including online editions of the reference tables, is available on our website. **Note:** 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 must have a scientific or graphing calculator without symbol manipulation.

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

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 spe (e)0.6 (t)-.6-6.6 [illegible]

- *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:* Regarding 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, the student should be instructed to record all of their responses in only one of the two editions. The alternative-language edition used by the student should be so indicated on the student's answer sheet.
- *Oral Translation for Lower-Incidence Languages:* Schools may provide ELLs

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

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.

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

- 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 a

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 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

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Test Security Unit, 988 EBA, 89 Washington Ave., Albany, NY 12234

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.nysed.gov/educator-integrity.