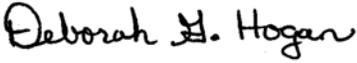




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August 2003

TO: District Superintendents
Superintendents of Public and Nonpublic Schools
Principals of Public and Nonpublic Secondary Schools

FROM: Deborah Hogan 

SUBJECT: August 2003 Regents Examinations, Regents Competency Tests, and the Introduction to Occupations Proficiency Examination

This memorandum provides information concerning the format, content, and credit allotment of the Regents Examinations, the Regents Competency Tests, and the Introduction to Occupations Proficiency Examination to be held in August 2003. *Please make the information for each subject area available immediately to the teachers concerned.*

The *Regents Examinations, Regents Competency Tests, and Proficiency Examinations: School Administrator's Manual* contains the general procedures to follow in administering these examinations. This manual is available on the Department's web site, <http://www.nysed.gov/ciai/testing/hsgen.html>.

Four publications provide detailed information concerning the Regents Examinations in Comprehensive English, Global History and Geography, United States History and Government, Mathematics B, Living Environment, Physical Setting/Chemistry, and Physical Setting/Earth Science. These publications are *Information Booklet for Administering and Scoring the Regents Comprehensive Examination in English*, *Information Booklet for Administering and Scoring the Regents Examinations in Global History and Geography and United States History and Government*, *Information Booklet for Administering and Scoring the Regents Examinations in Mathematics A and Mathematics B*, and *Information Booklet for Administering and Scoring the Regents Examinations in the Sciences*. The package of nonsecure test materials that will be shipped to summer school administrators for the August examination period will include one copy of each of these four publications. School administrators should photocopy these booklets and distribute copies to school personnel who will be involved in the administration and scoring of these examinations.

A separate booklet, *Directions for Administering and Scoring Regents Examinations, June and August 2003 Administration*, contains specific instructions for administering each Regents Examination. The Introduction to Occupations Proficiency Examination and each Regents Competency Test also have separate detailed directions for their administration and scoring. All persons involved in administering the August 2003 examinations should be familiar with these specific directions. Copies of these directions are included in the shipment of nonsecure examination materials.

Thank you for your cooperation.

**PLEASE NOTE: The Following Policy Is Now in Effect
for All Secondary-Level State Examinations.**

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 Plan 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.

ENGLISH

Regents Comprehensive Examination in English

The August 2003 Comprehensive Examination in English is similar in format to the examination administered in June 2003. The examination will be administered in two 3-hour sessions on separate days. To complete the examination, students must sit for both sessions. Session One includes a listening comprehension part. School administrators should take this factor into consideration when making plans for the examination administration. Distribute the directions for administering this part, printed on blue paper, to the proctors *one hour* before the scheduled starting time so that proctors will have sufficient time to become familiar with the dictation materials prior to Session One.

Session One has two parts. For Part A, students are to listen to a speech, answer six multiple-choice questions, and use information from the speech to write a response for a specific purpose and audience. For Part B, students are to answer 10 multiple-choice questions based on text and material presented in a graphic form (e.g., chart, table, illustration) and use information from both to write a response for a specific purpose and audience.

Session Two has two parts. For Part A, students are to answer 10 multiple-choice questions based on two literary texts and then write an essay discussing a controlling idea and the authors' use of literary elements and techniques. For Part B, students are to interpret a statement provided to them about some aspect of literature and write an essay using two works they have read to support their interpretation of the statement.

Before allowing students to begin each session of the examination, have them check the cover of the examination booklet to be sure it has the correct examination title, date, and time.

A scoring key for each session contains the answers to the multiple-choice questions, scoring rubrics for each part, annotated anchor papers for each score level for each written response, and prescored practice papers. The scoring key also provides a chart for converting students' raw scores to scaled scores. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores may change from one administration to another, it is crucial that scorers use *only* the conversion chart provided in the scoring key for the August 2003 administration to determine the student's final score.

For purposes of a Regents-endorsed diploma, a score of 65 shall be considered passing. For students who first started grade 9 in the 1996-97, 1997-98, 1998-99, or 1999-2000 school year, 55-64, as determined by the school, may be considered passing for the awarding of a local diploma. **Students who first started grade 9 in the 2000-01 school year and thereafter *must* earn a score of 65 on this examination to earn a high school diploma.**

The *Information Booklet for Administering and Scoring the Regents Comprehensive Examination in English* provides further information about the administration and scoring of this examination. This booklet includes detailed procedures for training scorers, resolving discrepant scores, and managing the logistics of the scoring process. School administrators should provide a copy of this booklet to all school personnel involved in administering and coordinating the scoring of the Regents Comprehensive Examination in English prior to the date of Session One of the examination.

Regents Competency Test in Reading

The August 2003 Regents Competency Test in Reading is a *restricted* test. It is similar in format to the test administered in June 2003. It uses the Degrees of Reading Power (DRP) test methodology to measure a student's ability to understand written material. It contains a total of 10 nonfiction prose passages and 70 multiple-choice test items.

The test booklet for each student is enclosed in a sealed envelope. Only students taking the test may open an envelope. 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 the test to students with disabilities whose Individualized Education Programs call for this accommodation.

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

A student's raw score on the test is the total number of items that the student answers correctly. The student must obtain a raw score of 47 in order to pass the August 2003 test. The passing score is printed on the scoring key. Because the passing score may vary from one test administration to another, it is crucial that scorers use only the scoring key for the *August 2003* administration.

The shipment of nonsecure test materials to the school includes special directions for administering and scoring the *restricted* Regents Competency Test in Reading. Each person involved in the administration of the examination should become thoroughly familiar with these special directions prior to the date of administration.

Each copy of the test booklet is numbered, and all test booklets *must* be returned to the Department.

Regents Competency Test in Writing

The August 2003 Regents Competency Test in Writing is similar in format to the test administered in June 2003. It is designed as a direct measure of a student's ability to organize and present ideas in written form. The tasks are set in a context that is related to the experience of students and that clearly indicates the purpose for the piece of writing and the specific audience for whom the piece is intended.

The test consists of three separate writing tasks: a business letter of complaint, a report based on information provided, and a composition. The Part III composition may be expository, narrative, descriptive, or persuasive in purpose. Teachers should keep in mind, however, that rarely are tasks *purely* of a single type. For example, a task might require students to *describe* an object and then *explain* something significant about it or *narrate* an incident related to it. Whatever the purpose(s) of the task, information provided to the students makes clear what is expected.

Each of the three tasks requires a relatively brief piece of writing, about 100–200 words. For each task, students are directed to prepare a first draft and then to edit and revise the draft before producing their final response. Students are to write their final responses on special answer paper provided by the Department.

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

The rating guide, printed on yellow paper, contains a detailed outline of the procedure to follow in rating the students' answer papers. It also contains criteria for rating each of the three writing tasks. The criteria for the letter and the report remain the same for all administrations of the test; the criteria for the composition are task-specific for each new administration.

The shipment of nonsecure test materials to the school includes copies of the detailed directions for administering and scoring the Regents Competency Test in Writing. These directions, printed on white paper, contain specific instructions that the proctors who administer the test are to read to the students *verbatim*.

In a change from past practice, schools are not to submit the answer papers written by students to the Department for validation of scoring. A random sampling of schools will receive instructions to submit their scored RCT in Writing answer papers to the Department's contractor, CTB McGraw-Hill, for rerating. The remainder of schools must keep the answer papers and the student identification sheets on file for one year in accordance with the standard procedures for the safeguarding of most other State examinations.

Please direct questions concerning examinations in English to Karen Kolanowski at 518-474-5912.

MATHEMATICS

Regents Examination in Course III of the Three-Year Sequence for High School Mathematics

The August 2003 Regents Examination in Sequential Mathematics, Course III is similar in format to the examination administered in June 2003. The examination booklets do not include reference tables, but a formula sheet is provided.

Schools must make scientific calculators available for use by all students— general education students and those with disabilities—while they take the examination. Since students are **not** permitted to use trigonometric and logarithmic reference tables during mathematics Regents Examinations, scientific calculators **must** have these features. Calculators must be nonprogrammable and nongraphing, but they may have other capabilities such as fractional notation, factorials, combinations, permutation evaluations, or various statistical features. Only scientific calculators may be used by general education students for the Course III examination. Students with disabilities may use a graphing calculator for this examination only if the use of this type of calculator is listed as a testing accommodation on the students' Individualized Education Program or Section 504 Accommodation Plan. No students may use calculators that can communicate with other calculators through infrared sensors, nor may they use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination.

Schools should provide students with paper on which to place their Part II answers and with graph paper that is appropriate in size and scale for the types of questions involved. To safeguard against loss or errors in rating, the name of the student and the school should appear on each sheet of paper and graph paper submitted. All scrap paper should be retained until the scoring of all answer papers has been completed and the scores have been recorded on the students' permanent records.

Teachers should instruct the students that, unless otherwise instructed, answers on Part I may be expressed in terms of π or in radical form or as rational approximations correct to at least three significant figures.

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

Teachers must accurately follow the scoring key supplied, allowing credit for variations only when the variations are mathematically correct and permitted. A revised edition of the *Guide for Rating Regents Examinations in Mathematics* was published in spring 1996, and schools received copies at that time. To obtain additional copies, call the Office of State Assessment at 518-474-5900. Teachers and other school personnel involved in the rating of Regents Examinations should be familiar with this guide.

Regents Examination in Mathematics B

Prior to the date of the examination, schools should provide all school personnel involved in its administration and scoring with a copy of the *Information Booklet for Administering and Scoring Regents Examinations in Mathematics A and Mathematics B*. This publication includes a supplement to the *Guide for Rating Regents Examinations in Mathematics* (1996 edition).

The August 2003 Regents Examination in Mathematics B is similar in format to the examination administered in June 2003. The examination has four parts, with a total of 34 questions. Students must answer all 34 questions. No choice is allowed. The following table shows the types of questions and the credit allotment for each part of the examination.

Mathematics B

Part	Question Type	Number of Questions	Maximum Number of Credits per Question	Total Number of Raw-Score Credits
I	multiple choice	20	2	40
II	open ended	6	2	12
III	open ended	6	4	24
IV	open ended	2	6	12
TOTAL		34		88

A graphing calculator without symbol manipulation **must** be available for use by each student while taking the Mathematics B examination. No students may use calculators that can communicate with other calculators through infrared sensors, nor may they use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examinations.

Schools must be sure that every student has a compass and a straightedge while taking the Mathematics B examination.

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

Students should write their Part I answers on the detachable answer sheet, which is printed as the last page of the examination booklet. They should write their answers to questions in Parts II, III, and IV in the examination booklet. No scrap paper is permitted. Students may use the blank spaces and page of graph paper included in the examination booklet as scrap paper. Schools 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.

The Department provides a scoring key for each administration that includes answers to the Part I multiple-choice questions and rubrics for scoring the open-ended questions. The scoring key for each administration includes a chart for converting the student's total-test raw score to a scaled score. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores may change from one examination administration to another, it is crucial that scorers use *only* the conversion table provided in the scoring key for the *August 2003* administration to determine the student's final score.

All student answer papers for Mathematics B examinations that receive a scaled score of 60 through 64 must be scored a second time. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper, except that no teacher may score the same open-ended questions that he or she scored in the first rating of the paper.

Regents Competency Test in Mathematics

The August 2003 Regents Competency Test in Mathematics is provided in ***restricted*** test. The test booklet for each student is enclosed in a sealed envelope. Only students taking the test may open an envelope. 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 the test to students with disabilities whose Individualized Education Programs call for this accommodation. The shipment of nonsecure test materials to the school includes special directions for administering and scoring the restricted Regents Competency Test in Mathematics. Each person involved in the administration of this examination should become thoroughly familiar with these special directions prior to the date of administration.

The August 2003 Regents Competency Test in Mathematics is based on the first seven units of the course described in the Department publication *General High School Mathematics*. The test is similar in format to the test administered in June 2003. It contains a total of 60 questions, divided into two parts. Part A consists of 20 completion questions for which students are to provide the answer. Part B consists of 40 multiple-choice questions for which students are to select the correct answer from among the four choices given.

Please note that general education students taking this test may *not* use calculators. Students with disabilities may use calculators when taking this test *only* if the use of these devices is included as a testing accommodation in the student's Individualized Education Program or Section 504 Accommodation Plan.

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

The passing score for this test is a raw score (total number of correct answers) of 39.

Each copy of the test booklet and each rating guide is numbered, and all test booklets and rating guides *must* be returned to the Department.

Please direct questions concerning examinations in mathematics to Jacqueline Marcano at 518-474-5900.

OCCUPATIONAL EDUCATION

Introduction to Occupations Proficiency Examination

The August 2003 Introduction to Occupations Proficiency Examination is a *restricted* test. It is similar in content and format to the examination administered in June 2003. It is based on the required module, Working Citizen/Personal Resource Management.

The examination has two parts. Part 1 consists of 50 required multiple-choice questions, for which students are to select the correct answer from among the four choices given. Part 2 consists of four open-ended questions. Students are to select *three* of the four questions.

The examination booklet for each student is enclosed in a sealed envelope. Only students taking the examination may open an envelope. School personnel are *not* permitted to open an envelope containing an examination booklet or to examine a booklet for any reason other than to read questions to students with disabilities whose Individualized Education Programs call for this accommodation.

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

The Department provides a separate hand- or machine-scorable answer sheet on which students are to record their answers to the 50 multiple-choice questions that comprise Part 1. A detachable examination booklet for the Part 2 questions is contained in the center of the examination booklet for Part 1. Instruct students to detach the Part 2 examination booklet prior to beginning work on the examination and to write their responses to the Part 2 questions on the detached examination booklet after they have completed work on Part 1.

This examination has no set time limit. Give students as much time as necessary to answer as many questions as they are capable of answering. For most students, however, the actual time needed to complete the examination should be less than 1½ hours.

Each copy of the rating guide is enclosed in a sealed envelope. Only teachers rating the Part 2 questions may open an envelope and read the rating guide.

Award one credit for each multiple-choice question the student answers correctly. Award a maximum of four credits for each of the three questions answered for Part 2. The passing score for this examination (Part 1 plus Part 2) is a total raw score of 40 out of a possible total of 62.

The shipment of nonsecure examination materials to the school includes special directions for administering and scoring the *restricted* Introduction to Occupations Proficiency Examination. Each person involved in the administration of the examination should become thoroughly familiar with these special directions prior to the date of administration.

Each copy of the examination booklet and each rating guide is numbered, and all examination booklets and rating guides *must* be returned to the Department.

Please note that students who first entered Grade 9 prior to the 2001-2002 school year and who are pursuing a sequence in occupational education must pass the Introduction to Occupations Proficiency Examination.

Please direct questions concerning the Introduction to Occupations Proficiency Examination to Jon Greenwalt at 518-474-5506.

SCIENCE

Regents Examination in Living Environment

The August 2003 Regents Examination in Living Environment is based on the *Living Environment Core Curriculum*. It is similar in format to the examination administered in June 2003. The examination has three parts, with a total of 72 questions. Students must answer all questions in all parts. No choice is allowed. Four-function or scientific calculators must be available to all students who wish to have them during the entire scheduled time for this examination. The following table shows the types of questions and credit allotment for each part of the August 2003 examination.

Living Environment

Part	Question Type	Number of Questions	Total Number of Raw-Score Credits
A	multiple choice	35	35
B	multiple choice and open ended	30	30
C	open ended	7	20
TOTAL		72	85

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

Students are to record their answers to Part A on the detachable answer sheet printed as the last page of the examination booklet. For each question in Part A, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. Students are to write their answers to the questions in Part B and Part C in the examination booklet.

A scoring key and rating guide that accompanies the examination includes the answers to the multiple-choice questions, rubrics for scoring each of the open-ended questions, and a chart for converting the student's total test raw score to a scaled score. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores may change from one administration to another, it is crucial that scorers use *only* the conversion table provided in the scoring key and rating guide for the *August 2003* administration to determine the student's final score.

All student answer papers for the Living Environment examination that receive a scaled score of 60 through 64 must be scored a second time. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, *no* teacher may score the same open-ended questions that he or she scored in the first rating of the paper.

The *Information Booklet for Administering and Scoring Regents Examinations in the Sciences* provides further information about the administration and scoring of this examination. Prior to the administration date, provide a copy of this publication to all school personnel involved in the administration and scoring of this examination.

Please note the statement on page 12 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Regents Examination in Physical Setting/Chemistry

The August 2003 Regents Examination in Physical Setting/Chemistry is based on the *Chemistry Core Curriculum*. The examination has four parts, with a total of 78 questions. Students must answer all questions. No choice is allowed. The following table shows the types of questions and credit allotment for each part of the August 2003 examination.

Physical Setting/Chemistry

Part	Question Type	Number of Questions	Total Number of Raw-Score Credits
A	multiple choice	35	35
B-1	multiple choice	15	29
B-2	open ended	12	
C	open ended	16	21
TOTAL		78	85

Before allowing students to begin this examination, have them check the covers of the examination booklets and the answer booklets to be sure they have the correct title, date, and time.

Students are to record their answers to the multiple-choice questions in Part A and Part B-1 on the detachable answer sheet printed as the last page of the examination booklet. For each multiple-choice question, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. The answers to the open-ended questions in Part B-2 and Part C are to be written in the separate answer booklet provided. (The answer booklets are printed on ivory paper and are shrink wrapped in the same package with the examination booklets.) Before beginning the examination, students should detach the answer sheet for Part A and Part B-1 from the examination booklet.

A supply of the 2002 edition of the *Reference Tables for Physical Setting/Chemistry* is included in the shipment of nonsecure examination materials to the school. Principals should check to be sure that a sufficient number were received. At the administration of the written test, each student must be provided with a copy of the 2002 edition of the reference tables along with an examination booklet. In addition, each student **must** have a four-function or scientific calculator to use while taking the Physical Setting/Chemistry examination. Some of the questions on the written test specifically require the use of the reference tables. Be sure to collect the reference tables at the end of the written test and keep them for future use in your school's instructional program.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions, rubrics for scoring the open-ended questions, and a chart for converting the student's total test raw score to a scaled score. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores may change from one administration to another, it is crucial that scorers use *only* the conversion chart provided in the scoring key and rating guide for the *August 2003* administration to determine the student's final score.

All student answer papers for the Physical Setting/Chemistry examination that receive a scaled score of 60 through 64 must be scored a second time. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, **no** teacher may score the same open-ended questions that he or she scored in the first rating of the paper.

The *Information Booklet for Administering and Scoring Regents Examinations in the Sciences* provides further information about the administration and scoring of this examination. Prior to the administration date, provide a copy of this publication to all school personnel involved in the administration and scoring of this examination.

Please note the statement on page 12 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Regents Examination in Physical Setting/Earth Science

The August 2003 Regents Examination in Physical Setting/Earth Science is based on the *Earth Science Core Curriculum* and consists of two components: a laboratory performance test and a written test. The August 2003 Regents Examination in Physical Setting/Earth Science is similar in format to the examination administered in June 2003.

The performance test to be administered is the 2001 edition of the Earth Science Performance Test. The total number of raw-score credits for the 2001 edition of the performance test is 23. The student's raw score on the performance test should be recorded on the cover of the student's performance-test answer booklet and in the designated space in the box on the student's answer booklet for Part B–2 and Part C of the written test. As indicated below, a conversion chart will be provided for converting the student's score on the performance test and score on the written test to the final examination score.

The performance test is sent to schools in the shipment of nonsecure examination materials so that the Earth science staff can prepare for the administration of this performance component during the last two weeks of the course, but no later than the day before the administration of the written test. The *Directions for Administering and Scoring*, printed on blue paper, and the rating guide, printed on yellow paper, provide specific directions for administering and scoring the 2001 edition. Teachers are strongly encouraged to review the revised edition of the performance test before administering or rating the test.

A student who is taking the August 2003 Physical Setting/Earth Science Regents Examination and who has taken an Earth Science Regents Examination in the past may use the performance-test raw score for the prior administration or may take the performance test again. *If a student wishes to take the performance test again, the student **must** be given the opportunity to do so.* However, if a student takes the performance test in August 2003, then the August 2003 performance-test raw score **must** be used as part of the August 2003 Regents Examination score in Physical Setting/Earth Science for that student.

All parts of the performance test are considered secure materials and must **not** be shared with students prior to the test administration. All copies of the 1994 edition of the Earth Science Performance Test must be securely destroyed and must not be shared with students.

The written examination for August 2003 has four parts, with a total of 80 questions. Students must answer all questions. No choice is allowed. The following table shows the types of questions and credit allotment for each part of the August 2003 examination.

Physical Setting/Earth Science

Part	Question Type	Number of Questions	Total Number of Raw-Score Credits
A	multiple choice	35	35
B–1	multiple choice	15	30
B–2	open ended	13	
C	open ended	17	20
TOTAL		80	85

For the written test, students are to record their answers to the multiple-choice questions in Part A and Part B–1 on the detachable answer sheet printed as the last page of the examination booklet. For each multiple-choice question, students are to choose the word or expression that, of those given, best completes the statement or answers the question and write its number on the appropriate line on the answer sheet. Students are to record their answers to the open-ended questions in Part B–2 and Part C in the separate answer booklet provided. (The answer booklets are printed on ivory paper and are shrink wrapped in the same package with the examination booklets.) Before beginning the examination, students should detach the answer sheet for Part A and Part B-1 from the examination booklet.

At the administration of the written test, each student *must* be provided with a copy of the 2001 edition of the reference tables along with an examination booklet. Some of the questions on the written test specifically require the use of the reference tables. A supply of the 2001 edition of the *Earth Science Reference Tables* is included in the shipment of nonsecure examination materials to the school. Principals should check to be sure that a sufficient number were received. *Be sure to collect the reference tables at the end of the written test and keep them for future use in your school's instructional program.*

In addition, each student *must have* a four-function or scientific calculator to use while taking the Physical Setting/Earth Science examination.

Before allowing students to begin the written test, have them check the covers of the examination booklets and the answer booklets to be sure they have the correct title, date, and time.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions, rubrics for scoring the open-ended questions, and a chart for converting the student's performance-test raw score and written-test total raw score to a scaled score. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores may change from one administration to another, it is crucial that scorers use *only* the conversion chart provided in the scoring key and rating guide for the *August 2003* administration to determine the student's final score.

All student answer papers for the Physical Setting/Earth Science examination that receive a scaled score of 60 through 64 must be scored a second time. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper. However, *no* teacher may score the same open-ended questions that he or she scored in the first rating of the paper.

If a school's answer papers for the Regents Examination in Physical Setting/Earth Science are requested by the Department's contractor for Department Review, CTB/McGraw Hill, the school must submit the students' answer papers for both the performance test and the written test as well as a copy of the teacher's scoring key for the performance test. The notice of review will provide the address to which the papers must be sent.

The *Information Booklet for Administering and Scoring Regents Examinations in the Sciences* provides further information about the administration and scoring of this examination. Prior to the administration date, all school personnel involved in the administration and scoring of this examination should be provided with a copy of this publication.

Please note the statement below regarding the laboratory requirement for Regents Examinations in science.

Laboratory Requirement

Laboratory experience is required in each of the Regents science courses. This requirement follows directly from the fact that these courses are laboratory sciences, and successful completion of any one of them earns for the student one unit of credit for a laboratory science. Students must be engaged in laboratory activities for at least 30 40-minute periods or the equivalent (1200 minutes) as certified by the secondary school principal.

Students must prepare satisfactory written reports of these laboratory experiences. Schools should keep these reports for six months following the date of the examination, except in instances where a senior requests such reports for further work.

Please note that Section 8.2 of the Rules of the Board of Regents states: "Only those persons who have satisfactorily met the laboratory requirements as stated in the state syllabus for a science shall be admitted to a Regents Examination in such science."

Transporting of Student Answer Papers

When student papers for any State examination are scored in cooperation with another school, answer papers may be transported to the cooperating school. It remains the principal's responsibility to ensure the security of such papers while they are out of the building.

Regents Competency Test in Science

The August 2003 Regents Competency Test in Science is a ***restricted*** test. It is similar in format to the test administered in June 2003 and is based on the 10 blocks of the *Science Syllabus for Middle and Junior High Schools* identified in the publication *Information Bulletin: Regents Competency Testing Program in Science, A Guide to the Core Process Skills and Content Understandings*.

The test consists of 70 questions, all of which the students must complete. The passing score is a minimum of 46 correct answers. The test gives equal coverage to the life, physical, and Earth sciences. About 10 percent of the test covers the core material from *Block J: Science, Technology, and Society*. Questions test knowledge of basic vocabulary and specific core understandings, comprehension of those understandings and their application to new situations, and mastery of the core process (inquiry) skills.

The test booklet for each student is enclosed in a sealed envelope. Only students taking the test may open an envelope. 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 the test to students with disabilities whose Individualized Education Programs call for this accommodation.

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

The Department provides a separate hand- or machine-scorable answer sheet on which students are to record their answers to questions 1 through 69 on this test, all of which are multiple choice. A detachable answer sheet for completion question 70 is printed as the last page of the test booklet. Instruct students to detach this answer page from the test booklet prior to beginning work on the test and to write their response to completion question 70 on the detached answer page. Question 70 may require students to construct a data table, complete a graph, explain a described activity, or demonstrate mastery of other core science process (inquiry) skills.

Each copy for the test booklet is numbered, and all test booklets *must* be returned to the Department.

Copies of the detailed directions for administering and scoring the *restricted* Regents Competency Test in Science are included in the shipment of nonsecure test materials to the school.

Please direct questions concerning particular examinations in science to one of the people listed below:

Regents Examination in Living Environment — Mary Oliver, 518-474-5900

Regents Examination in Physical Setting/Chemistry — Ann Crotty, 518-473-9471, or

Margaret Harbour-Holland, 518-474-5900

Regents Examination in Physical Setting/Earth Science — Ann Crotty, 518-473-9471

Regents Competency Test in Science — Judy Pinsonnault, 518-474-5900

SOCIAL STUDIES

Regents Examination in Global History and Geography

Regents Examination in United States History and Government

The Regents Examination in Global History and Geography is based on the content column of the *Global History and Geography Core Curriculum*. The Regents Examination in United States History and Government is based on the content column of the *United States History and Government Core Curriculum*. Some of the questions are designed to test the student's ability to apply the social studies skills in the core curriculum.

Before allowing students to begin either of these examinations, have them check the cover of the examination booklet to be sure it has the correct title, date, and time.

Both August 2003 examinations have three parts. Students are to answer all questions in all parts. No choice is permitted. Part I contains 50 multiple-choice questions. Part II contains one thematic essay question. Part III-A contains open-ended questions based on several documents, and Part III-B contains one essay question based on the documents. Students are to write their answers to the Part I questions on the detachable answer sheet printed as the last page of the examination booklet. They are to write their answers to Part III-A open-ended questions directly in the examination booklet. They are to write their answers to the Parts II and III-B essay questions in a separate essay booklet provided to schools by the Department in the shipment of nonsecure examination materials.

A scoring key and rating guide that accompanies the examinations contains the answers to the multiple-choice questions, content-specific rubrics for the Part II and Part III-B essay questions, and specific rubrics for each Part III-A open-ended question. For each essay question, the Department provides annotated anchor papers for each score level and annotated prescored practice papers. Each scoring key and rating guide also contains a chart for converting students' raw scores to scaled scores. The scaled score is the student's final examination score. Because the scaled scores corresponding to raw scores may change from one administration to another, it is crucial that scorers use *only* the conversion chart provided in the scoring key and rating guide for the *June 2003* administration to determine the student's final score.

For purposes of a Regents-endorsed diploma, a score of 65 shall be considered passing. For students who first started grade 9 in the 1998-99 or 1999-2000 school year, 55-64, as determined by the school, may be considered passing for the awarding of a local diploma. **Students who first started grade 9 in the 2000-01 school year and thereafter *must* earn a score of 65 on these examinations to earn a high school diploma.**

The *Information Booklet for Administering and Scoring Regents Examinations in Global History and Geography and United States History and Government* provides further information about the administration and scoring of these examinations. This booklet includes detailed procedures for training scorers, resolving discrepant scores, and managing the logistics of the scoring process. Prior to the date of the examinations, all school personnel involved in administering the examinations and coordinating the scoring process should receive a copy of this booklet.

Regents Competency Test in Global Studies

Regents Competency Test in United States History and Government

The August 2003 Regents Competency Tests in Global Studies and United States History and Government are ***restricted*** tests. The test booklet for each student is enclosed in a sealed envelope. Only students taking the test may open an envelope. 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 the test to students with disabilities whose Individualized Education Programs call for this accommodation. The shipment of nonsecure test materials to the school includes special directions for administering and scoring the restricted Regents Competency Tests in Global Studies and United States History and Government. Each person involved in the administration of these tests should become thoroughly familiar with these special directions prior to the date of administration.

The Regents Competency Test in Global Studies is based on the syllabus *Social Studies 9 & 10: Global Studies*. The Regents Competency Test in United States History and Government is based on the syllabus *Social Studies 11: United States History and Government*. The questions on each test are based on the “Content Outline” and “Major Ideas” sections of the syllabus. Some of the questions are designed to test the student’s ability to apply the social studies skills listed in the syllabus.

Before allowing students to begin either of these tests, have them check the covers of the test booklets to be sure they have the correct title, date, and time.

Both tests have two parts. Part 1 consists of 50 multiple-choice questions, for which a total of 50 credits is allowed. Students are to record their answers to this part on a separate answer sheet. 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. They are to write their responses to the essay questions directly in the test booklet.

In Part 1, some of the questions require students to interpret and to draw conclusions from data presented in various forms.

Each Part 2 essay question consists of two parts. Part A, worth a maximum of four credits, is designed to elicit data. Part B is a writing component worth a total of six credits. Scorers are to rate the Part B writing activity on a holistic basis using the chart “Criteria for Rating Student Responses: Essay Questions, Part B” provided with the rating guide for the test.

In Part 2, the essay questions are drawn from the total curriculum in global studies or United States history and government. Some essay questions may be based on specific units, while others may be more broadly based and reflect major ideas from several units or subunits. Some of the questions may give students an opportunity to show an understanding of the processes involved in interpreting information presented in a variety of forms.

The maximum total raw score on each test is 70, 50 on Part 1 and 20 on Part 2. The passing score is a minimum raw score of 46 credits.

A **restricted** rating guide accompanies each test to help scorers evaluate Part 2 answers. In addition to the criteria for rating essays, the guides include a listing of some objectives tested by the question and sample data for each question.

Copies of the detailed directions for administering and scoring the *restricted* Regents Competency Tests in social studies are included in the shipment of nonsecure test materials to the school.

Each copy of each of the test booklets is numbered, and all copies *must* be returned to the Department. The rating guides for scoring the essay sections of the tests are also numbered and *must* also be returned to the Department.

Please direct questions concerning examinations in social studies to JoAnn Larson at 518-474-5922 or Gary Warren at 518-474-3860.