

WORKSHEET FOR COMPONENT RETESTING IN COMPREHENSIVE ENGLISH

Page 2 contains a worksheet for determining whether an individual high school senior is eligible for component retesting in Comprehensive English in April 2002 and, if eligible, which component that senior should take. The worksheet provides tables that help you identify the senior's weaknesses based on the senior's performance on the last two Regents Comprehensive Examinations in English the senior has 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 checkmark 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.
 - Enter the information from the senior's Session One and Session Two answer sheets for each administration (be sure to multiply the essay score by 2).
 - If you do not have all of the data for each part of each session of both examinations, use *Table III—Determining Weaker Components When Complete Examination Data Are Unavailable*.
 - Add the bottom two scores in each column 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 of the examination provided in *Table II—Criterion Scores for Sessions of the Regents Comprehensive Examination in English*. The student's score is considered weak for a component if it is lower than the criterion score.
 - Put checkmark(s) in the boxes in the next-to-last row of Table 1 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 should take.
- Place a checkmark in the last row of Table I to indicate which component retest the senior will take in April 2002.

SENIOR WORKSHEET FOR ENGLISH

Senior's Name _____ Other Student Identifier _____

Table I—Examination Data Table

Date of Next-to-Last Test Taken: _____				Date of Last Test Taken: _____			
Final Score: _____				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 Scores		Total Essay Scores		Total Essay Scores		Total Essay Scores	
× 2 =		× 2 =		× 2 =		× 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 Sessions of the Regents Comprehensive Examination in English*

June 2000		June 2001		August 2001		January 2002	
Session One	26	Session One	28	Session One	25	Session One	26
Session Two	20	Session Two	16	Session Two	18	Session Two	19

* 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 items.

DETERMINING WEAKER COMPONENTS

If your school does not have data for the senior’s score on an administration of the Comprehensive Examination in English, other than the final score, or if either of the two most recent administrations of this test was during an examination period other than one included in Table II, use *Table III—Determining Weaker Components When Complete Examination Data Are Unavailable* 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 given in June 1999, April 2000, June 2000, and June 2001, 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 that examination.

** If the student’s teacher has evidence that the student is weaker in Component B, the school should follow the teacher’s recommendation and retest the student 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 should take.

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

Weakness Pattern		Component Retest for Senior to Take
Next-to-Last Test	Last Test	
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 2001 examination and a score of 61 on the January 2002 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 should take Component A in April 2002.

Table I—Examination Data Table for Senior X

Date of Next-to-Last Test Taken: <u>August 2001</u>				Date of Last Test Taken: <u>January 2002</u>			
Final Score: <u>52</u>				Final Score: <u>61</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	4	Essay A Score	3
Essay B Score	4	Essay B Score	4	Essay B Score	4	Essay B Score	4
Total Essay Scores	7	Total Essay Scores	6	Total Essay Scores	8	Total Essay Scores	7
× 2 =	14	× 2 =	12	× 2 =	16	× 2 =	14
Multiple-Choice Score	6	Multiple-Choice Score	3	Multiple-Choice Score	7	Multiple-Choice Score	6
Total Score for Session One	20	Total Score for Session Two	15	Total Score for Session One	23	Total Score for Session Two	20
Criterion Score	25	Criterion Score	18	Criterion Score	26	Criterion Score	19
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 48 on the June 2001 examination and a score of 54 on the January 2002 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 2001 examination. Based on Table III, the school records Component A as the weak component for that examination. This senior’s scores for the essay and multiple-choice components of Sessions One and Two of the January 2002 examination are listed in the table below. Table II provided the criterion scores for the January 2002 examination. This senior’s weakness pattern for these examinations is identified as A/B. Based on the information in Table IV, this senior should take Component B in April 2002.

Table I—Examination Data Table for Senior Y

Date of Next-to-Last Test Taken: <u>June 2001</u>				Date of Last Test Taken: <u>January 2002</u>			
Final Score: <u>48</u>				Final Score: <u>54</u>			
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	3	Essay A Score	2
Essay B Score		Essay B Score		Essay B Score	4	Essay B Score	2
Total Essay Scores		Total Essay Scores		Total Essay Scores	7	Total Essay Scores	4
	× 2 =		× 2 =		14		8
Multiple-Choice Score		Multiple-Choice Score		Multiple-Choice Score	12	Multiple-Choice Score	5
Total Score for Session One	NA	Total Score for Session Two	NA	Total Score for Session One	26	Total Score for Session Two	13
Criterion Score		Criterion Score		Criterion Score	26	Criterion Score	19
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"/> <i>Senior is not eligible for component retesting.</i>				Component to Retest: <input type="checkbox"/>A <input checked="" type="checkbox"/>B			