

**STANDARD EDITION
WORKSHEET FOR COMPONENT RETESTING
IN COMPREHENSIVE ENGLISH**

This worksheet is for use by schools that administered both sessions of the January 2005 Regents Comprehensive Examination in English. If your school administered Session One of the January 2005 Regents Comprehensive Examination in English, but did not administer Session Two due to inclement weather, follow the special instructions provided in the enclosed *Special Worksheet for Component Retesting in Comprehensive English* (DET 208 Sp).

Page 2 is a worksheet for determining whether an individual high school senior is eligible for component retesting in Comprehensive English in May 2005 and, if eligible, which component that senior must take. Pages 3 – 6 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.

- Fill out the senior’s name and other student identifier.
- Fill out the top row of **Table I—Examination Data Table**.
- Determine whether the senior’s final score on **either** examination is between 48 and 64.

Yes No

- If the answer is “No,” enter a check mark in the last row of Table I in the box next to “Senior is not eligible for component retesting.” This senior must retake the entire Regents Comprehensive Examination in English, and there is no need to enter other data for this senior.
- If the answer is “Yes,” fill out the remainder of Table I, starting with the student’s “Next Most Recent” score summary.
 - 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.*
 - Add the total essay score and the multiple-choice score in each column of Table I to determine the senior’s total score for each session.
 - 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.
 - 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.
 - 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.
 - 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.

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					
<input type="checkbox"/> <i>Senior is not eligible for component retesting.</i>						Component to Retest: <input type="checkbox"/> A <input type="checkbox"/> B					

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

January 2005		August 2004		June 2004		January 2004	
Session One (Component A)	25	Session One (Component A)	26	Session One (Component A)	25	Session One (Component A)	26
Session Two (Component B)	22	Session Two (Component B)	21	Session Two (Component B)	22	Session Two (Component B)	21

August 2003		June 2003		January 2003		August 2002	
Session One (Component A)	26	Session One (Component A)	26	Session One (Component A)	25	Session One (Component A)	23
Session Two (Component B)	21	Session Two (Component B)	21	Session Two (Component B)	22	Session Two (Component B)	21

June 2002		January 2002		August 2001		June 2001	
Session One (Component A)	26	Session One (Component A)	26	Session One (Component A)	25	Session One (Component A)	28
Session Two (Component B)	21	Session Two (Component B)	19	Session Two (Component B)	18	Session Two (Component B)	16

* The scores in this table represent the Session One and Session Two mean scores necessary for students to earn 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.

DETERMINING WEAKER COMPONENTS

If your school has only the senior's final score for an administration of the 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**

* 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**

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

Example 1

Senior X earned a score of 52 on the August 2004 examination and a score of 60 on the January 2005 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/A. Based on the information in Table IV, this senior is to take Component A in May 2005.

Table I—Examination Data Table for Senior X

Next Most Recent Examination Taken				Most Recent Examination Taken			
Date: <u>August 2004</u> Final Score: <u>52</u>				Date: <u>January 2005</u> Final Score: <u>60</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	3	Essay B Score	4
Total Essay Score	7	Total Essay Score	5	Total Essay Score	6	Total Essay Score	8
Total Essay Score × 2 =	14	Total Essay Score × 2 =	10	Total Essay Score × 2 =	12	Total Essay Score × 2 =	16
Multiple-Choice Score	9	Multiple-Choice Score	7	Multiple-Choice Score	9	Multiple-Choice Score	7
Total Score for Session One	23	Total Score for Session Two	17	Total Score for Session One	21	Total Score for Session Two	23
Criterion Score	26	Criterion Score	21	Criterion Score	25	Criterion Score	22
Weak Component(s): <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> A & B				Weak Component(s): <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> A & B			
<input type="checkbox"/> Senior is not eligible for component retesting.				Component to Retest: <input checked="" type="checkbox"/> A <input type="checkbox"/> B			

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Example 2

Senior Y earned a score of 50 on the June 2004 examination and a score of 53 on the January 2005 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 2004 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 2005 examination are listed in the table below. Table II provided the criterion scores for the January 2005 examination. This senior’s weakness pattern for these examinations is identified as A/B. Based on the information in Table IV, this senior is to take Component B in May 2005.

Table I—Examination Data Table for Senior Y

Next Most Recent Examination Taken				Most Recent Examination Taken			
Date: <u>June 2004</u> Final Score: <u>50</u>				Date: <u>January 2005</u> Final Score: <u>53</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	3
Essay B Score	NA	Essay B Score	NA	Essay B Score	3	Essay B Score	2
Total Essay Score	NA	Total Essay Score	NA	Total Essay Score	7	Total Essay Score	5
Total Essay Score × 2 =	NA	Total Essay Score × 2 =	NA	Total Essay Score × 2 =	14	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	25	Total Score for Session Two	15
Criterion Score	25	Criterion Score	22	Criterion Score	25	Criterion Score	22
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			
<input type="checkbox"/> Senior is not eligible for component retesting.				Component to Retest: <input type="checkbox"/> A <input checked="" type="checkbox"/> B			