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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 manual and in the [scoring materials](#) provided on the Department's website. 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 answer papers for no more than 5% of the school's test takers for the examination or five students, whichever is greater, and when they 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 examination title, 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 the answer papers for more than 5% of the school's test takers for the examination or five students, whichever is greater, 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 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 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

Appendixes

Appendix I
Determining the Student's Final Examination Score
for the Regents Examination in Living Environment

If the determination of each student's final examination score is being done by hand, record in the designated areas on the student answer sheet the student's scores for the multiple-choice questions for Part A, Part B–1, Part B–2 and Part D. Add the scores for these multiple-choice (MC) questions and enter the total in the designated area of the answer sheet. Enter the student's total score for the constructed-response (CR) questions in Part B–2, Part C, and Part D on the designated line. Add the student's total MC and CR scores to determine and record the student's Total Raw Score. The maximum total raw score for the test is 85.

To determine the student's final examination score, use the [chart](#) provided for each administration on the Department's website. Locate the student's total-test raw score in the column labeled Raw Score and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Record this score in the box labeled Scale Score.

The format of the chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scores ranging from 0 to 100 within the cells of the chart. It is crucial that, for each administration, only the conversion chart provided for that specific administration be used to determine

Appendix II

Determining the Student's Final Examination Score for the Regents Examination in Physical Setting/Chemistry

If the determination of each student's final score is being done by hand, record on the student's answer sheet the student's scores for Part A and Part B-1 in the area designated for MC and record the scores for Part B-2 and Part C in the area designated for CR. Add the student's total MC and CR scores to determine and record the student's Total Test Score. The maximum total raw score for the test is 85.

To determine the student's final examination score, use the [chart](#) provided for each administration on the Department's website. Locate the student's total-

Regent's Examination in Physical Setting/Earth Science
Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

Total Performance Test Score																
16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

