

Directions for Administering Regents Examinations June and August 2023 Administrations

INTRODUCTION

All proctors who will be administering Regents Examinations must be given a copy of this booklet several days in advance of the Regents Examination period so that they have sufficient time to familiarize themselves with its contents. Additional information concerning New York State's secondary-level assessment programs can be found in the [School Administrator's Manual](#), which is available on the Department's website.

Seven publications (Information Booklets) provide detailed information concerning the scoring of Regents Examinations administered in June and August in the following subject areas: English Language Arts; Algebra I; Geometry; Algebra II; the Sciences; Global History and Geography II, and United States History and Government (Framework). These [publications](#) are available on the Department's website. Schools must distribute copies to the teachers involved in the scoring of these examinations several days in advance of the Regents Examination period.

CONDUCTING THE EXAMINATIONS

The Test Security Unit has provided a memorandum on Important Test Security Information. Please see page 18.

Preparation of Examination Room

The room in which examinations are administered should be well lit, 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 examinations are to be administered in a classroom, the room must be properly prepared. Clear all desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all charts or maps pertinent to the subject being tested and erase or cover all board work.

Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be no opportunity for any unobserved communication between students. Seating of students in alternate rows is recommended.

Materials Provided by Students and the School

Inform students before each examination that they are expected to provide their own pens, pencils, erasers, and rulers. Inform them also about the use of calculators, rulers, compasses, and bilingual dictionaries and glossaries. This booklet provides information about the use of such materials.

The Department does not provide printed copies of the essay booklets for the Regents Examinations in English Language Arts, Global History and Geography II, or United States History and Government (Framework). Schools must print sufficient copies to provide one to each student. The [essay booklets](#) are available on the Department's website.

The Department does not provide printed copies of the regular or translated science reference tables. Schools are required to print sufficient copies of the online editions to supply one clean copy of the reference tables to each student during the administration of the examination. Additional information,

including online editions of the [reference tables](#), is available on our website. Note that the Department will provide schools with the braille and large-type editions of reference tables upon request.

Schools must also provide other materials required by students, such as scrap paper for Regents Examinations in English, science, and social studies and coordinate graph paper for students who need to change their work on graphs on the Regents Examinations in mathematics.

Use of Calculators

Schools must ensure that each student has the appropriate type of calculator specified below when taking a Regents Examination in science or mathematics.

When students enter the examination room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Remove any prohibited applications from the graphing calculator. Students may **not** use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examinations. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example, factoring, expanding, or simplifying given variable output).

Mathematics Regents Examinations. Each student taking a Regents Examination in Algebra I, Geometry, or Algebra II must have a graphing calculator without symbol manipulation. For further information about graphing calculator use, please see [Guidelines for Graphing Calculator Use for Commencement-Level Mathematics](#).

Science Regents Examinations. For the Regents Examination in Living Environment, all students who wish to use a four-function or scientific calculator must have one. Each student taking the Regents Examinations in Physical Setting/Chemistry and Physical Setting/Earth Science must have a four-function or scientific calculator. Students are not permitted to use graphing calculators when taking the Regents Examinations in Living Environment, Physical Setting/Chemistry, or Physical Setting/Earth Science. Each student taking the Regents Examination in Physical Setting/Physics (June, only) must have a scientific or graphing calculator.

Administering Examinations to Students with Disabilities

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when they take State examinations. Under certain circumstances, special accommodations may be made for general education students taking State examinations. The guidelines to be followed in such circumstances are provided in “*Students Who Incur Disabilities Shortly Before Test Administration*” in Section Two of the [School Administrator's Manual](#).

Large-Type Examinations. In general, large-type examinations should be administered according to the same procedures used for regular examinations. Large-type examinations are exact reproductions of the regular examinations enlarged by 136%. They have the same directions, questions, etc., as the regular examinations. They may be administered in the same room, at the same time, and with the same directions used for the regular examinations.

Braille Examinations. The braille examinations require no special directions to students. The proctor administering a braille examination does not need to be able to read braille. The examination booklet 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 who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the proctor to the student. For example, the symbol $<$ should be read as “less than,” and 1,211 should be read as “one thousand, two hundred, eleven.” However, test questions may never be modified, nor may proctors provide additional examples.

Reference Materials for Regents Examinations. Provide for students with disabilities all information normally provided to students. All reference materials for Regents Examinations—tables, charts, and graphs—are available in large type and braille. These materials will be supplied with the braille or large-type examinations. When reading a test to a student in accordance with the student’s IEP or 504 Plan, the proctor may read the required reference information to the student as long as this does not give the student an unfair advantage. Students may **not** use English language dictionaries, either printed or electronic.

Administering Examinations to English Language Learners (ELLs)

Schools may provide the following testing accommodations to ELLs:

- *Time Extension.* Schools may extend the test time for ELLs. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELLs. Principals should consult with each student’s classroom teacher in making these determinations.
- *Next-Day Completion of Testing.* ELLs who have been granted the accommodation of extended time and are scheduled to take two Regents Examinations on the same day may be approved by the school principal for the new accommodation of Next-Day Completion of a Regents Examination. If Next-Day Completion is approved by the school principal, the student must complete the entire morning examination and at least the first part (Part 1 or Part A) of the afternoon examination on the date the Department scheduled the administration of those examinations. The student must then complete the remainder of the afternoon examination on the next school day. Prior to administration, the school

principal must complete and submit to the Office of State Assessment (OSA) an *Assurance* form. For more information, see the [memorandum](#) on the Department's website.

- *Separate Location.* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer Regents Examinations to ELLs individually or in small groups in a separate location.
- *Bilingual Dictionaries and Glossaries.* ELLs may use bilingual dictionaries and glossaries when taking Regents Examinations. 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 Regents Examinations for which the Department provides direct written translations, ELLs 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 indicated on the student's answer sheet.
- *Oral Translation for Lower-Incidence Languages.* Schools may provide ELLs with an oral translation of a Regents Examination when there is no translated edition provided by the Department. This accommodation is permitted for State examinations in all subjects **except** English. 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 World Languages (phone: 518-474-8775) and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating suitable translators. A list of [RBERNs](#) is available.
- *Writing Responses in the Native Language.* ELLs making use of alternative-language editions or of oral translations of Regents Examinations may write their responses to the constructed-response questions in their native language. Scoring the tests is the responsibility of the school. However, the Department's Office of Bilingual Education and World Languages and the RBERNs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the answer papers.

Former English Language Learners

Schools may provide the testing accommodations available to ELLs to Former ELLs who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from ELL status within the past two school years. Such students either achieved an overall level of Commanding on the NYSESLAT or achieved an overall level of Expanding on the most recent administration of the NYSESLAT and scored at Level 3 or higher on the New York State Grades 3–8 English Language Arts Test or earned a score of 65 or higher on the Regents Examination in English Language Arts.

These accommodations may not be provided to Former ELLs who achieved the exiting criteria through NYSESLAT administration more than two school years ago. [Additional guidance](#) on identification of Former ELLs is available on the Department's website: <https://www.nysed.gov/bilingual-ed/former-english-language-learner-and-multilingual-learner-services>.

Use of Machine-Scorable Answer Sheets

Schools must make arrangements for answer sheets and examination data processing services for **all** Regents Examinations, **except** braille editions. The Department does not provide answer sheets for any of the nonrestricted Regents Examinations. All schools are required to arrange to receive their answer sheets and examination data processing services from a Regional Information Center (RIC) or a large-city scanning center. The standardized scannable answer sheets provided by the RICs and large-city scanning centers are the only answer sheets that schools are permitted to use for the Regents Examinations.

The use of a standardized scannable answer sheet will allow for collection of student demographic information and student response data for each test question. Schools must work with their RICs or large-city scanning centers to develop instructions for using the answer sheets. Each school must develop uniform written directions about the completion of the grids to be used for recording various types of student identification information and provide these directions to all teachers administering the examinations. Such directions should be based on careful consideration of the student and score information needed, as well as on the processing requirements of the scoring center that the school is using. Schools must also develop directions for students on what type of writing implement to use and how to fill in the answer sheets. These directions must be provided to all proctors administering the examinations.

In order to preserve answer sheet quality for audit purposes, they should be scanned only once. If a school has appropriate scanning equipment, it may elect to scan the answer sheets provided by the regional scanning center and provide a data file to its scanning center in a format that is compatible with the center's data system. Scanning must occur within a timeframe that allows data to be submitted to the New York State Education Department (NYSED) via the Student Information Repository System (SIRS) by the specified due dates outlined in the SIRS data reporting system timeline.

If the students' responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the front of the answer sheet except to record the scores in the spaces provided for that purpose. Marks elsewhere on the front of the answer sheet will interfere with the accuracy of the scanning.

Questions about the requirement to scan Regents Examinations should be directed to OSA at 518-474-5902. Questions about data collection and reporting services should be directed to the school's regional data center contact or the Office of Information and Reporting Services (IRS) at 518-474-7965.

Time Regulations

The examination schedules and the examinations themselves indicate the specific hours during which Regents Examinations must be administered. June examinations are scheduled for 9:15 a.m. or for 1:15 p.m. August examinations are scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, instruct students to be in their seats at least 15 minutes before the time specified for starting each examination.

At the discretion of the principal, schools may begin Regents Examinations earlier than the specified time. *Regardless of the starting time, do not permit any student under any circumstances to hand in their test materials and leave the examination room before the Uniform Statewide Admission Deadline, which is 10:00 a.m. for the morning session and 2:00 p.m. for the afternoon session in June and 9:15 a.m. for the morning session and 1:15 p.m. for the afternoon session in August.*

The school must admit all students who arrive at the examination room before the Uniform Statewide Admission Deadline, even if the students arrive after the starting time scheduled by the school. Students who arrive at the examination after the Uniform Statewide Admission Deadline but who have been under the supervision of school personnel since the admission deadline should be admitted to the examination if the principal is certain that the student did not have an opportunity to exchange information with other students who had already left the examination. 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 examination centers. All school personnel must strictly comply with these regulations.

Latecomers for Regents Examinations are not generally entitled to have the closing time extended. However, if students started an examination late because of extenuating circumstances beyond their control, the principal is permitted, but not required, to authorize an extension of the closing time of the Regents Examination for these students. Furthermore, when a Regents Examination is administered

under special conditions to a student who is injured, ill, or has a disability, the principal has the discretion to extend the time in order to allow the student reasonable time to complete the Regents Examination under the special examination conditions. Please refer to “Time Regulations” in Section Two of the [School Administrator’s Manual](#) for more specific information about such situations. A full report about each such authorization must be sent to the Department at the end of the Regents Examination period.

Supervision of Students

1. *Identification of Students.* Schools must verify the identity of each student who enters the examination room, especially students who are not enrolled in the school in which they are taking the examinations. Keep accurate records of the students who take each examination so that it will be possible to confirm the presence or absence of a student for each examination.
2. *Checking for Unauthorized Materials.* Provide close supervision of students who are taking Regents Examinations at all times during the examination session. Inspect all materials students bring into the examination room as they enter to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. See page 1, “Materials Provided by Students and the School,” for information concerning the materials that students may bring into the examination room.
3. *Obtaining Information from or Giving Information to Other Students.* Do not permit students to obtain information from or give information to other students in any way during the examination. If a proctor suspects that such an attempt has occurred, students must be warned that any further attempts will result in the termination of their examinations. If necessary, move the students to another location. In order to allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination. If the steps described above fail to end attempts to obtain or give information, notify the principal immediately and terminate the students’ examinations. At the conclusion of the examination, all suspected acts of fraud must be reported to the principal. No score may be earned by a student who, in the judgment of the principal, has attempted to obtain aid from or give aid to another student or has otherwise committed fraud during an examination.
4. *Student Use of Communications Devices.* The policy on the use of communications devices is provided on the following page. The directions to students on the use of communications devices should be read verbatim to the students.

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script on the following page, into a classroom or other location where a State examination is being administered. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

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
- iPads, tablets, and other eReaders
- Personal laptops, notebooks, or any other computing devices
- Cameras or other photographic equipment
- Wearable devices/smart wearables, including smart watches and health wearables with a display
- Headphones, headsets, or in-ear headphones, such as earbuds
- Any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today and have not already stored it in your locker or turned it over to me or a school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your examination will be invalidated, and you will get no score. Is there anyone who needs to give me any of these items now?

[Proctor: repeat list of devices.]

This is your last opportunity to do so before the test begins.

For Principals and Proctors:

- a. Any student observed with any prohibited device while taking a State examination must be directed to turn it over to the proctor or monitor immediately. 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 had a prohibited device in their possession during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.
- b. The incident must be promptly reported, in writing, to OSA via fax to 518-474-1989 or by [e-mail](#), as is the case for all student-related testing irregularities, misadministrations, or other violations of State testing policy and procedures.

Note: Some students with disabilities may use certain recording/playback devices ONLY IF this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in their possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

5. *Proctoring.* Proctors must circulate periodically around the room during the administration of each examination to ensure that students are recording their responses to test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have recorded more than one choice for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place. However, proctors may **not** comment to the student on the correctness or sufficiency of any answer. No additional time

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. (Please note that 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 the 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.

Student Declaration

Each student taking a Regents Examination is required to sign the following declaration at the completion of the examination:

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

The declaration for each examination is printed on the answer sheet. Check to be sure that each student has signed the declaration before the student leaves the room. The declaration can be signed with pencil or pen. Do not score papers lacking a signed declaration until the student's signature has been obtained.

Fraud

Under Section 8.5 of the Rules of the Board of Regents, fraud shall include the use of unfair means to pass an examination, attempting to give aid to or obtain aid from another person in any examination, alteration of any Regents Examination credential, and intentional misrepresentation in connection with Regents Examinations or credentials. Section 225 of the Education Law makes fraud in examinations a misdemeanor, whether perpetrated by a student, teacher, administrator, or any other person. In addition, Section 102.4 of the Regulations of the Commissioner of Education prohibits testing fraud by students, educators, and others involved in the handling, administration, and scoring of State assessments. Prohibited testing conduct by adults is addressed on page 18.

Student Fraud

Students who violate one of the prescribed State and/or local policies for taking examinations but do not attempt either to obtain or give aid have not committed fraud. For example, if a student leaves the examination 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, the student may be disciplined only for leaving the examination room without permission and not for having committed fraud.

Pursuant to Section 102.4 of the Regulations of the Commissioner of Education, if, in the judgment of the principal, a student has committed or attempted to commit fraud during a State examination, the principal must cancel the student's examination. Before any penalty may be applied pursuant to Section 102.4, the student accused of fraud must be given an opportunity to make satisfactory explanations and to meet with the local board of education or its designee. The student, together with the student's parent(s) or guardian and (if so desired by the parent(s) or guardian) an attorney, shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts.

A student who has been judged by the principal to have committed or attempted to commit fraud must be excluded from any subsequent examinations until they have demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that they are entitled to restoration of this privilege. When an examination is canceled, no score may be entered on the student's permanent record. The principal shall report promptly to OSA via fax to 518-474-1989 the initials or student identification number (at the discretion of the principal) of each student penalized under Section 102.4, together with a brief description of circumstances and the final action taken.

Directions to Students

Before a Regents Examination begins, advise students:

- to remove all books, notes, or other aids from their reach or sight during the examination;
- to read the questions carefully and to follow instructions;

- 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.

Be sure that students follow the appropriate directions for filling in answer sheets as developed by the school and RIC or scanning center for Regents Examinations.

DIRECTIONS FOR SPECIFIC EXAMINATIONS

The following sections provide specific directions for administering each Regents Examination.

English Language Arts

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 answers to the argument essay and text analysis response questions. The Department does not provide printed copies of the essay booklet for the Regents Examination in English Language Arts. The [essay booklet](#) is available on the Department's website. Schools must print sufficient copies to provide one to each student. Students may use scrap paper, provided by the school, for planning essays. Students must put their names on their scrap paper.

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 to read the directions on the cover of the examination booklet.

Instruct the students to complete the headings on the cover of the examination booklet and on the cover and each sheet of the essay booklet. Also, instruct the students to fill in any information on the answer sheet as many be necessary.

Students should use black or dark blue ink to write their answers to the argument essay and text analysis response.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, essay booklets, examination booklets, and scrap paper, and dismiss the students.

The [Information Booklet for Scoring the Regents Examination in English Language Arts](#) provides information about the scoring of this examination and is available on the Department's website.

Algebra I, Geometry, Algebra II

Schools must ensure that each student has the exclusive use of a graphing calculator without symbol manipulation (see page 2 for additional information) when taking the Regents Examinations in Algebra I, Geometry, and Algebra II. Schools must also ensure that students taking the Regents Examinations in Algebra I, Geometry, and Algebra II have a ruler or other straightedge. In addition, be sure that students taking the Regents Examination in Geometry have a compass.

For each examination, distribute one answer sheet and one examination booklet, face up, to each student. Instruct the students to complete the heading on both the answer sheet and the examination booklet cover.

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 to read the directions on the cover. Make sure that students understand they are to record their answers to questions in Part I on the answer sheet and to write their answers and calculations for questions in Parts II, III, and IV in the examination booklet. Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. When all students seem to understand these directions, instruct them to begin the examination.

Scrap paper is *not* permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. The proctor should have a supply of graph paper available for students who request it in the event that they need to change their work on graphs.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets and the examination booklets and dismiss the students.

Refer to the appropriate [Information Booklet for Scoring](#) (Algebra I, Geometry, or Algebra II) for information about the scoring of these examinations.

Global History and Geography II

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 response to the Part III essay question. The Department does not provide printed copies of the essay booklets. The [essay booklet](#) is available on the Department's website. Schools must print sufficient copies to provide one to each student.

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

Instruct the students to read the directions on the cover of the examination booklet.

Instruct the students to complete the headings on the cover of the examination booklet and on the cover and each sheet of the essay booklet. Also, instruct the students to fill in any information on the answer sheet as may be necessary.

Make sure that students understand that they are to record their answers to the Part I questions on the answer sheet, to write their answers to the Part II constructed-response questions in the examination booklet, and to write their response to the Part III essay question in the essay booklet. When all students seem to understand these directions, instruct them to begin the examination.

Students should use black or dark blue ink to write their answers to the constructed-response questions and the essay question. Students may use scrap paper, provided by the school, for planning the essay. Students must put their names on their scrap paper.

Conclude each examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, the essay booklets, the examination booklets, and scrap paper, and dismiss the students.

The [Information Booklet for Scoring the Regents Examination in Global History and Geography II](#) provides information about the scoring of this examination and is available on the Department's website.

United States History and Government (Framework)

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](#) is available on the Department's website. Schools must print sufficient copies to provide one to each student.

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

Instruct the students to read the directions on the cover of the examination booklet.

Instruct the students to complete the headings on the cover of the examination booklet and on the cover and each sheet of the essay booklet. Also, instruct the students to fill in any information on the answer sheet as may be necessary.

Make sure that students understand that they are to record their answers to the Part I questions on the answer sheet, to write their answers to the Part III A short-answer (scaffold) questions in the examination booklet, and to write their responses to the Parts II and III B essay questions in the essay booklet. When all students seem to understand these directions, instruct them to begin the examination.

Students should use black or dark blue ink to write their answers to the essay questions and the short-answer (scaffold) questions. Students may use scrap paper, provided by the school, for planning essays. Students must put their names on their scrap paper.

Conclude each examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, the essay booklets, the examination booklets, and scrap paper, and dismiss the students.

The [Information Booklet for Scoring the Regents Examination in United States History and Government \(Framework\)](#) provides information about the scoring of these examinations and are available on the Department's website.

Living Environment

Distribute one answer sheet and one examination booklet, face up, to each student.

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 to read the directions on the cover. Instruct the students to complete the heading on the examination booklet cover. Also, instruct the students to fill in any information on the answer sheet as may be necessary. Make a four-function or scientific calculator available to each student who wishes to have one during the entire scheduled time period for this examination. Students are not permitted to use graphing calculators or to have access to any science reference materials such as class notes or written reports of any of their laboratory activities when taking this examination.

Make sure that students understand that they are to record their answers to all questions in Part A and Part B-1, as well as the multiple-choice questions in Part B-2 and Part D on the answer sheet, and to write their answers for all of the constructed-response questions in Part B-2, Part C, and Part D in the examination booklet. Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the examination booklet. When all students seem to understand these directions, instruct them to begin the 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 the three-hour period to stop working, close their examination

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

Physical Setting/Chemistry

Distribute one answer sheet, one answer booklet, one examination booklet, and one copy of the 2011 edition of the *Reference Tables for Physical Setting/Chemistry*, face up, to each student. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the examination booklets.) The Department does not provide printed copies of the [reference tables](#). The 2011 edition is available on the Department's website. Schools must print enough copies to provide one to each student. In addition, each student must be provided with a four-function or scientific calculator for their exclusive use during the entire examination. Students are not permitted to use graphing calculators when taking this examination.

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

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the multiple-choice questions in Part A and Part B-1 on the answer sheet and to record their answers to the constructed-response questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the 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 the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Then collect the answer sheets, answer booklets, examination booklets, reference tables, and scrap paper, 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.

Physical Setting/Earth Science

The Regents Examination in Physical Setting/Earth Science consists of two components: a laboratory performance test and a written test, administered separately. The performance test is to be administered at the school's convenience during the last two weeks of the course but no later than the day prior to the administration of the written test.

Performance Test

The secure performance test and its *Directions for Administration*, printed on green paper, are shipped to schools with nonsecure test materials to allow the Earth science staff time to prepare for the administration of this component. The *Directions for Administration* provides specific directions for setting up three individual stations and administering the tasks to be completed at each station. This test must be administered to each student in one continuous block of time in one day. Scores earned on the Earth science performance test in conjunction with prior administrations of the written examination may not be carried over and applied to the student's final examination score for this Regents Examination. This requirement applies both to students enrolled in the course of study and to students who are registered only to retake the examination. All schools administering this examination must notify students of the date and time to appear for the performance test.

Written Test

Distribute one answer sheet, one answer booklet, one examination booklet, one copy of the 2011 edition of the *Reference Tables for Physical Setting/Earth Science*, and scrap paper to each student. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the examination booklets.) The Department does not provide printed copies of [reference tables](#). The 2011 edition is available on the Department's website. Schools must print enough copies to supply one to each student. Each student must be provided with a four-function or scientific calculator for their exclusive use during the entire examination. Students are not permitted to use graphing calculators when taking this examination.

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

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B-1 on the answer sheet and to record their answers to the questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the 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 the three-hour period to stop working, close their examination booklets, sign the declaration on the answer sheet, and put their pens and pencils down. Then collect the answer sheets, answer booklets, examination booklets, reference tables, and scrap paper, 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.

Physical Setting/Physics (June, only)

Distribute one answer sheet, one answer booklet, one examination booklet, one copy of the 2006 edition of the *Reference Tables for Physical Setting/Physics*, and scrap paper to each student. (The answer booklets are printed on ivory paper and are shrink-wrapped in the same package with the examination booklets.) The Department does not provide printed copies of the [reference tables](#). The 2006 edition is available on the Department's website. Schools must print enough copies to supply one to each student.

Each student must also have a scientific or graphing calculator, protractor, and centimeter ruler for their exclusive use during the entire examination.

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

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B-1 on the answer sheet and to record their answers to the questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer

sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the 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 the three-hour period 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.

RATING REGENTS EXAMINATIONS

General Information

NOTE: Teachers are **not** permitted to score their own students' answer papers. This means that teachers currently instructing students in the coursework associated with a particular Regents Examination may **not** score those students' answer papers for that examination. This prohibition includes special education and academic intervention services (AIS) teachers. The following examples are intended to offer guidance to school administrators who will be making determinations as to a teacher's eligibility to score specific students' examination papers.

- A teacher providing AIS to a student in preparation for the Regents Examination in Global History and Geography may **not** score that student's answer paper for this examination.
- An English teacher who is a student's homeroom teacher but is not the student's current year English teacher may score that student's answer paper for the Regents Examination in English Language Arts.
- A mathematics teacher who taught a student algebra the year before but is not currently instructing a student in the coursework in geometry may score the student's answer paper for the Regents Examination in Geometry.

The principal is responsible for making the final determination as to whether or not a teacher may score specific students' examination papers based on this scoring policy. A principal may establish rules that are more prohibitive than the illustrations above suggest.

At least two subject-specific teachers must rate the answer papers for English Language Arts, Global History and Geography II, and United States History and Government (Framework); and two science teachers must rate the answer papers for Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics. For the Regents Examinations in English Language Arts, Global History and Geography II, and United States History and Government (Framework), a third teacher must score all essays when the scores of the first and second rater differ by more than one credit. All raters must meet the qualifications and follow the procedures described in the appropriate [Information Booklet for Scoring](#) posted on the Department's website.

At least three mathematics teachers must rate the answer papers for the Regents Examination in Algebra I, Geometry, and Algebra II. Raters must follow the procedures described in the information booklets for scoring these examinations.

Schools that are machine scoring any examination must hand score a sample of answer sheets after the machine scoring is completed to ensure that the scoring was done accurately.

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 Department. The scoring key and rating guide that accompanies each Regents Examination provides directions for rating multiple-choice and constructed-response questions, as well as guidelines for rating the essays. Additional details on rating the Regents Examination in Physical Setting/Physics can be found in the [Regents Examination in Physical Setting/Physics Rating Guide for Parts B-2 and C](#), which is available on the Department's website.

Schools are not permitted to rescore any of the constructed-response questions on any Regents Examination after each question has been rated the required number of times as specified in the rating guide, regardless of the final examination score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

When the teacher scoring committee completes the scoring process, examination scores must be considered final and must be entered onto students' permanent records. In addition, each rater must sign the *Examination Scoring Certificate* attesting that they fully and faithfully observed the rules and regulations for scoring the examinations. The principal or collaborative site scoring leader must also sign this certificate to attest that the rules and regulations for scoring were fully and faithfully observed.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this document, the [School Administrator's Manual](#), and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of State examinations. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action 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.

On rare occasions, an administrator may learn that an error occurred in the calculation of a final score for a student or in recording students' scores in their permanent records. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve the final scores on any Regents Examination of no more than 5% of the school's test takers for that examination or five students, whichever is greater, and when such errors are detected within four months of the test date, the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, 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 teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and/or rating guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final examination scores.

Rating Papers of Students with Disabilities

For students with disabilities, the only permissible testing accommodations that have any bearing on the scoring of answer papers are the IEP or 504 Plan exemption(s) from spelling, paragraphing, and/or punctuation requirements for the Regents Examination in English Language Arts. Otherwise, the answer papers written by students with disabilities must be scored according to the same standards used to score answer papers for all students.

Passing Scores

Subject to certain exceptions, the passing score on Regents Examinations is 65. Information regarding passing scores, options for earning a diploma, and challenging for credit can be found at the websites listed in the chart below.

Topic	Website
<u>Chart of Diploma Requirements</u>	<u>https://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf</u>
<u>Multiple Pathways to Graduation</u>	<u>https://www.nysed.gov/curriculum-instruction/multiple-pathways/</u>
<u>Appeal to Graduate with a Lower Score on a Regents Examination</u>	<u>https://www.nysed.gov/common/nysed/files/curriculum-instruction/memo/appeal-graduate-lower-score-regents-exam-memo-april-2017.pdf</u>

Safety Net for Students with Disabilities to Graduate with a Local High School Diploma	https://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.pdf
Challenging for Credit	https://www.nysed.gov/curriculum-instruction/1005-diploma-requirements

Recording Examination Scores

Schools must maintain complete and accurate permanent records. Each time a student takes an examination at the scheduled time under proper supervision, the school must enter the name of the examination, the date of the administration, and the score on the student's permanent record.

No score should be entered in the permanent record as a Regents Examination score unless it has been obtained on a Regents Examination; that is, scores obtained on the Department-approved alternative examinations must not be recorded on the permanent record as Regents Examination scores.

Preventing Loss of Student Answer Papers

Each student's answer papers should be checked in before the student leaves the testing room. As an added precaution, all used and unused test materials, including all scrap paper, must be collected as part of this check-in process. None of these materials should be discarded until all students' answer papers for all examinations have been scored and the scores have been recorded in the students' permanent records.

Individual Student Results

At the school's earliest opportunity after tests have been scored, schools are expected to provide results to each student's parent/guardian.

Retention of Answer Papers

All the papers not requested for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.



IMPORTANT

BEFORE YOU ADMINISTER THE REGENTS EXAMINATIONS PLEASE REVIEW
THIS IMPORTANT TEST SECURITY INFORMATION

The State Education Department is committed to the integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the fairest administration and scoring of Regents Exams. Please accept this reminder of prohibited testing conduct.

Under Section 102.4 of the Commissioner's Regulations, prohibited testing conduct includes:

- Accessing secure test booklets and/or answer sheets prior to the time allowed by testing rules.
- Reviewing test booklets prior to test administration in order to: determine and record correct responses for use during testing; create pre-test lessons or discussions with students about concepts being tested; or create a "cheat sheet" for students to use during testing, including sharing formulas, concepts, or definitions necessary for the test.
- Providing students clues or answers during testing, including coaching students about correct answers, defining terms and concepts contained in the test, pointing out wrong answers, suggesting that a student reconsider or change a recorded response, reminding students during testing of concepts they learned in class, or making facial or other nonverbal suggestions to students regarding answers.
- Giving a student more time to take the test than is allowed for that student under State regulations.
- Leaving materials displayed in the room containing topics being tested.
- Writing test specific formulas, concepts, or definitions on the board prior to or during testing.
- Reviewing an answer sheet for wrong answers and returning it to the student to change responses.
- Altering, erasing, or changing a student's recorded responses after the student hands in test materials.
- Engaging in rescoring of any portion of a test to add points, unless authorized by State rules.
- Encouraging or assisting anyone to engage in the above-described conduct.

Some potential consequences of engaging in prohibited testing conduct include:

- The test score of the affected student will likely be invalidated.
- The affected student may have to retake the exam.
- The person who intentionally engaged in testing misconduct could face sanctions and discipline, including termination and/or the loss of their New York State educator certification(s).

In accordance with Section 102.4 of the Commissioner's Regulations, you are required to report any known incident of testing misconduct to the Test Security Unit. Reports may be made by filing an Incident Report Form at <https://www.highered.nysed.gov/tsei/>.