envelopes in numerical order. Then return all envelopes and the Part 2 test booklets to the principal. The principal should then store all Part 1 envelopes in locked Regents boxes.

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.

DIRECTIONS FOR SCORING

NOTE: Teachers are **not** permitted to score their own students' answer papers.

A student's total score on an RCT in social studies is the sum of the scores on Part 1 and Part 2. For Part 1, the student's score is the total number of questions the student answers correctly. There is no penalty for wrong answers. For Part 2, the student's score is the sum of the credits assigned to the student's two responses, using the criteria in the rating guide provided for the test.

The maximum total score for the test is 70 credits. **The minimum passing score is a total test raw score of 46 credits.** A table for converting the total test score to a percent is given in Appendix III of this publication.

Organizing the Scoring and Recording Process

Before scoring the students' Part 1 answer sheets and Part 2 responses, each school must set up a procedure for processing the students' answer papers and for maintaining records of the test results. The procedure used in a particular school should be designed to accomplish the following for each student: (1) produce an accurate Part 1 score, (2) produce a reliable Part 2 score, (3) ensure that the Part 1 and Part 2 scores are combined into a correct total test score, and (4) facilitate the maintenance of accurate records of the total test score.

Scoring the Part 1 Answer Sheet

Part 1 of the restricted English and alternative language editions of the RCTs in social studies must be scored without reference to the Part 1 test booklet. The scoring key and the directions below contain all the information necessary for scoring. Take care that the correct Part 1 scoring key is used.

***Hand Scoring*:** The detachable Part 1 answer sheets can be hand scored using the scoring key printed on translucent paper. Boxes printed on the key indicate the correct answers. When the key is aligned properly with the answer sheet, each correct answer will be visible in a box.

Scan each answer sheet to make certain that the student has marked only one answer for each question. If two or more answers have been marked, draw a horizontal line with colored pencil through all of the answer circles so that no credit will be allowed for that question in scoring. Place the key on the answer sheet so that the box indicating the correct answer for each question corresponds to the row of answer circles for that question.

To obtain the Part 1 score, count the number of correct answers. Record the student's raw score (total number correct) on the line for the Part 1 score in the box provided on the answer sheet.

Rating the Part 2 Essay Questions

Complete the rating of the students' responses to the Part 2 essay questions as soon as possible after the test administration. It is recommended that each of the student's Part 2 responses be rated by two social studies teachers.

Student responses written in an alternative language should be rated by social studies teachers who are fluent in that language. If none are available, the student's responses should be translated into English by a person fluent in the alternative language and then rated according to the directions given below and in the rating guide for the test.

Please note that during most administrations, a different rating guide is provided for scoring the restricted alternative language editions than is used to score the restricted English edition.

Once the procedures for rating have been established and the rating is about to begin, each rater should be given one sealed rater's envelope containing a copy of the *Rating Guide for Part 2 Essay Questions.* After writing his or her name on the envelope, the rater should open the envelope carefully, take out the rating guide, and set aside the envelope.

Each rater should have sufficient time to become familiar with the rating criteria. The raters of restricted alternative language editions should meet as a group for a discussion of the essay questions and the rating criteria prior to the actual rating of the students' responses.

Detailed Directions for Rating the Part 2 Essay Questions

In rating the students' responses, follow the procedure outlined below.

1. Familiarize yourself with the system your school is using for processing the answer papers and recording the test scores.
2. Read each Part 2 question carefully. Note exactly what is required. You may want to write your own response for each of the questions.
3. Carefully read the criteria for rating Part A and Part B of each question provided in the *Rating Guide for Part 2 Essay Questions.* Note that Part A and Part B each have different criteria and are scored independently.
   - Part A is rated on the basis of the accuracy and relevance of the information provided by the student. Part A is worth a maximum of 4 credits. Fractional credit may not be given.
   - Part B is rated holistically using criteria given in the chart "Criteria for Rating Student Responses: Essay Questions, Part B" (Appendix IV). Keeping these criteria in mind, make a single judgment about the overall quality of the student's response to Part B and assign a rating of 0 to 6 credits to the response. Fractional credit may not be given.
4. Discuss with other raters of restricted editions the requirements of each question and the rating criteria. When you are sure that you clearly understand the requirements and criteria, you are ready to begin rating the students' responses.
5. Read and score the student's response to Part A of a question before you read and score Part B of that question. Keeping in mind the specific rating criteria provided in the rating guide, decide which score is appropriate for Part A. You may record that score in the appropriate space in the box on the back cover of the Part 2 test booklet, but schools are not required to record the students' Part 2 scores there. Schools may choose to record Part 2 scores on school-developed documents, so long as accurate and complete records of the scores are maintained.
6. Read the student's response to Part B. The student's response to Part B should be based on the answers given in Part A. The student may also include different or additional information in his or her response to Part B. Decide which score is appropriate, using the chart "Criteria for Rating Student Responses: Essay Questions, Part B." That score may also be recorded in the appropriate space in the box on the back cover of the Part 2 test booklet.

If you encounter difficulty in deciding between two contiguous scoring levels, base the rating on the accuracy of the data. For example, the student's response to Part B could develop the assigned topic with a general plan of organization, develop ideas using adequate support materials, and be clearly written, but still receive a score of 3 if only *some* of the data used were accurate.

7. If the student has answered more than two questions, rate only the student's first two responses.

   Once you have internalized the criteria established for rating, you should read and rate a student's response to Part B quickly. However, you should not read the responses superficially. Some responses may require a second reading to determine the appropriate score level. After reading and rating a number of responses, you will find it helpful to stop and review the criteria before continuing with the rating.

   Schools that follow the recommended procedure of having the students' Part 2 responses rated by two social studies teachers may encounter differences in the total scores (Part A plus Part B) given by the raters to a student's response. If the total scores given by the raters differ by one point, the student should receive the higher score.

If the total scores given to a student's response differ by more than one point, the difference should be reconciled either by averaging the two scores or by having a third social studies teacher rate the response and averaging all three total scores. Any decimal score resulting from this averaging should be rounded up to the next whole number. (For example, a student's response to an essay question receives a score of 7 from one rater and 9 from a second rater, a difference of 2 points. A third rater assigns a score of 9 points. Since the average of these three scores is 8.3, the student's final score for the essay question is 9.)

When the teacher rating is completed, 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 teachers and rescore student test papers or to change any scores assigned through the procedures described in these directions 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 RCT of no more than five students, 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 five student answer papers on any RCT, 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 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 is completed, 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, is the school not required to notify or obtain approval from the Department to correct students' final exam scores.

Preparing Part 2 Materials for Return to the Department

After the rating is completed and accurate and complete records of the students' scores have been entered onto their permanent records, take the following steps:

1. Place your copy of the rating guide (and any notes made or scrap paper used) in the envelope, reseal it, and apply the gummed label over the flap of the envelope in the appropriate space. Then sign your name across the label onto the envelope.
2. Arrange the students' Part 2 test booklets in numerical order, place them in the designated envelope(s), and seal the envelope(s).
3. Return the sealed envelope containing your rating guide and all envelopes containing Part 2 test booklets to the Department.

APPENDIX I

GLOBAL STUDIES

Directions on Page 3 of Student's Part 1 Test Booklet

DIRECTIONS

There are 50 questions on Part 1 of this test. Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same number as the answer you have chosen.

Read the sample question below.

Sample Question

From the Equator, Europe is located to the

1 east
2 north
3 west
4 south

The correct answer is **north**, which is choice number **2**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice number **2** is the correct answer for the sample question, the circle with the number **2** has been filled in.

Answer all the questions on Part 1 in the same way. Mark only one answer for each question. If you want to change an answer, be sure to erase your first mark completely. Then mark the answer you want.

When you are told to start working, turn the page and begin with question 1. Work carefully and answer all the questions in Part 1. Your score for Part 1 will be the number of questions you answer correctly.

When you have completed Part 1, go right on to Part 2.

UNITED STATES HISTORY AND GOVERNMENT

Directions on Page 3 of Student's Part 1 Test Booklet

DIRECTIONS

There are 50 questions on Part 1 of this test. Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same number as the answer you have chosen.

Read the sample question below.

Sample Question

The Declaration of Independence was written by

1 George Washington
2 Thomas Jefferson
3 James Monroe
4 Abraham Lincoln

The correct answer is **Thomas Jefferson**, which is choice number **2**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice number **2** is the correct answer for the sample question, the circle with the number **2** has been filled in.

Answer all the questions on Part 1 in the same way. Mark only one answer for each question. If you want to change an answer, be sure to erase your first mark completely. Then mark the answer you want.

When you are told to start working, turn the page and begin with question 1. Work carefully and answer all the questions in Part 1. Your score for Part 1 will be the number of questions you answer correctly.

When you have completed Part 1, go right on to Part 2.

APPENDIX II

Cover Page of Student's Part 2 Test Booklet

Part 2

Student _____ Sex: ☐ Male ☐ Female

School _____ City or P.O. _____

Teacher _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and student information on the lines above.

This Part 2 booklet contains four essay questions. You are to answer **TWO** of the essay questions. Each essay question is worth a total of 10 credits.

Write your answers in this test booklet in the spaces provided. You may use scrap paper to make notes about your ideas for answering the questions, but you must write your final answers in this booklet.

Follow these guidelines in preparing your answers:

1. Read each essay question carefully before deciding which two you will answer.
2. Answer both Part A and Part B for each of the two questions you choose. You should use the information you give in answering Part A in your answer for Part B. Part A is worth 4 credits and Part B is worth 6 credits.
3. Answer fully each of the two questions you choose, but do not include information that has nothing to do with the question.
4. Avoid making broad statements that do not include specific facts and information.
5. Keep these general definitions in mind:
   - *a.* discussing means "presenting something in detail using facts, reasoning, and arguments"
   - *b.* explaining means "making plain; giving reasons for"
   - *c.* showing means "pointing out or stating a position clearly and supporting it with appropriate facts"
   - *d.* describing means "illustrating something in words or telling about it"

Regents Competency Test

Remember, your answers for the ***two*** essay questions you choose must be written in the spaces provided in the test booklet. When you have completed the test, you must sign the declaration on the Part 1 answer sheet. Follow the directions on page for handing in your test materials.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT • ALBANY, NEW YORK 12234

No part of this test may be reproduced and/or transmitted by any means without written permission.

APPENDIX III

Regents Competency Test in Global Studies
Regents Competency Test in United States History and Government

Table for Converting Total Test Raw Scores to Percents

Total Test Score	Percent	Total Test Score	Percent	Total Test Score	Percent	Total Test Score	Percent
70	100%	52	74	34	49	16	23
69	99	51	73	33	47	15	21
68	97	50	71	32	46	14	20
67	96	49	70	31	44	13	19
66	94	48	69	30	43	12	17
65	93	47	67	29	41	11	16
64	91	46*	66	28	40	10	14
63	90	45	64	27	39	9	13
62	89	44	63	26	37	8	11
61	87	43	61	25	36	7	10
60	86	42	60	24	34	6	9
59	84	41	59	23	33	5	7
58	83	40	57	22	31	4	6
57	81	39	56	21	30	3	4
56	80	38	54	20	29	2	3
55	79	37	53	19	27	1	1
54	77	36	51	18	26	0	0
53	76	35	50	17	24		

* A total test raw score of 46 is the official minimum passing score.

Note: This table is provided for those schools wishing to convert total test scores (Part 1 plus Part 2) to percentage equivalents. The official passing score remains a total test raw score of 46.

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APPENDIX IV

Criteria for Rating Student Responses:
Essay Questions, Part B

Category	6	5	4	3	2	1
Use of Data	Always uses accurate and relevant data.	Consistently uses accurate and relevant data.	Uses mostly accurate and relevant data.	Mixes accurate and inaccurate, relevant and irrelevant data.	Uses mostly inaccurate and irrelevant data.	Uses almost no accurate or relevant data.
Plan of Organization	Always demonstrates a logical and coherent plan of organization.	Consistently demonstrates a logical and coherent plan of organization.	Develops the assigned topic using a general plan of organization.	Addresses the assigned topic, but demonstrates weakness in organization and may include digression.	Attempts to develop the assigned topic, but demonstrates profound weakness in organization and may include several digressions.	Minimally addresses the assigned topic, but lacks a plan of organization.
Development of Ideas	Always develops ideas fully and clearly, using appropriate examples, reasons, details, explanations, and/or generalizations.	Consistently develops ideas fully, using appropriate examples, reasons, details, explanations, and/or generalizations .	Demonstrates satisfactory development and expression of ideas through the adequate use of support materials.	Demonstrates weakness in the development and expression of ideas with little use of support materials.	Demonstrates profound weakness in the development and expression of ideas, with little use of support materials.	Does not use support materials in the development or expression of ideas.

Zero Paper

Uses no accurate or relevant data.
Is totally unrelated to the topic.
Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response.
Is a blank paper.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Test Security and Educator Integrity
Test Security Unit
89 Washington Avenue, Rm. 962 EBA
Albany, NY 12234

Tina Sciocchetti, Executive Director

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.**