

**The University of the State of New York
THE STATE EDUCATION**

provides the student with complete directions and descriptions. The braille editions provided for the Regents Examinations in Living Environment, Physical Setting/Earth Science, and Physical Setting/Physics are restricted. For these restricted braille editions, the uniform, machine-scannable answer sheets provided by the Regional Information Centers (RICs) and large-city scanning centers are not suitable. The questions on all other braille examinations are the same as those on the printed examinations with certain exceptions, which are described in the next paragraph. The questions are numbered the same as those on the printed examinations. Braille editions of the Regents Examinations in Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics incorporate the material from the separate secure answer booklets in the regular editions directly into the braille examination booklets. Separate or special answer sheets are not provided with copies of braille editions of Regents Examinations. Students may use any special equipment that they use in the classroom to take the test, such as special rulers, protractors, and calculators. 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 the Department transcribes an examination 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. Special notices containing the reworded or replaced items and rating guides will be provided. Unless otherwise noted, the scoring key provided by the Department can be used for both the printed and braille editions of the examination. Separate scoring keys are provided for the braille editions of the Regents Examinations in Living Environment, Physical Setting/Earth Science, and Physical Setting/Physics.

Reader-Administered Examinations: A proctor should use the regular examination booklet when reading an examination to a student with a disability. The principal should provide the proctor with an examination booklet *one hour prior* to the required starting time so that the proctor can become familiar with the examination questions before reading them to the student.

When test items are to be read, the entire test must be read, including reading passages, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word-for-word, without any clarification or explanation. (However, such content may be read more than once.)

Unless the IEP or 504 Plan specifically disallows it, when reading a mathematics test question to a student

- *Next-Day Completion of Testing:* ELLs who have been granted the accommodation of extended time

At the beginning of each test administration, proctors must read the statement below to all students taking Regents examinations:

You cannot have any communications device, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- iPods and MP3 players
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is to be provided to students to transfer answers from test books to answer sheets at the end of a Regents Examination, and no one other than the student may transfer answers marked in their test book to the multiple-choice answer sheet. (The latter does not apply to students whose IEPs or 504 Plans allow scribes to transfer answers from the test book to the answer sheet.)

6. *Aid to Students:* No one, under any circumstances, may interpret or explain examination questions to students, nor may anyone review or comment on the correctness or sufficiency of a student's response to a test question while an examination is in progress. In response to inquiries by students concerning the meaning or interpretation of questions, proctors must advise students to use their own best judgment.
7. *Preserving the Integrity of the Test Materials:* Out of consideration for those students with disabilities who are completing their examinations over multiple days as an approved testing accommodation, educators are not permitted to discuss test questions or other specific test content with others online via e-mail or LISTSERV, or through any other electronic means prior to or during the test administration period and for seven calendar days after the original date of administration. Test booklets cannot be opened prior to the distribution of tests to students. Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials and should keep their own communications devices put away during testing, using them only in emergency situations. **Note:** This instruction does not limit educators' ability or permission to discuss test questions among themselves, with their students who have completed the test, or with others during an in-person discussion, or to share with the Department any concern they have regarding any of the specific test content.
8. *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 board at intervals not exceeding $\frac{1}{2}$ hour throughout the examination period.
9. *Temporary Absence from Examination Room:* Do not permit any student to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Students who withdraw from the sight of the proctor during any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization must be invalidated.
10. *Emergency Evacuation of a School Building:* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the examination immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, extend the time for the examination so that the students will be allowed their full time for the examination.
11. *Checking In Students' Answer Papers:* When a student has completed a Regents Examination, all of the student's answer material (both used and unused, including scrap paper) must be collected and checked in by logging the material into a list of examinees. This should be done before the student is permitted to leave the testing room.
12. *Preserving the Integrity of Students' Responses:* No one, under any circumstances, including the student, may alter a student's responses on the test once the student has handed in their test material. 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 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

- to make sure that they have completely filled in the heading of the answer sheet and/or answer booklet;
- to use a pencil when they are making drawings and diagrams;
- not to erase answers written in ink;
- to sign the student declaration at the proper time;
- that any attempt either to obtain or give aid will result in the termination of their examinations; and that the possession or use of any communications device, such as a cell phone, is prohibited and will result in the invalidation of their examinations.

Before allowing students to begin the examination, have them check the cover of the examination booklet and answer sheet to be sure they have the correct title, date, and time.

Instruct the students

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For this examination, distribute one answer sheet and one examination booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write their answers to the Parts II and III B essay questions. The Department does not provide printed copies of the essay booklets. The [essay booklet](#)

booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, examination booklets, and scrap paper, and dismiss the students.

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Written Test

Distribute one answer sheet, one answer booklet, one examination

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheet, answer booklet, examination booklet, reference tables, and scrap paper from each student, and dismiss the students.

The [Information Booklet for Scoring Regents Examinations in the Sciences](#) provides information about the scoring of this examination and is available on the Department's website. Additional details on rating the Regents Examination in Physical Setting/Physics can be found in the publication [Regents High School Examination, Physical Setting/Physics, Rating Guide for Parts B-2 and C: 2015 Edition](#), which is available on the Department's website.

Special [directions](#)

Rating Examination Papers

As soon as the administering of each examination is completed, the principal must arrange for the collection and secure storage of **all** used answer sheets. Used answer sheets must not be left unattended and must not pass from the custody of the teacher during scoring. Except when answer papers are being scored in cooperation with other schools, answer papers must not be removed from the school building until the rating has been completed and the test scores have been recorded on each student's permanent record. When the papers are being scored in cooperation with another school, it remains the principal's responsibility to ensure the security of the answer papers while they are out of the building.

The teachers rating each answer sheet must write their names or initials clearly on the answer sheet or scoring record, as required. Teachers must rate strictly according to the rating guide provided by the Department. They may allow credit for other answers to constructed-response questions only if those answers are clearly equivalent to the rating guide's answer. Schools must obtain permission from the Department before students can be given credit for any answer that is not clearly equivalent to the rating guide's answer. A teacher may not give credit for answers that the teacher considers merely "possible" or "reasonable."

To maintain uniform rating standards, all teachers involved in rating Regents Examinations must be thoroughly familiar with the rating instructions provided by the (i)2.6 (o (r)-6 (-23.59807()TJ -83m)4.9 (us)-6.6

the superintendent or chief administrative officer must advise the Department in writing that the student's score has been corrected. The written notification to the Department must be signed by the superintendent or chief administrative officer and must include the initials or student identification numbers (at the discretion of the principal) of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than 5% or five student answer papers, whichever is greater, on any examination, or when errors are detected more than four months after the test date, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student papers. The written request to the Department must come from the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school and must include the examination title, date of administration, and the number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why they believe rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear their understanding that such extraordinary re-rating may be carried out only by a full committee of

Safety Net for Students with Disabilities to Graduate with a Local High School Diploma	https://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination
Challenging for Credit	https://www.nysed.gov/curriculum-instruction/1005-diploma-requirements

Recording Examination Scores

