

Directions for Administering and Scoring Component Retests April 26–30, 2004

Introduction

This booklet contains information schools need for administering and scoring component retests. Several days in advance of the component retest dates, please give a copy of this booklet to each proctor who will administer them. This will give the proctors sufficient time to familiarize themselves with the information in this booklet before the beginning of the component retesting period.

Additional information concerning the component retesting program is available on the Department's web site, <http://www.emsc.nysed.gov/osa/component.html>.

The publications *Information Booklet for Administering and Scoring the Component Retests in English* and *Information Booklet for Administering and Scoring the Component Retests in Mathematics A* contain detailed information concerning the Component Retests in English and Mathematics A. These publications are posted on the Department's web site and sent to all schools requesting the component retests. Several days in advance of the administration of the component retests, please give copies of these publications to proctors and teachers involved in their administration and scoring.

Conducting the Component Retests

Preparation of the Test Room

Make sure that the room in which component retests will be administered is well lighted, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions.

If component retests are to be administered in a classroom, the teacher using the room should make sure that it has been properly prepared. Desks and shelves under the desks must be clear of all books, papers, and other materials. Charts on the walls and all chalkboard work must be completely covered or removed.

Make arrangements in advance to seat the students so that each student is clearly visible to the proctor at all times and so that there is the least possible opportunity for any communication between students. The seating of students in alternate rows is recommended.

Materials Provided by Students and the School

Inform students before the day of the test that they are expected to provide their own pens, pencils, erasers, compasses, and rulers. Inform them also about the use of calculators. This booklet provides information about the use of these materials on the following pages.

Use of Calculators

Each student taking the Component Retests in Mathematics A must have a scientific calculator available for his or her exclusive use during the entire scheduled time for the examination. Graphing calculators without symbol manipulation are permitted but not required. When students enter the testing room, clear or reset the memory of any calculator with programming capability. Remove any

applications that have been added to graphing calculators. Students may *not* use calculators that can be used to communicate with other calculators. Also, students may *not* use operating manuals, instruction or formula cards, or other information concerning the operation of calculators.

Use of Communications Devices

Students may not use *any* communications device while taking component retests, 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. Specific instructions for proctors on this topic are provided on page 6.

Testing Accommodations for Students with Disabilities

Principals must ensure that students with disabilities are provided the testing accommodations specified in their Individualized Educational Program or Section 504 Accommodation Plan when they take component retests. Under certain circumstances, principals may authorize special accommodations for general education students taking component retests. The publication *Regents Examinations, Regents Competency Tests, and Proficiency Examinations, School Administrator's Manual 2001* edition provides guidelines to be followed in such circumstances. This document is available on the Department's web site at: <http://www.emsc.nysed.gov/osa/hsinfo/gen/hsinfo/genarch/sam2001.pdf>.

Testing Accommodations for Limited-English-Proficient Students

Schools may provide the following testing accommodations to limited-English-proficient (LEP) students:

- ***Time Extension.*** Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- ***Separate Location.*** Schools are encouraged to provide optimum testing environments and facilities for LEP students. They may administer component retests to LEP students individually or in small groups in a separate location.
- ***Third Reading of Listening Selection.*** Proctors may read the listening passage (April 26 and 27, 2004) of the Component A Retest in Comprehensive English a third time to LEP students before they are instructed to look at the multiple-choice questions. They may take notes during all three readings.
- ***Bilingual Dictionaries and Glossaries.*** LEP students may use bilingual dictionaries and glossaries when taking any of the component retests. They may also use electronic or digital translators. The bilingual dictionaries and glossaries and translating devices may provide only direct translations of words. Bilingual dictionaries and glossaries and translating devices that provide definitions or explanations are *not* permitted.
- ***Translated Editions.*** The Component Retests in Mathematics A are available in Chinese, Haitian Creole, Korean, Russian, and Spanish translations. Schools should provide each LEP student with either the English edition or a translated edition of the test, whichever is better for that student. LEP students may also use both an English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- ***Oral Translation for Lower Incidence Languages.*** Schools may provide LEP students with an oral translation of the Component Retests in Mathematics A when there is no written alternative language edition in the student’s first language. This accommodation is not permitted for the

Component Retests in English. All translations of the Component Retests in Mathematics A must be oral, direct translations of the English editions. Written translations are *not* allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the component retests *one hour* prior to administration. The Department’s Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can help schools locate suitable translators.

- ***Writing Responses in the Native Language.*** LEP students making use of alternative language editions or of oral translations of the Component Retests in Mathematics A may write their responses in their native language. This accommodation is not permitted for the Component Retests in English. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and the BETACs can help schools locate persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

Use of Answer Sheets

General education students must record their responses to all questions on the component retests on the pages allotted for this purpose within the component retest booklets. Schools may not substitute other answer sheets for any portions of the component retests. Students with disabilities may record their responses in an alternative manner only if a revised method of recording responses is included as a testing accommodation in a student’s IEP or Section 504 Accommodation Plan.

Time Regulations

The specific hours during which component retests must be administered are indicated on the test schedule and on the test booklets themselves. For April 2004, the Component Retests in English are scheduled for 9:00 a.m.; the Component Retests in Mathematics A are scheduled for either 11:00 a.m. or 1:00 p.m., depending on the specific component being tested. To allow sufficient time for giving directions and distributing test materials, students should be instructed to be in their seats at least 15 minutes before the time specified for starting each test.

Schools may, at the discretion of the principal, adjust the start time for the component retests by no more than 15 minutes earlier or later than the specified time. Regardless of the starting time, schools may not permit students to spend more than the allotted 50 minutes working on each component retest booklet. Schools may not, under any circumstances, permit students to leave the test room before the Uniform Statewide Admission Deadline listed below.

Uniform Statewide Admission Deadline

Test Time	Admission Deadline
9:00 a.m.	9:30 a.m.
11:00 a.m.	11:30 a.m.
1:00 p.m.	1:30 p.m.

Schools must admit to the test all students who arrive at the test room before the Uniform Statewide Admission Deadline, even if the students arrive after the starting time scheduled by your school. You should also admit students who arrive after the Uniform Statewide Admission Deadline but who have been under the supervision of school personnel since the admission deadline, as long as the principal is certain that the students did not have an opportunity to exchange information with other students who had already left the test. Do not admit students who arrive after the deadline and who have not been under the supervision of school personnel since the deadline.

The purpose of the Uniform Statewide Admission Deadline is to eliminate any possibility of the exchange of information between students at different test centers. All school personnel must strictly comply with these regulations.

Latecomers for component retests generally are not entitled to have the closing time extended. However, if students started a component retest late because of extenuating circumstances beyond their control, the principal may authorize an extension of closing time of the component retest for these students. Further, when a component retest is administered under special conditions to a student who is injured or ill or who has a disability, the principal has the discretion to extend the time in order to allow the student reasonable time to complete the component retest under the special test conditions. Please refer to the *School Administrator's Manual* for more specific information about such situations.

Distribution of Teacher Dictation Copies

Distribute the Teacher Dictation Copies for the Component A Retest in English, which tests listening skills (April 26 and 27, 2004), one hour before the scheduled starting time to the teachers who will administer the test. This will give the teachers sufficient time to familiarize themselves with the materials in the Teacher Dictation Copies before the beginning of the test.

Supervision of Students

1. *Identification of Students.* Make plans before the administration of the component retests to verify the identity of each student entering the testing room, especially students who are not enrolled in the school in which they are taking component retests. Keep accurate records of the students who take each test so that it will be possible to confirm the presence or absence of a student for each test that is administered.
2. *Checking for Unauthorized Materials.* Maintain close supervision of students who are taking component retests at all times during the testing session. When students enter the testing room, inspect all materials they bring into the room to make sure that the materials do not contain any unauthorized notes or printed material that would give the student an unfair advantage. See "Materials Provided by Students and the School" (page 1) for a list of materials that students may bring into the testing room.
3. *Obtaining Information from Other Students.* Do not permit students to obtain information from other students in any way during the test. If, in the opinion of the proctor, such an attempt to obtain information has occurred, warn the students involved that any further attempts will result in the termination of their component retests. If necessary, move the students to another location. If these steps fail to end attempts to obtain information, notify the principal immediately and terminate the students' component retests. No score may be earned by students whom the principal determined had attempted to obtain or give aid to another student or otherwise committed fraud during the component retests.
4. *Aid to Students.* No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while a test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise the students to use their own best judgment.
5. *Clock.* A clock should be in sight of all students. If this is not possible, it is the duty of the proctors to indicate the time on the chalkboard at intervals not exceeding 15 minutes throughout the testing period.
6. *Temporary Absence from Testing Room.* Do not permit any student to leave and then return to the testing room during any session of the test unless he or she is accompanied by a proctor. Terminate the component retests for the session of any student who withdraws from the sight

of the proctor during any test session. Nullify any test paper that is removed from the testing room without authorization.

7. *Emergency Evacuation of a School Building.* You may be required to evacuate a school building during a test because of an emergency such as a fire alarm or a bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, extend the time for the test so that the students will be allowed their full time for the test.
8. *Preserving Integrity of Students' Responses.* No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

Student Declaration

Each student taking a component retest is required to sign the following declaration:

“I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the test and that I have neither given nor received assistance in answering any of the questions during the examination.”

The declaration for each test is printed on the answer paper. The proctor should check to be sure that each student has signed the declaration before the student leaves the test room. Do not score test papers lacking a signed declaration until the student's signature has been obtained.

Fraud

Fraud includes the use of unfair means in taking a State examination, such as giving aid to or obtaining aid from another person during a test. Section 225 of the New York State Education Law makes fraud in State testing a misdemeanor.

You should consider that a student has committed fraud **only** when there is evidence that the student attempted to either obtain or give aid while taking a test. If a student has violated one of the prescribed State and/or local policies for taking component retests but has not attempted to either obtain or give aid, do not accuse the student of fraud. For example, if a student leaves the testing room without the permission of a proctor but is under the supervision of school personnel at all times while out of the room, and there is no evidence that the student attempted to either obtain or give aid, discipline the student only for leaving the testing room without permission and not for having committed fraud.

If, in the judgment of the principal, a student has been found to have committed or attempted to commit fraud during a component retest, the principal must cancel the student's test. The student should be excluded from any subsequent State examinations until such time as he or she has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that the student is entitled to restoration of this privilege. When a component retest is canceled, do not enter any score on the student's permanent record.

Before such penalty is applied, the student accused of fraud shall be given an opportunity to make satisfactory explanations and to meet with the local board of education, or a person designated by such board, together with the student's parents and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Office of State

Assessment (via fax at 518-474-1989) the name of each student penalized under this regulation, together with a brief description of circumstances and the final action taken.

Directions to Students

Use of Communications Devices

At the beginning of each component retest administration, proctors must read the following statement to all students:

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 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 policies and procedures.

General Directions

Before a component retest begins, advise students:

1. To remove all books, notes, or other aids from their reach or sight during the test
2. To read the questions carefully and to follow instructions
3. To make sure that they have completely filled in the heading on the front cover of the test booklet (Component Retests in Mathematics A only) and on the answer sheet or answer booklet
4. To use a pen in writing their answers except when making drawings and diagrams
5. Not to use red ink or red pencil

Note: Some students with disabilities may use certain recording/playback devices **ONLY IF** this 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.

6. Not to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer
7. To sign the student declaration at the proper time
8. That any attempt to either obtain or give aid will result in the termination of their component retests

Directions for Specific Component Retests

Component Retests in English

The Component Retests in English (A and B) are administered in five 50-minute sessions on five consecutive school days (April 26–30, 2004). To complete the component retests and earn an official component retest score, students must complete at least four of the five sessions. For each session, distribute one component retest booklet, face up, to each student. Distribute scrap paper to each student but do not use essay booklets that were provided for the Regents Comprehensive Examination in English. The format of the component retests differs from that of the Regents Examination, and all students are to record all of their responses on the detachable answer sheets incorporated into the component retest booklets.

Instruct the students to read the directions on the cover of the test booklet and to detach the answer sheet(s) on which they are to record their answers. Instruct the students to complete the heading on the answer sheet(s).

Both Module 1 (April 26, 2004) and Module 2 (April 27, 2004) of the Component A Retest in English include a listening section. The specific directions for administering the listening section are in the Teacher Dictation Copy provided for Module 1 and Module 2 of the Component A Retest.

You must conclude each component retest session exactly 50 minutes after its actual starting time. For Modules 1 and 2 of the Component A Retest, the starting time is the time when the proctor begins the administration of the listening section. If students still remain at the end of the 50-minute period, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets. Then collect the test booklets and dismiss the students.

The publication *Information Booklet for Administering and Scoring the Component Retests in English* provides further information about the administration and scoring of this test.

Component Retests in Mathematics A

The component retests for each of the four components in Mathematics A are administered in two 50-minute sessions on two consecutive days. (See the Component Retesting Schedule for specific dates and times.) To complete the test, students must complete both sessions of the retest for the component on which the student is retesting. Students retesting in two components must complete all four sessions (two per component) to complete the test.

Each student taking the Component Retests in Mathematics A must have a calculator, a straightedge (ruler), and a compass available for his or her exclusive use during the entire 50-minute session of each Module.

Distribute one test booklet, face up, to each student. Instruct the students to read the directions on the cover and detach the answer sheet on which they are to record their answers to Part I. Instruct the students to complete the heading on both the answer sheet and the test booklet cover.

Make sure that students understand that they are to record their answers to Part I on the separate, detachable answer sheet and to write their answers and work for Part II in the test booklet. When all students understand these directions, instruct them to begin the test.

You must conclude each session exactly 50 minutes after the actual starting time. Instruct any students who remain at the end of this time to stop working, sign the declaration, and put their pens down. Collect the answer sheets and test booklets and dismiss the students.

The publication *Information Booklet for Administering and Scoring the Component Retests in Mathematics A* provides further information about the administration and scoring of this test.

Administering Component Retests to Students with Disabilities

Large-Type Component Retests

In general, administer large-type component retests according to the same procedures as those used for regular component retests. Large-type component retests are exact reproductions (136% enlargements) of the regular component retests. They have the same directions, questions, etc., as the regular component retests. They may be administered in the same room at the same time and with the same directions as those used for the regular component retests.

Braille Component Retests

The braille component retests require no special directions to students. The proctor administering a braille test does not need to be able to read braille. The test booklet provides the student with complete directions and descriptions. The questions on braille component retests are the same as those on the printed component retests with certain exceptions, which are described in the following paragraph. The questions are numbered the same as those on the printed component retests. Separate or special answer sheets are not provided with copies of braille component retests. The student may answer the questions in any manner appropriate and familiar to the student. The student may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When a test is transcribed into braille, questions that contain material that cannot be reproduced in a manner understandable to a blind student are modified. The questions are reworded or replaced with questions that measure skills similar to those measured by the original questions. Unless otherwise noted, you can use the rating materials provided by the Department for both the printed and the braille editions of the test.

Reader-Administered Component Retests

The proctor must use the regular test booklet when he or she “reads” a test to a student with a disability. The principal should provide the proctor with a test booklet one hour in advance of the required starting time so that the proctor can become familiar with the test questions before reading them to the student.

Because of the scaling of scores and the specialized formats of the component retests, schools may not omit questions from any of these component retests.

Rating Component Retests

General Information

The four-point extended responses (Component A – Modules 1 and 2; Component B – Modules 4 and 5) for the Component Retests in English must be rated by at least two teachers. Two-point short responses and multiple-choice questions for the Component Retests in English may be rated by a single teacher. The rating of all responses for the Component Retests in English must conform to the procedures described in the publication *Information Booklet for Administering and Scoring the Component Retests in English*. Answer papers for the Component Retests in Mathematics A must be

rated by a committee of at least three teachers following the procedures described in the publication *Information Booklet for Administering and Scoring the Component Retests in Mathematics A*.

Rating Test Papers

When answer papers are handed in, they must not pass from the custody of the teachers, nor may they be removed from the school building, until the rating has been completed and the test scores have been recorded on students' permanent records. Teachers must use red pen or red pencil. In the scoring of multiple-choice questions, teachers must distinctly mark all incorrect and omitted answers. If the test provides for fractional credit and the total score involves a fraction of $\frac{1}{2}$ or more, round to the next whole number. If the total score involves a fraction less than $\frac{1}{2}$, drop the fraction. Teachers must clearly write their initials on each answer paper they rate.

Teachers must rate in strict accordance with the rating materials the Department provides. They may allow credit for other answers only if those answers are clearly equivalent to the key answer. Teachers must obtain permission from the Department before giving students credit for any answer that is not clearly equivalent to the key answer. Teachers may not give credit for answers that can be considered merely "possible" or "reasonable."

In the interest of uniform rating standards, all teachers rating component retests must be thoroughly familiar with the rating instructions the Department provides. On or about May 3, 2004, rating materials for all of the component retests will be available on the Department's web site at: <http://www.emsc.nysed.gov/osa/component.html>. Schools will not be sent paper copies of the rating materials. Schools must print copies of these materials and make sufficient copies for each rater. The rating guides contain the directions for rating multiple-choice and short-answer questions and for rating the extended-response portions of the test.

To earn an official score on a Component Retest in English, a student must complete at least four of the five sessions comprising that component retest. To earn an official score on a Component Retest in Mathematics A, a student must complete both sessions for that component. Students required to take retests for two components in Mathematics A must complete all four sessions to earn official test scores. Students who take fewer component retest sessions than specified here are considered to have withdrawn from that component retest, and the school may not enter a component retest score(s) in their permanent records. Nevertheless, teachers should rate the papers written by those students in order to have some feedback on the students' test performance.

Component Retest Scores

For each component retest, the student's final score must be one of three possible scores:

- *Score range 65 and above*
A component retest result of *score range 65 and above* is equivalent to a score of 65 on a Regents Examination and satisfies the State testing requirement for a local or a Regents diploma. Students who are required to take retests in two components in Mathematics A must achieve a result of *score range 65 and above* on both components to achieve the equivalent of 65 on the Regents Examination in Mathematics A.
- *Score range 55–64*
A component retest result of *score range 55–64* is equivalent to a score between 55 and 64 on the corresponding Regents Examination and satisfies the State testing requirement for a local diploma in schools that have designated 55 as the passing score on a Regents Examination in English or mathematics for the awarding of a local diploma. Students who are required to take retests in two components of Mathematics A must achieve a component retest result of *score*

range 55-64 (or higher) on both components to earn the equivalent of a score between 55 and 64 on the Regents Examination in Mathematics A.

- *Score range below 55*

A component retest result of *score range below 55* is equivalent to a score below 55 on the corresponding Regents Examination. This result does not satisfy the State testing requirement for either a local or a Regents diploma.

Recording Component Retest Scores

The Department does not keep any records of State test scores. Therefore, it is essential that schools maintain a complete and accurate permanent record for each student. Each time a student takes a State examination or component retest at the scheduled time under proper supervision, the school must enter the name of the test, the date of the administration, and the score on the student's permanent record, unless the score has been canceled because of fraud. The title specified in the permanent record for a student taking the April 2004 component retests is Component Retest in English or Component Retest in Mathematics A, followed by the specific components taken, Component A or Component B for English and Component 4 and/or 5 and/or 6 and/or 7 for Mathematics A. Regardless of the score attained by a student on an April 2004 component retest, school personnel should not adjust in any manner the scores previously earned by the student on any Regents Examination or component retest and already entered in the student's permanent record.