

WORKSHEET FOR COMPONENT RETESTING IN COMPREHENSIVE ENGLISH

The May 2010 Component Retest in Comprehensive English may be administered only to seniors who meet the eligibility criteria explained below and who have not yet earned a final score of 65 or higher on the regular Regents Examination. To be eligible for component retesting in Comprehensive English, a senior must have done both of the following:

- taken the Regents Comprehensive Examination in English at least twice and
- earned a score of 48 or higher on at least one of the two Regents Comprehensive Examinations in English taken most recently. Any senior who has not scored at least 48 on at least one of his or her last two Regents Comprehensive Examinations in English is not eligible for component retesting and should take the June 2010 Regents Comprehensive Examination in English.

Table I—Examination Data Table located on page 2 is a worksheet for determining which components the eligible senior is to take in Comprehensive English in May 2010. Pages 3–4 include tables that help you identify the senior’s weaknesses based on his or her performance on the last two Regents Comprehensive Examinations in English taken. Make a separate worksheet for each senior. Then follow the steps below.

1. Fill out the senior’s name and other student identifier.
2. Fill out the top row of **Table I—Examination Data Table**.
3. Enter the information from the senior’s Session One and Session Two answer sheets for each administration. Be sure to multiply the senior’s total essay scores by 2.*
4. Add the bottom two scores (total essay \times 2 and multiple choice) in each column to determine the senior’s total score for each session.
5. Compare the senior’s score for each of the two sessions to the criterion scores for those sessions provided in **Table II—Criterion Scores for Components of the Regents Comprehensive Examination in English**. The senior’s score is considered weak for a component if it is lower than the criterion score.
6. Enter a check mark(s) in the box(es) in the next-to-last row of Table I to indicate on which component(s) the senior’s score is weak.
7. Find the row in **Table IV—Weakness Pattern/Identifying Component for Retesting** that matches the senior’s weakness pattern to determine which component retest the senior is to take.
8. Enter a check mark in the last row of Table I to indicate which component retest the senior is to take.

* If you do not have all of the data required for Table I, use **Table III—Determining Weaker Components When Complete Examination Data Are Unavailable** to help you determine which component is weaker.

School Name _____

BEDS Code _____

SENIOR WORKSHEET FOR ENGLISH

Senior's Name _____

Other Student Identifier _____

Table I—Examination Data Table

Next Most Recent Examination Taken				Most Recent Examination Taken			
Date _____		Final Score _____		Date _____		Final Score _____	
Session One (Component A)		Session Two (Component B)		Session One (Component A)		Session Two (Component B)	
Essay A Score		Essay A Score		Essay A Score		Essay A Score	
Essay B Score		Essay B Score		Essay B Score		Essay B Score	
Total Essay Score		Total Essay Score		Total Essay Score		Total Essay Score	
Total Essay Score × 2 =		Total Essay Score × 2 =		Total Essay Score × 2 =		Total Essay Score × 2 =	
Multiple-Choice Score		Multiple-Choice Score		Multiple-Choice Score		Multiple-Choice Score	
Total Score for Session One		Total Score for Session Two		Total Score for Session One		Total Score for Session Two	
Criterion Score		Criterion Score		Criterion Score		Criterion Score	
Weak Component(s) <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> A & B				Weak Component(s) <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> A & B			
Component to Retest <input type="checkbox"/> A <input type="checkbox"/> B							

Note: Please make the appropriate number of copies for each senior who is eligible for component retesting.

Table II—Criterion Scores for Components of the Regents Comprehensive Examination in English*

January 2010		August 2009		June 2009		Jan/June 2009 [^]	
Session One (Component A)	28	Session One (Component A)	27	Session One (Component A)	27	January 2009 Session One (Component A)	27
Session Two (Component B)	21	Session Two (Component B)	21	Session Two (Component B)	21	June 2009 Session Two (Component B)	21

January 2009		August 2008		June 2008		January 2008	
Session One (Component A)	27	Session One (Component A)	27	Session One (Component A)	28	Session One (Component A)	27
Session Two (Component B)	21	Session Two (Component B)	21	Session Two (Component B)	20	Session Two (Component B)	21

August 2007		June 2007		January 2007		August 2006	
Session One (Component A)	25	Session One (Component A)	27	Session One (Component A)	27	Session One (Component A)	26
Session Two (Component B)	22	Session Two (Component B)	21	Session Two (Component B)	20	Session Two (Component B)	21

June 2006	
Session One (Component A)	27
Session Two (Component B)	20

* The scores in this table represent the Session One and Session Two scores expected of students earning a final score of 65 on these examinations. Criterion scores for each session were computed by multiplying the essay score by 2 and then adding the number of correct multiple-choice questions.

[^] The combined-date administration criterion scores for January 2009 Session One and June 2009 Session Two must be used only for students who took Session One of the January 2009 Regents Comprehensive Examination in English but were unable to take Session Two in January because of a weather-related school closing and took Session Two in June 2009.

DETERMINING WEAKER COMPONENTS

If your school has only the senior's final score for an administration of the Regents Comprehensive Examination in English, use Table III below to determine which component should be considered the weaker component for that administration.

Table III—Determining Weaker Components When Complete Examination Data Are Unavailable

All Administrations*	
Final Examination Score	Weaker Component
48–64	A**
47 or below	A & B

* For the Regents Comprehensive Examinations in English administered in June 2001, June 2000, April 2000, and June 1999, the weaker component statewide was Component A (Session One). In the absence of any other data for an examination, Component A should be considered the weaker of the two components for those examinations.

** If the senior's teacher has evidence that the senior is weaker in Component B, the school should follow the teacher's recommendation and retest the senior on Component B.

Once you have identified the senior's weaker components on the two tests, find that weakness pattern in Table IV below and identify the component retest the senior is to take.

**Table IV—Weakness Pattern/
Identifying Component for Retesting**

Weakness Pattern		Component Retest for Senior to Take
Next Most Recent Examination	Most Recent Examination	
A	A	A
A	B	B
A	A & B	A
B	A	A
B	B	B
B	A & B	B
A & B	A	A
A & B	B	B
A & B	A & B	A or B

**EXAMPLES OF THE COMPONENT IDENTIFICATION PROCESS
FOR THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH**

Three examples of the use of the tables on the preceding pages are provided below.

Example 1

Senior X earned a score of 48 on the August 2009 examination and a score of 59 on the January 2010 examination. The table below lists the senior's scores for the essay and multiple-choice components of Sessions One and Two of these examinations. Table II provided the Criterion Scores for the two examinations. This senior's weakness pattern for these examinations has been identified as A&B/B. Based on the information in Table IV, this senior is to take Component B in May 2010.

Table I—Examination Data Table for Senior X

Next Most Recent Examination Taken				Most Recent Examination Taken			
Date <u>August 2009</u>		Final Score <u>48</u>		Date <u>January 2010</u>		Final Score <u>59</u>	
Session One (Component A)		Session Two (Component B)		Session One (Component A)		Session Two (Component B)	
Essay A Score	3	Essay A Score	2	Essay A Score	3	Essay A Score	4
Essay B Score	4	Essay B Score	3	Essay B Score	5	Essay B Score	2
Total Essay Score	7	Total Essay Score	5	Total Essay Score	8	Total Essay Score	6
Total Essay Score × 2 =	14	Total Essay Score × 2 =	10	Total Essay Score × 2 =	16	Total Essay Score × 2 =	12
Multiple-Choice Score	8	Multiple-Choice Score	7	Multiple-Choice Score	12	Multiple-Choice Score	6
Total Score for Session One	22	Total Score for Session Two	17	Total Score for Session One	28	Total Score for Session Two	18
Criterion Score	27	Criterion Score	21	Criterion Score	28	Criterion Score	21
Weak Component(s) <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> A & B				Weak Component(s) <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> A & B			
Component to Retest <input type="checkbox"/> A <input checked="" type="checkbox"/> B							

Example 2

Senior Y earned a score of 51 on the June 2009 examination and a score of 52 on the January 2010 examination. Senior Y transferred to a new high school for the senior year, and the new school could not obtain Senior Y’s examination paper and/or record of part scores for the June 2009 examination. Based on Table III, the school records Component A as the weaker component for that examination. This senior’s scores for the essay and multiple-choice components of Sessions One and Two of the January 2010 examination are listed in the table below. Table II provided the criterion scores for the January 2010 examination. This senior’s weakness pattern for these examinations is identified as A/A&B. Based on the information in Table IV, this senior is to take Component A in May 2010.

Table I—Examination Data Table for Senior Y

Next Most Recent Examination Taken				Most Recent Examination Taken			
Date <u>June 2009</u>		Final Score <u>51</u>		Date <u>January 2010</u>		Final Score <u>52</u>	
Session One (Component A)		Session Two (Component B)		Session One (Component A)		Session Two (Component B)	
Essay A Score	NA	Essay A Score	NA	Essay A Score	4	Essay A Score	2
Essay B Score	NA	Essay B Score	NA	Essay B Score	4	Essay B Score	3
Total Essay Score	NA	Total Essay Score	NA	Total Essay Score	8	Total Essay Score	5
Total Essay Score × 2 =	NA	Total Essay Score × 2 =	NA	Total Essay Score × 2 =	16	Total Essay Score × 2 =	10
Multiple-Choice Score	NA	Multiple-Choice Score	NA	Multiple-Choice Score	11	Multiple-Choice Score	5
Total Score for Session One	NA	Total Score for Session Two	NA	Total Score for Session One	27	Total Score for Session Two	15
Criterion Score	27	Criterion Score	21	Criterion Score	28	Criterion Score	21
Weak Component(s) <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> A & B				Weak Component(s) <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> A & B			
Component to Retest <input checked="" type="checkbox"/> A <input type="checkbox"/> B							

Example 3

Senior Z earned a score of 52 on the combined-date administration January/June 2009[^] examination and a score of 55 on the June 2009 examination. The table below lists the senior's scores for the essay and multiple-choice components of Sessions One and Two of these examinations. Table II provided the Criterion Scores for the two examinations. This senior's weakness pattern for these examinations has been identified as A/B. Based on the information in Table IV, this senior is to take Component B in May 2010.

Table I—Examination Data Table for Senior Z

Next Most Recent Examination Taken				Most Recent Examination Taken			
Date <u>January/June 2009[^]</u>				Date <u>June 2009</u> Final Score <u>55</u>			
Final Score <u>52</u>							
January 2009 Session One (Component A)		June 2009 Session Two (Component B)		Session One (Component A)		Session Two (Component B)	
Essay A Score	3	Essay A Score	3	Essay A Score	4	Essay A Score	2
Essay B Score	2	Essay B Score	3	Essay B Score	4	Essay B Score	3
Total Essay Score	5	Total Essay Score	6	Total Essay Score	8	Total Essay Score	5
Total Essay Score × 2 =	10	Total Essay Score × 2 =	12	Total Essay Score × 2 =	16	Total Essay Score × 2 =	10
Multiple-Choice Score	9	Multiple-Choice Score	10	Multiple-Choice Score	12	Multiple-Choice Score	5
Total Score for Session One	19	Total Score for Session Two	22	Total Score for Session One	28	Total Score for Session Two	15
Criterion Score	27	Criterion Score	21	Criterion Score	27	Criterion Score	21
Weak Component(s) <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> A & B				Weak Component(s) <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> A & B			
Component to Retest <input type="checkbox"/> A <input checked="" type="checkbox"/> B							

[^] The combined-date administration criterion scores for January 2009 Session One and June 2009 Session Two must be used only for students who took Session One of the January 2009 Regents Comprehensive Examination in English but were unable to take Session Two in January because of a weather-related school closing and took Session Two in June 2009.