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

FROM: Steven E. Katz

SUBJECT: Component Retesting: Identifying the Appropriate Components for Eligible High School Students

This memorandum explains the procedures that schools must follow to determine which students will participate in the component retesting in Comprehensive English and Mathematics A in April 2004 and which components they will take.

DETERMINING ELIGIBILITY FOR COMPONENT RETESTING

To be eligible for component retesting in Comprehensive English, a student **must** be a high school **senior** and **must have done both** of the following:

- taken the Comprehensive English Regents Examination at least twice without having earned a passing score of 65, **AND**
- earned a score between 48 and 64 on at least one of the two examinations the student took most recently. Any senior who has not scored at least 48 on at least one of the two examinations is **not eligible** for component retesting and **must retake** the entire examination.

To be eligible for component retesting in Mathematics A, the student must be a **junior or senior** and **must have done both** of the following:

- taken the Mathematics A Examination at least twice **AND**
- earned a score between 48 and 64 on at least one of the two Mathematics A Regents Examinations the student took most recently. Any junior or senior who has not scored at least 48 on at least one of the two Mathematics A Regents Examinations he or she took most recently is **not eligible** for component retesting and **must retake** the entire examination.

IDENTIFYING WHICH COMPONENT(S) A STUDENT SHOULD TAKE

GENERAL GUIDELINES FOR ALL COMPONENT RETESTS

Component retesting requires a school to identify and address patterns of weakness in its students who have failed the Regents Examinations in either Comprehensive English or Mathematics A at least twice. First, review each eligible student's level of achievement on the two examinations in that examination title the student has taken most recently and identify which component(s) were weaker on each of the examinations. Then apply the general considerations and specific guidelines that follow:

First consideration: If the eligible student's weaker component was the **same** component on both examinations, retest the student on that component.

Second consideration: If the eligible student's weaker component was a **different** component on each of the examinations, retest the student on the weaker component from the more recent examination.

Third consideration: If the eligible student's recent achievement in tasks related to a weak component has shown improvement, as demonstrated by classroom tests, etc., retest the student on that component.

SPECIFIC GUIDELINES FOR COMPREHENSIVE ENGLISH

The Regents Comprehensive Examination in English has two component retests: Component A, which corresponds to Session One of the examination, and Component B, which corresponds to Session Two. Each component consists of five modules (test sessions), given on five successive days, as set forth in the enclosed schedule. The selection process described below refers to the *Worksheet for Component Retesting in Comprehensive English*, which accompanies this memorandum.

Steps in the Selection Process for Components in Comprehensive English

1. Assemble the senior's answer papers for the two examinations the senior has taken most recently (or other documents that show the scores for each part of the examination).
2. Complete *Table I—Examination Data Table* on the *Worksheet for Component Retesting in Comprehensive English*. Compare the senior's score on each session to the criterion score given in *Table II—Criterion Scores for Sessions of the Regents Comprehensive Examination in English*.[1] Place a check mark in the Weak Component(s) row of Table I for each component for which the senior's score is lower than the criterion score. This determines the "weakness pattern" for Step 3.
3. Determine which component to administer based on *Table IV—Weakness Pattern/Identifying Component for Retesting*. Enter that information on Table I.

[1] If you have no data other than the senior's final examination score, use *Table III—Determining Weaker Components When Complete Examination Data Are Unavailable* to help you determine which component is weaker. This table appears on the enclosed *Worksheet for Component Retesting in Comprehensive English.*

SPECIFIC GUIDELINES FOR MATHEMATICS A

The Regents Examination in Mathematics A is a measure of student performance on seven key ideas. Component retests are provided for four of these key ideas: Modeling/Multiple Representation (Component 4), Measurement (Component 5), Uncertainty (Component 6), and Patterns/Functions (Component 7). Each component retest consists of two modules (test sessions), given on two successive days, as set forth in the enclosed schedule. The selection process described below refers to the *Worksheets for Component Retesting in Mathematics A*, which accompany this memorandum.

Steps in the Selection Process for Components in Mathematics A

1. Use the enclosed *Worksheets for Component Retesting in Mathematics A* to determine which component(s) the eligible junior or senior should take.
2. Assemble the junior or senior's answer papers for the two Mathematics A Examinations the student took most recently (or other documents that show the credits earned for each question on these examinations).[2]
3. Complete *Junior/Senior Worksheet A* by filling in the relevant information on *Table A—Mathematics A Regents Examination Map to Learning Standards/Criterion Scores for Components* on the *Worksheets for Component Retesting in Mathematics A.* Compare the sum of the credits earned by the student on each component to the criterion score provided in *Table A* for that component. Place a check mark in the Weak Component(s) row of Table A for each component for which the eligible junior or senior's score is lower than the criterion score.
4. Copy the pertinent information from the *Junior/Senior Worksheet A* to *Junior/Senior Worksheet B*. Use *Table D—Weakness Pattern/Determining Component(s) for Retesting* to determine the component(s) to retest. Enter that information on Table B.

RECORD KEEPING

You must keep a copy of the completed worksheets for each eligible junior or senior who participates in component retesting on file in your school for at least one year beyond the date of the component retesting.

ATTACHMENTS

Worksheet for Component Retesting in Comprehensive English
Worksheets for Component Retesting in Mathematics A

[2] If you have no data other than the junior or senior's scaled score, use *Table C—Determining Weaker Component(s) When Complete Examination Data Are Unavailable* to help you decide which component is weaker. This table appears on the enclosed *Worksheets for Component Resting in Mathematics A*.