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June 2003

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

FROM: Deborah Hogan *Deborah H. Hogan*

SUBJECT: June 2003 Regents Examinations, Regents Competency Tests, the Introduction to Occupations Examination, and the Second Language Proficiency Examinations

This memorandum provides information concerning the format, content, and credit allotment of the Regents Examinations, the Regents Competency Tests, the Introduction to Occupations Proficiency Examination, and the Second Language Proficiency Examinations to be held in June 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 A, Mathematics B, Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics. 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*. This mailing includes a copy of each publication. 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 Administrations*, contains specific instructions for administering each Regents Examination. The Second Language Proficiency Examinations, 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 June 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 June 2003 Comprehensive Examination in English is similar in format to the examination administered in January 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.

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 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 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 June 2003 Regents Competency Test in Reading is similar in format to the test administered in January 2003. The test 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.

A student's raw score on the Regents Competency Test in Reading is the total number of items that the student answers correctly. The raw score that a student must obtain in order to pass the Regents Competency Test in Reading is printed on the scoring key. Because the passing score may vary from one test administration to another, it is crucial that scorers use the appropriate scoring key. For the June 2003 test, the passing score is a raw score (total number of correct answers) of 47.

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

Regents Competency Test in Writing

The June 2003 Regents Competency Test in Writing is similar in format to the test administered in January 2003. 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 June 2003 test, which is designed as a direct measure of a student's ability to organize and present ideas in written form, 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 is provided to the students to make 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.

The Rating Guide, printed on yellow paper, contains a detailed outline of the procedure to be followed 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.

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

Please note that, when the test materials are prepared for return to the Department, the gridded student identification sheets and the white answer papers of students with disabilities must be put in separate envelopes and labeled "Regents Competency Tests in Writing of students with disabilities." Students with disabilities include all those students who have been identified by the Committee on Special Education as having a disability, regardless of whether or not the disability affects the student's performance on the Regents Competency Test in Writing.

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

LANGUAGES OTHER THAN ENGLISH

Regents Comprehensive Examinations

The June 2003 Regents Comprehensive Examination in Latin is similar in format to the examination administered in June 2002. Beginning with the June 2003 administration of the Comprehensive Examinations in modern languages (French, German, Hebrew, Italian, and Spanish), changes have been made in the format of Part 3c, Reading, and in the format and scoring of Part 4, Writing. The format of the Part 2 and Parts 3a and 3b of the Comprehensive Examinations in modern languages has not changed.

All Regents Comprehensive Examinations in languages other than English consist of two tests. The examination in Latin consists of an oral reading test (Part I) and a written test (Parts II through V). The examination in each modern language consists of a speaking test (Part 1) and a written test (Parts 2 through 4).

The oral reading test (Latin) and speaking test (modern languages) should be administered at the school's convenience during the speaking test period, which begins 10 weeks prior to the date of the written test and ends five calendar days prior to the date of the written test. Student scores for the oral reading and speaking tests must be reported to the principal no later than June 13, 2003. To indicate that this was done, the school principal should sign and date the record of oral reading and speaking test scores when it is submitted to his or her office. Sample forms for reporting student scores are in the teacher's manuals for Part I: Oral Reading (Latin) and Part 1: Speaking (modern languages), which were mailed to the schools in spring 2003.

Both the Regents Comprehensive Examination in Latin (Part II: Teacher Dictation) and the Comprehensive Examinations in modern languages (Part 2: Listening) require teacher dictation. School administrators should take this factor into consideration when making plans for examination administrations. The Teacher Dictation Copies, printed on blue paper, should be distributed to the proctors *one hour* before the scheduled starting time so that proctors have sufficient time to become familiar with the dictation material prior to the examinations.

Students must write their responses to Parts 2 through 4 of the Regents Comprehensive Examinations in French, German, Italian, and Spanish in the separate answer booklets provided to schools in the shipment of nonsecure examination materials. Detachable answer documents will be stapled in the test booklets for the Regents Comprehensive Examinations in Hebrew and Latin, only.

Changes in the Comprehensive Examinations in modern languages, beginning with the June 2003 administration are shown below:

- For Part 3 of the written test, Part 3c continues to consist of a long reading passage written in the target language. The questions and multiple-choice answers are written in English.
- For Part 4 of the written test, students continue to choose two out of three tasks and have a picture stimulus provided as one of the three tasks. For each task that is chosen, the students are required to write at least 100 words in the target language. Each of the two writing tasks chosen is worth 8 credits. Responses are scored according to a rubric. Detailed information about scoring Part 4 is provided in the publication *Comprehensive Regents Examination in Modern Foreign Languages, Test Changes and Sampler Draft*, which was sent to each high school in the State and is available on the Department's web site: <http://www.emsc.nysed.gov/ciai/pub/publote.html>.

Proficiency Examinations

The June 2003 Second Language Proficiency Examination in Latin is similar in format to the examination administered in June 2002.

All Second Language Proficiency Examinations consist of two tests. The examination in Latin consists of an oral skills test (Part I) and a written test (Parts II through IV). The examination in each modern language consists of a speaking test (Part 1) and a written test (Parts 2 through 4).

The oral skills test and speaking test should be administered at the school's convenience during the period from April 1 until five calendar days prior to the date of the written test. Student scores for the oral skills and speaking tests must be reported to the principal no later than June 13, 2003. To indicate that this was done, the school principal should sign and date the record of oral skills and speaking test scores by when it is submitted to his or her office. Sample forms for reporting student scores are included in the teacher's manuals for Part I: Oral Skills (Latin) and Part 1: Speaking (modern languages), which were mailed to the schools in spring 2003.

The written tests in Latin and modern languages are to be administered at a specified date and time during the Regents Examination period in June. While there is no time limit for the Second Language Proficiency Examination, most students will complete these tests in less than two hours.

The proficiency examinations in modern languages require teacher dictation in Part 2. School administrators should take this factor into consideration when making plans for examination administrations. The Teacher Dictation Copies, printed on blue paper, should be distributed to the proctors *one hour* before the scheduled starting time so that proctors have sufficient time to become familiar with the dictation material prior to the examinations.

Please direct questions concerning the examinations in languages to Al Martino at 518-486-1718.

MATHEMATICS

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

The June 2003 Regents Examination in Sequential Mathematics, Course III is similar in format to the examination administered in January 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.

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 Examinations in Mathematics A and Mathematics B

Prior to the dates of the examinations, schools should provide all school personnel involved in the administration and scoring of these examinations 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).

Schools must make scientific or graphing calculators available for use by all students—including general education students and those with disabilities—while they take the Mathematics A Regents Examination. Since students are **not** permitted to use trigonometric and logarithmic reference tables during this examination, scientific calculators **must** have these features. A graphing calculator without symbol manipulation is permitted but **not** required for the Mathematics A examination. 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 A or Mathematics B examination.

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 June 2003 Regents Examination in Mathematics A is similar in format to the examination administered in January 2003. The examination has four parts, with a total of 35 questions. Students must answer all 35 questions. No choice is allowed. The following table shows the types of questions and the credit allotment for each part of the examination.

Mathematics A

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	5	2	10
III	open ended	5	3	15
IV	open ended	5	4	20
TOTAL		35		85

The June 2003 Regents Examination in Mathematics B is similar in format to the examination administered in January 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

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 *June 2003* administration to determine the student’s final score.**

All student answer papers for the Mathematics A and 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 June 2003 Regents Competency Test in Mathematics is similar in format to the test administered in January 2003. The test is based on the first seven units of the course described in the Department publication *General High School Mathematics*. The test 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. The passing score for this test is a raw score (total number of correct answers) of 39. 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.

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

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

OCCUPATIONAL EDUCATION

Introduction to Occupations

The June 2003 examination is similar in content and format to the examination administered in January 2003. The examination 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 and record the answer on a separate answer sheet. The separate answer sheet provided for Part 1 of this examination may be either hand scored or machine scored on NCS equipment. The student is awarded one credit for each multiple-choice question answered correctly. Part 2 consists of four questions. Students are to select *three* of the four questions and write their responses directly in the Part 2 examination booklet, which is stapled in the center of the Part 1 examination booklet. The student is awarded a maximum of four credits for each of the three questions answered for Part 2. The passing score for this test (Part 1 plus Part 2) is a total raw score of 40 out of a possible total of 62.

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 will be less than 1½ hours.

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 Regents Examination in Living Environment is based on the *Living Environment Core Curriculum*. The June 2003 Regents Examination in Living Environment is similar in format to the examination administered in January 2003. The examination has three parts, with a total of 72 questions. Students must answer all questions in all parts. No choice is allowed. Make four-function or scientific calculators available for use by all students who wish to have them during the entire scheduled time period for this examination. The following table shows the types of questions and credit allotment for each part of the June 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	27	30
C	open ended	10	20
TOTAL		72	85

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. The answers to the questions in Part B and Part C are to be written in the test booklet.

A scoring key and rating guide that accompanies the examination includes the answers to the multiple-choice questions and rubrics for scoring each of the open-ended questions. It also 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 administration to another, it is crucial that scorers use *only* the conversion table provided in the scoring key and rating guide for the *June 2003* examination to determine the student's final score.**

All student answer papers for the Regents Examination in Living Environment 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.

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 receive a copy of this publication.

Please note the statement on page 16 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Regents Examination in Physical Setting/Chemistry

The June 2003 Regents Examination in Physical Setting/Chemistry is based on the *Chemistry Core Curriculum*. The examination for June 2003 has four parts, with a total of 79 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 June 2003 examination.

Physical Setting/Chemistry

Part	Question Type	Number of Questions	Total Number of Raw-Score Credits
A	multiple choice	35	30
B-1	multiple choice	15	35
B-2	open ended	13	
C	open ended	16	20
TOTAL		79	85

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 scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions and rubrics for scoring the open-ended questions. It also 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 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.**

All student answer papers for the Regents Examination in Physical Setting/Chemistry 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.

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.

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 on page 16 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Regents Examination in Physical Setting/Earth Science

The June 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 June 2003 Regents Examination in Physical Setting/Earth Science is similar in format to the examination administered in January 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 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.

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 test for June 2003 has four parts, with a total of 75 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 June 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	10	
C	open ended	15	20
TOTAL		75	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.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions and rubrics for scoring the open-ended questions. It also includes 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 *June 2003* administration to determine the student's final score.**

All student answer papers for the Regents Examination in Physical Setting/Earth Science 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.

A student taking the June 2003 Physical Setting/Earth Science examination 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 June 2003, then the June 2003 performance test raw score must be used as part of the June 2003 Regents Examination score in Physical Setting/Earth Science for that student.

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

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 receive a copy of this publication.

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 students' answer papers for both the performance test and the written test must be submitted to the address provided in the notice of review. A copy of the teacher's scoring key for the performance test must also be submitted.

Please note the statement on page 16 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Regents Examination in Physical Setting/Physics

The June 2003 Regents Examination in Physical Setting/Physics is based on the *Physical Setting/Physics Core Curriculum*. The June 2003 Regents Examination in Physical Setting/Physics is similar in format to the examination administered in January 2003. The examination has four parts with a total of 76 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 June 2003 examination.

Physical Setting/Physics

Part	Question Type	Number of Questions	Total Number of Raw-Score Credits
A	multiple choice	35	35
B-1	multiple choice	12	30
B-2	open ended	16	
C	open ended	13	20
TOTAL		76	85

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 questions in Part B-2 and Part C are to be written in the answer booklet printed in the center of the examination booklet. Before beginning the examination, students should detach the answer sheet and answer booklet from the examination booklet.

A scoring key and rating guide that accompanies the written examination provides answers to the multiple-choice questions and rubrics for scoring the open-ended questions. It also includes a chart for converting the student's 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 *June 2003* administration to determine the student's final score.**

All student answer papers for the Regents Examination in Physical Setting/Physics 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.

A supply of the 2002 edition of the *Reference Tables for Physical Setting/Physics* 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. Each student *must* also have a scientific or graphing calculator, protractor, and ruler for his or her exclusive use during the entire examination. Some of the questions on the examination 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.

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 receive a copy of this publication.

Please note the statement on page 16 of this memorandum regarding the laboratory requirement for Regents Examinations in science.

Laboratory Requirement

Laboratory experience is required in each of the four 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 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 June 2003 Regents Competency Test in Science 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.

Questions 1 through 69 are multiple-choice questions and are to be answered on the separate machine-scorable answer sheet. Question 70 is a constructed-response question for which students are to provide the answer on a second answer sheet attached to the test booklet. 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. A straightedge or ruler may be useful for this question.

Copies of the detailed directions for administering and scoring the 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 Examination in Physical Setting/Physics — Mary Oliver, 518-474-5900

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.

Both June 2003 examinations have three parts. Students are to answer all questions in all parts. No choice is allowed. Part I contains 50 multiple-choice questions. Part II contains one thematic essay question. Part IIIA contains open-ended questions based on several documents, and Part IIIB 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 test booklet. They are to write their answers to Part IIIA open-ended questions directly in the test booklet. They are to write their answers to the Parts II and IIIB essay questions in a separate essay booklet that the Department provides to the schools.

A scoring key and rating guide that accompanies the examination contains the answers to the multiple-choice questions, content-specific rubrics for the Part II and Part IIIB essay questions, and specific rubrics for each Part IIIA 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 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.

Both June 2003 tests have two parts, which appear in the same test booklet. 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 score on each test is 70 credits, 50 on Part 1 and 20 on Part 2. The passing score is 65 percent of 70 credits, or a minimum total of 46 credits.

A 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 Regents Competency Tests in social studies are included in the shipment of nonsecure test materials to the school.

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