

REGENTS COMPETENCY TEST IN MATHEMATICS

Directions for Administering and Scoring English Edition

GENERAL INFORMATION

The general procedures to be followed in administering all Regents Competency Tests are contained in the current edition of *Regents Examinations, Regents Competency Tests, and Proficiency Examinations: School Administrator's Manual*. This manual also provides information concerning testing accommodations for students with disabilities and for limited English proficient students.

In addition to the English language edition, the Regents Competency Test in Mathematics is provided in alternative language editions. Information concerning the administration and scoring of these editions is provided in a separate publication, *Regents Competency Test in Mathematics, Restricted Alternative Language Editions: Directions for Administering and Scoring*.

Although the Regents Competency Test in Mathematics is scheduled for administration during a 3-hour examination session, there is no time limit for the test. For most students, the working time for the test 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.

GENERAL FEATURES OF THE TEST

The Regents Competency Test in Mathematics contains a total of 60 questions, divided into two parts. In Part A, there are 20 completion questions for which the student is to provide the answer. In Part B, there are 40 multiple-choice questions for which the student is to select the correct answer from among the four choices given.

A separate answer sheet is provided on which students are to record their answers. This answer sheet may be either hand scored or machine scored on NCS equipment. For purposes of machine processing, several grids containing spaces for recording various types of student identification information have been included

on one side of the answer sheet. If the answer sheets are to be machine scored, it is essential that uniform written instructions about the completion of these grids be developed by the school and provided to all proctors administering the test. Such instructions should be based upon careful consideration of the types of student and score information the school needs to have, as well as upon the processing requirements of the scoring center that the school is using.

SPECIFIC DIRECTIONS FOR ADMINISTERING THE TEST

Make sure that each student has a No. 2 pencil and that the desks have been cleared of books and papers. Distribute the separate answer sheets and give complete directions concerning completion of the heading and, if necessary for machine scoring, the marking of student identification grids.

After all students have provided the information requested on the answer sheet, distribute the test booklets, face up, one to each student. Ask students to check the front cover of their test booklet to insure that the examination title and the date and time of administration are correct for this examination session. Then, tell the students to read the information on the front cover of the booklet. Next, have the students turn to page 3 and read the directions and sample questions. Explain to the students the manner in which they are to record their answers on the separate answer sheet. Make sure that each student understands the directions and the sample questions and how to mark the answer sheet. Remind students that while they may use scrap paper and the blank spaces of the test booklet to work out the answers to the questions, all of the answers must be recorded on the separate answer sheet.

See page 4 of this booklet for detailed instructions that must be followed to ensure that students do not use communications devices while taking this test.

After all the students' questions about the directions have been answered, tell the students that they will be allowed as much time as they need to finish the test. Then instruct the students to turn to page 4 in the test booklet and to begin work.

No one, under any circumstances, may interpret or explain examination questions to students, nor may anyone review or comment on the answer paper of a student while an examination is in progress. In response to inquiries by students concerning the meaning or interpretation of examination questions, proctors should advise the students to use their own best judgment.

As students finish the test, they should sign the declaration on the answer sheet and then be allowed to hand in their test materials and leave the testing room. However, no student should be permitted to leave the testing room before the following uniform statewide admission deadlines.

Uniform Statewide Admission Deadlines

	<i>Morning</i> <i>Examinations</i>	<i>Afternoon</i> <i>Examinations</i>
January, June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

NOTE: 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 examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

DIRECTIONS FOR SCORING

Determining the Passing Score

A student's score on the Regents Competency Test in Mathematics is the total number of questions that the student answers correctly. There is no penalty for wrong answers. ***The minimum passing score is 65%, which is a minimum of 39 correct answers.*** Unless otherwise specified, mathematically correct variations in the answers will be allowed. Units need not be given when the wording of the questions allows such omissions.

A table for converting number of correct answers to percent correct is given on page 3 of these directions.

Scoring the Answer Sheet

Hand Scoring: The scoring key has been printed on translucent paper in the same format as the answer sheet. For Part A (questions 1-20), the correct answers have been printed on the answer lines. For Part B (questions 21-60), boxes have been printed to indicate the correct answers.

To score Part A, place the key next to the answer sheet so that the correct answer printed on the key for each question appears next to the student's answer for that question. Indicate incorrect answers by using checkmarks.

To score Part B, scan each answer sheet to make certain that the student has marked only one answer for each question. If a student has marked two or more answers, draw a line with colored pencil through all the answer circles so that no credit will be allowed for that question in scoring. Place the key over the answer sheet so that the box indicating the correct answer for each question corresponds to the row of answer circles for that question. When the key is aligned properly with the answer sheet, each correct answer will be visible in a box.

To obtain the total raw score, count the number of correct answers for Part A and for Part B. Record the student's total raw score (total number correct) and the corresponding percent score in the boxes provided in the upper right corner of the answer sheet.

Machine Scoring: Before the answer sheet can be machine scored, the answers to the questions in Part A must be coded as right or wrong by filling in the appropriate circle in the shaded area next to the answer line for each question. If the student has answered a question correctly, the circle containing the letter "R" should be filled in. If the student has answered a question incorrectly, the circle containing the letter "W" should be filled in. If the student has not answered a question, both circles should be left blank. All coding should be done using a No. 2 pencil.

In addition to coding the answers for Part A, each answer sheet should be scanned to be sure that the student information grids and the answer circles for Part B have been filled in with heavy pencil marks and that all stray marks have been erased.

For the convenience of scoring centers, a list of correct answers for Part B is printed on the scoring key. Schools should be sure to check with their scoring center concerning the procedures to be followed in preparing the answer sheets for scoring.

Regents Competency Test in Mathematics

CONVERSION TABLE: NUMBER OF CORRECT ANSWERS AND PERCENT CORRECT

Number Correct	Percent Correct	Number Correct	Percent Correct
60	100%	30	50%
59	98	29	48
58	97	28	47
57	95	27	45
56	93	26	43
55	92	25	42
54	90	24	40
53	88	23	38
52	87	22	37
51	85	21	35
50	83	20	33
49	82	19	32
48	80	18	30
47	78	17	28
46	77	16	27
45	75	15	25
44	73	14	23
43	72	13	22
42	70	12	20
41	68	11	18
40	67	10	17
39	65	9	15
38	63	8	13
37	62	7	12
36	60	6	10
35	58	5	8
34	57	4	7
33	55	3	5
32	53	2	3
31	52	2	1

Use of Communications Devices

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

You may **not** use any communications device while taking a State examination, either in the room where the test is being administered or while on a supervised break (such as a bathroom visit). Such devices include, but are not limited to, CD and audiocassette players, radios, cellular telephones, pagers, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones or earplugs. If your cell phone rings, you may not answer it. If your pager beeps or vibrates, you may not look at it. You must therefore turn these and other such devices **OFF right now and secure them underneath your desk** [or in the location specified by the principal], OFF and away from your desktop. Your examination will be invalidated and no score will be calculated for you if you use any such device or related communications technology or if you wear headphones while in the testing room.

For Principals and Proctors:

Any student observed to be using any communications device while taking a State examination must be directed to turn it off and put the device away immediately. In order to allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination.

The incident must be reported promptly to the school principal. If the principal determines that the student was using a communications device during the test administration, the student's test must be invalidated; no score may be calculated for that student.

The incident must be reported in writing to the Office of State Assessment, as is the case for all testing irregularities, misadministration, 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 Individualized Education Program or Section 504 Accommodation Plan. If not, the general policy on communications devices as provided above is in effect, and the school may not allow the use of any such equipment.