

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

INFORMATION BOOKLET FOR S

Students' responses must be scored strictly according to the scoring keys and rating guides. No credit should be granted for a multiple-choice question if a student records more than one answer. If a student writes more than one answer for a constructed-response question, only the first answer should be rated. For constructed-response questions, credit may be allowed for responses other than those provided in the rating guide if the response is a scientifically accurate answer to the question and demonstrates adequate knowledge as indicated by the examples in the rating guide. Fractional credit is not allowed. Only whole-number credit may be assigned to a response. Units need not be specified by the student when the wording of the question allows such omissions.

For the Regents Examinations in the sciences, the answer sheets provide spaces for recording the scores for each part of the written test, the total test raw score, and the final (scale) score. The answer sheet for the Regents Examination in Physical Setting/Earth Science also includes an area for recording the performance test score.

Scoring of Multiple-Choice Questions

For the January 2023 Regents Examinations in the sciences, all schools must use the uniform scannable answer sheets provided by a regional information center or large-city scanning center **except** for the restricted January edition of the Regents Examination in Physical Setting/Physics. All schools must use the Department-provided answer booklets for students to record their responses to all questions on the January Regents Examination in Physical Setting/Physics. Additional information concerning the restricted January Regents Examination in Physical Setting/Physics may be found in [Regents Examination in Physical Setting/Physics, Restricted Edition, Directions for Administering and Scoring, January 2023 Administration](#).

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 total test raw scores in the designated score boxes. Marks elsewhere on the front of the answer sheet will interfere with the accuracy of the scanning.

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE

A [chart](#) for converting the student's raw score(s) to a scale score is provided for each administration

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 the 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 the administrator believes that 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 before correcting students' final examination scores.

Appendices

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 (MC) questions for Part A, Part B–1, Part B–2, and Part D. Add the scores for these multiple-choice 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 the student's Total Raw Score and record it in the space provided. The maximum total test 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 the student's final examination score.

Regents Examination in Living Environment Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale
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Appendix III

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

Record the student's performance test score in the designated area on the student's answer sheet. The maximum raw score for the performance test is 16.

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 questions and record the scores for Part B–2 and Part C in the area designated for CR questions. Add the student's total MC and CR scores to determine and record the student's Total Written Test Score. The maximum total raw score for the written 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 performance test score across the top of the chart and the student's total written test score down the side of the chart. The point where those two scores intersect is the student's final examination score. Record this score in the designated area on the answer sheet.

The format of the chart is illustrated on the next page. (Only the first half of the chart has been reproduced in this publication.) 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 the student's final examination score.

