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**TO:** District Superintendents of Schools  
Superintendents of Public and Nonpublic Schools  
Principals of Public and Nonpublic Secondary Schools

**FROM:** Gerald E. DeMauro *Gerald E. DeMauro*

**SUBJECT:** Component Retesting: Identifying the Appropriate Components  
for Eligible High School Seniors

This memorandum explains the procedures that schools must follow to determine which seniors will participate in the component retesting in Comprehensive English and Mathematics A in May 2003 and which components they will take.

### **DETERMINING ELIGIBILITY FOR COMPONENT RETESTING**

To be eligible for component retesting, a student **must** be a high school **senior**.

To be eligible for component retesting in Comprehensive English, the senior **must have done both** of the following:

- taken the Comprehensive English Regents Examination at least twice without having earned a passing score of 65, **AND**
- earned a score between 48 and 64 on at least one of the two examinations the student took most recently. Any senior who has not scored at least 48 on at least one of the two examinations is **not eligible** for component retesting and **must retake** the entire examination.

To be eligible for component retesting in Mathematics A, the senior **must have done all** of the following:

- taken the Mathematics A examination at least once **AND**
- taken at least two Regents Examinations in mathematics (either two or more Mathematics A examinations or **one Mathematics A examination and** one or more examinations in Sequential Mathematics, Courses I, II, or III, or Mathematics B) **AND**
- earned a score between 48 and 64 on at least one of the two Regents Examinations in mathematics the student took most recently. Any senior who has not scored at least 48 on at least one of the two examinations is **not eligible** for component retesting and **must retake** the entire examination.

## IDENTIFYING WHICH COMPONENT(S) A SENIOR SHOULD TAKE

### GENERAL GUIDELINES FOR ALL COMPONENT RETESTS

Component retesting requires a school to identify and address patterns of weakness in its senior students who have failed one or more of the Regents Examinations in Comprehensive English and Mathematics A. First, review each eligible senior's level of achievement on the two examinations in the subject the senior has taken most recently and identify which component(s) were weaker on each of the examinations. (*Special conditions may apply for Mathematics A. See Step 2 in the Selection Process for Components in Mathematics A.*) Then apply the general considerations and specific guidelines that follow:

- First consideration:** If the senior's weaker component was the **same** component on both examinations, retest the senior on that component.
- Second consideration:** If the senior's weaker component was a **different** component on each of the examinations, retest the senior on the weaker component from the more recent examination.
- Third consideration:** If the senior's recent achievement in tasks related to a weak component has shown improvement, as demonstrated by classroom tests, etc., retest the senior on that component.

### SPECIFIC GUIDELINES FOR COMPREHENSIVE ENGLISH

The Regents Comprehensive Examination in English has two component retests: Component A, which corresponds to Session One of the examination, and Component B, which corresponds to Session Two. Each component consists of five modules (test sessions), given on five successive days, as set forth in the enclosed schedule. The selection process described below refers to the *Worksheet for Component Retesting in Comprehensive English*, which accompanies this memorandum.

#### Steps in the Selection Process for Components in Comprehensive English

1. Assemble the senior's answer papers for the two examinations the senior has taken most recently (or other documents that show the scores for each part of the examination).
2. Complete *Table I—Examination Data Table* on the *Worksheet for Component Retesting in Comprehensive English*. Compare the senior's score on each session to the criterion score given in *Table II—Criterion Scores for Sessions of the Regents Comprehensive Examination in English*.<sup>1</sup> Place a check mark in the Weak Component(s) row of Table I for each component for which the senior's score is lower than the criterion score. This determines the "weakness pattern" for Step 3.
3. Determine which component to administer based on *Table IV—Weakness Pattern/Identifying Component for Retesting*. Enter that information on Table I.

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<sup>1</sup> If you have no data other than the senior's final examination score, use *Table III—Determining Weaker Components When Complete Examination Data Are Unavailable* to help you determine which component is weaker. This table appears on the enclosed *Worksheet for Component Retesting in Comprehensive English*.

## SPECIFIC GUIDELINES FOR MATHEMATICS A

The Regents Examination in Mathematics A is a measure of student performance on seven key ideas. Component retests are provided for four of these key ideas: Modeling/Multiple Representation (Component 4), Measurement (Component 5), Uncertainty (Component 6), and Patterns/ Functions (Component 7). Each component retest consists of two modules (test sessions), given on two successive days, as set forth in the enclosed schedule. The selection process described below refers to the *Worksheets for Component Retesting in Mathematics A*, which accompany this memorandum.

### Steps in the Selection Process for Components in Mathematics A

1. For an eligible senior who has taken Mathematics A **twice**, use the enclosed *Worksheets for Component Retesting in Mathematics A* to determine which component(s) the senior should take. For an eligible senior who has taken Mathematics A **only once**, use the same *Worksheets for Component Retesting in Mathematics A*, but analyze the senior's performance on **only that one** Mathematics A examination.
2. Assemble the senior's answer papers for the Mathematics A examinations the senior took most recently (or other documents that show the credits earned for each question on the examination).<sup>2</sup>
3. Complete Senior Worksheet A by filling in the relevant information on *Table A—Mathematics A Regents Examination Map to Learning Standards/Criterion Scores for Components* on the *Worksheets for Component Retesting in Mathematics A*. Compare the sum of the credits earned by the senior on each component to the criterion score provided in *Table A* for that component. Place a check mark in the Weak Component(s) row of *Table A* for each component for which the senior's score is lower than the criterion score. This determines the "weakness pattern" for Step 4.
4. For an eligible senior who has taken Mathematics A **twice**, complete *Senior Worksheet B* by copying the pertinent information from *Table A* to *Table B-1—Mathematics A Data Table*. Use *Table D-1—Weakness Pattern/Determining Component(s) for Retesting* to determine the component(s) to retest. Enter that information on *Table B*.
5. For an eligible senior who has taken Mathematics A **only once**, complete *Senior Worksheet B* by copying the pertinent information from *Table A* to *Table B-2—Mathematics A Data Table*. Use *Table D-2—Determining Component(s) for Retesting* to determine the component(s) to retest. Enter that information on *Table B-2*.

## RECORD KEEPING

You must keep a copy of the completed worksheets for each eligible senior who participates in component retesting on file in your school for at least one year beyond the date of the component retesting.

## ATTACHMENTS

*Worksheet for Component Retesting in Comprehensive English*

*Worksheets for Component Retesting in Mathematics A*

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<sup>2</sup> If you have no data other than the senior's scaled score, use *Table C—Determining Weaker Component(s) When Complete Examination Data Are Unavailable* to help you decide which component is weaker. This table appears on the enclosed *Worksheets for Component Resting in Mathematics A*.