



Checklist for Monitoring Examination
Security and Testing Accommodations
Provided for Eligible Students
Taking Regents Examinations

JANUARY 2013

BEDS Code: _____
School: _____
Street Address: _____
City, Zip: _____
Phone: _____

SED Observer: _____ (print name, please)
Date of Visit: _____

EXAMINATION SECURITY

The principal of each school requesting examinations must make the necessary arrangements to safeguard the secure examination materials requested for the school. Upon delivery, the locked Regents boxes must immediately be placed in the Department-approved safe or vault at the storage location designated by the school. Examination materials may be removed from locked Regents boxes only for inventory and for administration of the examinations on the scheduled date.

If the locked Regents boxes containing a school's shipment of secure examination materials are found to be too large for the approved storage location, the principal who requested the examinations must contact this office immediately at 518-474-8220 or 474-5902 to make arrangements for storage of the boxes in an alternative Department-approved location.

The Regents box keys and the combination or key to the safe or vault must be maintained under strict security conditions to preclude access to examinations by students and other unauthorized persons. When the safe or vault where the Regents boxes are stored is unlocked, it must be kept under continuous supervision by school personnel. Additionally, the locked Regents boxes must be visually checked daily by the person in charge of the administration of the examinations to ensure that the boxes have not been tampered with and that their contents remain secure.

The sealed packages containing examination booklets and teacher dictation copies must not be opened until the day each examination is scheduled to be administered, and no earlier than is necessary for distribution to proctors. Scoring key packages must be kept secure and may not be opened until after the Uniform Statewide Admission Deadlines of 10:00 a.m. for January 2013 morning examinations and 2:00 p.m. for January 2013 afternoon examinations.

TESTING ACCOMMODATIONS

There are only two categories of students to whom testing accommodations may be provided: students with disabilities and English-language-learners (ELL).

STUDENTS WITH DISABILITIES (SWD)

The following students with disabilities may be eligible to receive testing accommodations:

- A student who has been classified by the district's Committee on Special Education (CSE) as a student with a disability under one of the disability categories listed in section 200.1 of the Regulations of the Commissioner of Education;
- A student who has been declassified by the CSE;
- A student who has been identified by the Multidisciplinary Team (MDT) as having a disability under Section 504 of the Rehabilitation Act; and
- A student who has incurred one or more disabilities shortly (no more than 30 days) before the administration of a State examination and who is subsequently authorized by the principal, in strict accordance with Department policy guidelines, to receive certain testing accommodations.

The teams or individuals authorized to make decisions regarding testing accommodations for a student with a disability are the:

Committee on Special Education

For a student who has been classified as a student with a disability under one of the disabilities listed in section 200.1 of the Regulations of the Commissioner of Education, the CSE is responsible for identifying and documenting the appropriate testing accommodations for individual students. This must be documented in the student's Individualized Education Program (IEP). These determinations are made when the student is initially determined to be eligible for special education services and must be reviewed and, if appropriate, revised at the student's annual reviews and reevaluations and when the student is declassified.

For a student who has been declassified by the CSE, the CSE may determine that he or she continues to need the testing accommodations previously documented in the IEP. If such a determination is made by the CSE and documented in the IEP that recommends declassification, the testing accommodations must continue to be consistently provided to the student for the remainder of his or her public high school education or until:

- The IEP is revised or eliminated by a building-level team; or
- The student is awarded a local high school diploma; or
- The end of the school year in which the student turns 21 years of age.

Section 504 Multidisciplinary Team

For students who have a disability and are thus identified under Section 504 of the Rehabilitation Act, the 504 MDT determines the appropriate, and therefore the only, acceptable testing accommodations. Documentation of testing accommodations must be included on the student's Section 504 Accommodation Plan (504 Plan).

School Principal

Principals may provide certain specific accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of a short- or long-term disability acquired or diagnosed within 30 days prior to the administration of State assessments. In such cases, when sufficient time is not available for the development of an IEP or a 504 Plan, principals may authorize certain accommodations that will not significantly change the skills being tested.

Allowable accommodations authorized by the principal are limited to:

- Extending the time limit for a State examination;
- Administering the examination in a special location;
- Recording the student's answer in any manner. When answering questions designed to measure writing ability in English, students must provide all punctuation, paragraphing, and spelling of more difficult words; and
- Reading the test to the student (This accommodation is allowed only for students whose vision is impaired. Tests that measure reading comprehension may not be read to these students).

Eligibility for such accommodations is based on the principal's professional discretion. The principal may confer with CSE/504 MDT members or other school personnel in making such determinations. Prior permission need not be obtained from the State Education Department to authorize these testing accommodations for general education students. However, a full report concerning each such authorization must be sent to the Office of Assessment, Policy, Development and Administration (APDA) via fax to 518-474-1989. The report must be on school stationery, signed by the principal, and must include the name of the student(s), tests taken with accommodations, nature of disabilities, and types of accommodations provided with the principal's authorization. If the student is expected to continue to need testing accommodations, the principal should immediately make a referral for the development of an IEP or 504 Plan as appropriate.

INFORMATION AND POLICY GUIDANCE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Department's primary resource for Committees on Special Education and other school personnel who are responsible for some aspect of testing accommodations for students with disabilities is the publication, available online only, entitled "Test Access & Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation." This document is available on the Department's web site at: <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

ENGLISH-LANGUAGE-LEARNERS (ELL)

ONLY the following testing accommodations may be provided to students identified as English-Language-Learners:

- **Time Extension:** Schools may extend the test time for English-Language-Learners. 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 English-Language-Learner. Principals should consult with each student's classroom teacher in making these determinations.
- **Separate Location:** Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer State exams to English-Language-Learners individually or in small groups in a separate location.
- **Third Reading of Listening Selection:** Proctors may read the listening passages a third time to English-Language-Learners who are taking the Regents Comprehensive Examination in English. This accommodation is not permitted on State examinations in foreign languages.

- **Bilingual Dictionaries and Glossaries:** English-Language-Learners may use bilingual dictionaries and glossaries when taking State examinations in all subjects except foreign languages. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.
- **Simultaneous Use of English and Alternative Language Editions:** For those State examinations for which the Department provides direct written translations, English-Language-Learners may 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 document. *(Note: the alternative language editions of Regents Competency Tests provided by the Department are often not direct translations of the English editions being administered during the same examination period and may not be used simultaneously with an English edition.)*
- **Oral Translation for Lower Incidence Languages:** Schools may provide English-Language-Learners with an oral translation of a State examination when there is no translated edition provided by the Department. This accommodation is permitted for State examinations in all subjects except English language arts and foreign languages. All translations 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 editions of the tests one hour prior to administration. The Department's Office of Bilingual Education and Foreign Language Studies and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. For RBE-RN assistance, please call (518) 474-8775 or go to <http://www.p12.nysed.gov/biling/bilinged/betac.html>.
- **Written Responses in Native Language:** English-Language-Learners making use of alternative language editions or of oral translations of State examinations may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department's Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the answer papers.

FORMER LIMITED-ENGLISH-PROFICIENT/ ENGLISH-LANGUAGE-LEARNER (ELL) STUDENTS

Schools also may provide the testing accommodations listed on the previous page under the heading "English-Language-Learners (ELL)" only to former ELLs who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2011 or Spring 2012. These accommodations may not be provided to former ELLs who were identified as English language proficient prior to the 2010 NYSESLAT administration. For the entire memo, please see: <http://www.p12.nysed.gov/assessment/ac-general/archive/flep-accommodations10-08.pdf>.

EXAMINATION SECURITY CHECKLIST**PRE-ADMINISTRATION**

- ☐ Yes ☐ No 1) The sealed packages containing the test booklets and the scoring keys are stored in locked Regents box(es) in the Department-approved safe or vault, which is inaccessible to unauthorized persons.

If No, explain why _____

- ☐ Yes ☐ No 2) The sealed packages of test booklets are *not* opened until the test administration date, just early enough to permit the distribution of materials before the scheduled starting time.

If No, explain why _____

- ☐ Yes ☐ No 3) The sealed packages of scoring keys are *not* opened until *after* the Uniform Statewide Admission Deadline; 10:00 a.m. for January morning examinations and 2:00 p.m. for January afternoon examinations.

If No, explain why _____

TEST ADMINISTRATION

- ☐ Yes ☐ No 4) Teachers/Proctors who are administering the examinations received copies of the appropriate directions for administering prior to the administration date and are familiar with their content.

If No, explain why _____

- ☐ Yes ☐ No 5) The person administering the examinations read aloud to students the statement in the *Directions for Administering* that prohibits the use of communications devices.

If No, explain why _____

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TEST ADMINISTRATION (*continued*)☐ Yes ☐ No

6) The supervision of students during the administration of the examinations appears to be adequate to discourage and detect the use of cellular telephones, pagers, and other electronic communication devices.

If No, explain why _____

☐ Yes ☐ No

7) The proctors monitor the test administration, making sure all students are working independently.

If No, explain why _____

☐ Yes ☐ No

8) The proctors collect and log in all test materials (test booklets, answer sheets, and scrap paper) from each student, as the student either completes the test, or exits the testing room, or when the three-hour time period has elapsed for Regents Examinations. (Special education students, in accordance with their IEPs or 504 Plans, and ELL and eligible former ELLs, at the discretion of their principals, may be allotted additional time.)

If No, explain why _____

☐ Yes ☐ No

9) The proctors ensure that students who have completed the test and turned in their materials **prior to the Uniform Statewide Admissions Deadline** are *not* permitted to leave the examination room and are required to sit quietly at their desks. (The deadlines are 10:00 a.m. for January morning examinations and 2:00 p.m. for January afternoon examinations.)

If No, explain why _____

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**STUDENTS WITH DISABILITIES
TESTING ACCOMMODATIONS CHECKLIST**☐ Yes ☐ No

10) Based on interview and/or observation, it has been verified that the principal or his or her designee has reviewed each student's IEP or 504 Plan and made adequate arrangements prior to the State assessment date for each student to have the specified testing accommodations.

If No, explain why _____

☐ Yes ☐ No

11) Based on interview and/or observation, it has been verified that each student's proctor has ensured that the specific testing accommodations required for each student with a disability were provided on the State assessment date(s).

If No, explain why _____

☐ Yes ☐ No

12) Based on interview and/or observation, it has been verified that the principal-approved accommodations (for students who incurred disabilities no more than 30 days prior to the test administration) were provided in the case of _____
students and were limited to: *(number of students)*

- Extending the time limit
- Administering the test in a special location
- Recording answers in any manner (When answering questions designed to measure writing ability in English or a second language, students must provide all punctuation, paragraphing, and spelling of more difficult words.)
- Reading the test to the student (This accommodation is allowed only for students whose vision is impaired. Tests that measure reading comprehension may not be read to these students.)

If No, explain why _____

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**ENGLISH-LANGUAGE-LEARNER (ELL) AND ELIGIBLE FORMER ELL
TESTING ACCOMMODATIONS CHECKLIST**☐ Yes ☐ No

13) Based on interview and/or observation, it has been verified that the principal or his or her designee has reviewed all ELL and eligible former ELL students' needs with their teachers and has made arrangements prior to the State assessment date for each eligible student to be provided appropriate testing accommodations.

If No, explain why _____

☐ Yes ☐ No

14) Based on interview and/or observation, it has been verified that each student's proctor has ensured that each ELL and eligible former ELL student's testing accommodations were provided on the State assessment date(s).

If No, explain why _____

☐ Yes ☐ No

15) Testing accommodations for ELL and eligible former ELL students were limited to:

- Time extension
- Separate location
- Third reading of listening selection (Comprehensive English only)
- Bilingual dictionaries and glossaries (not permitted for foreign languages)
- Simultaneous use of English and alternative language editions
- Oral translation for lower incidence languages (not permitted for Comprehensive English or foreign languages)
- Writing responses in native language (not permitted for Comprehensive English or foreign languages)

If No, explain why _____

This concludes the Monitoring Checklist. Thank you for your assistance.

All complete monitoring checklists must be faxed to the
Office of State Assessment at (518) 474-1989.

BEDS Code: _____

SED Observer: *(please print name)* _____

SED Observer: *(please sign)* _____

Date of Visit: _____ / _____ / _____

Time Arrived: _____

Time Departed: _____