

DIRECTIONS FOR ADMINISTERING NYS EXAMINATIONS



All proctors administering NYS examinations must receive annual training. The teacher direction manual for each exam is available on the State Education Department website at: www.nysed.gov.

You are required to carefully read the teacher directions for each exam that you proctor. You must also review the following pages in this section in preparation of the exam schedule and complete the proctor responsibilities checklist.

Resources included in this section include:

- Proctor Responsibilities: Checklist
- Testing Accommodations
- Testing Accommodations for NYS Mathematics Assessments
- Use of Communication Devices for Secondary-Level State Examinations
- Regents Exams Answer Sheet Proctor Directions
- Request For Exam Schedule
- Exam Pick-up and Return Receipt
- Refusal of Test Accommodations
- Refusal to Take Exam
- For RCT Test Administrator

PROCTOR RESPONSIBILITIES: CHECKLIST

Before

- Know student's specific test accommodations and how to implement. (Attached.)
- Be familiar with the exam you will be administering (*especially* if you are to read the exam).
 - You can find copies of Regents exams on-line at this website: <http://www.nysedregents.org/>
 - For copies of non-restricted RCTs, contact your program's instructional specialist.
- Know where and when to pick up and drop off exams, as well as to/from whom. (Attached Request for Exam Schedule and Pickup and Return Receipt.)
 - Exams cannot be released until day of the exam.
 - Exams need to be kept secure at all times.
- Make sure students use only BLUE or BLACK INK to complete test (can only use pencil on graphs only)
- Know when exams start, end, and any other time regulations.

All Regents exams:

Morning exams begin: 8 am

Afternoon exams begin: Noon

Students may not BEGIN the exam :

-after 10:00 A.M. for morning exams

-after 2:00 P. M. for afternoon exams

Students may **NOT LEAVE** the testing room:

- before 10:00 A.M. for morning exams

- before 2:00 P.M. for afternoon exams

All Regents exams:

3 hour time limit (unless IEP/504 test accommodation)

All RCTs:

No time limit; There is no minimum amount of time a student needs to sit

ELA/Math:

Assessments must be administered on consecutive days . Part 1 on day one and Part II on day two. Students may not take exams over multiple days without prior approval from the state.

Prepare examination room.

- Clock
- Any materials in room pertinent to the subject being tested must be completely covered or removed from walls and boards (e.g., charts or maps).
- If a computer will be used, disable special word processing features not permitted as accommodations.
- Turn off Internet connections.

At the start of and throughout the exam:

- Verify the identity and attendance of student taking the exam. Notify building administrator immediately if student is absent.
- Check for unauthorized materials as students enter: Inspect all materials students bring to the examination room to make sure there are no unauthorized notes or materials that would give the student an unfair advantage.**
- Read students the “Student Use of Communication Devices” statement at the start of each State test you proctor. (Attached.)
- Review (with students) the directions for bubbling answer sheets for Regents exams. (Attached.)**
- Include on Regents or RCT Test Booklet:
 - o Student ID
 - o Home School/Monroe #1 BOCES/BOCES Program

Example:

Print Your School’s Name: Fairport/Monroe #1 BOCES/ALA

- If test accommodations are provided make sure the students answer sheet indicates the type of test accommodation provided. (Attached.)**
- If a student refuses to test or test accommodations, contact a building administrator and complete a *Refusal of Test Accommodations* and/or *Refusal to Test* form. (Attached.)
- Let students know how much time is remaining (but in no more than 30 minute-intervals). Prompt to continue working if the student stops and**

has not finished. When encouraging students to continue, make sure you do not use any content language or refer to the content in any way.

- Maintain supervision of student at all times and adhere to NYSED regulations as specified below.

1) No one, under any circumstances, may provide aid to students, which includes:

-interpreting or explaining test questions to any student, or commenting on the correctness or sufficiency of a response while the exam is in progress.

-altering student's responses (including the student) on the test once the student has handed in his or her test materials.

2) No student may be leave and then return to the exam room during any session of the exam unless accompanied by a proctor.

Students who withdraw from sight of the proctor *during any examination session* must have their examinations for that session terminated.

3) In the event of a building evacuation, proctors are to keep exams secure and in their possession at all times.

4) If word processing is used (e.g., word processing), student use is to be monitored at all times.

IN A NUTSHELL:

- **All answers must be the students'.**
- **Any inappropriate conduct with respect to administering (and scoring) NYS exams subject to disciplinary actions in accordance with Sections 3020 and 3020a or action against one's certification pursuant to Part 83.**

At the end of the exam:

- **Make sure students use only BLUE or BLACK INK to complete test (can only use pencil on graphs only)**
- **Be sure to check exam carefully: Did the student complete all sections? Did students sign the "student declaration?" Unsigned tests are considered invalid.**
Exception: With the RCT in Writing only, students sign the declaration at the beginning not the end of the exam.
- **Return all exams ASAP on the day of testing since scoring may occur on the same day.**
 - Record all absences and changes on the front of the envelope.
 - Be sure to write **ABSENT**.
 - Exams need to be kept secure at all times.

- Return all tests and materials signed, intact, and organized in the original envelop. Following guidelines is especially important with restricted RCT exams. They are: *Science, Math, US History & Government, & Global Studies.* (Attached.)**
- Be patient as all materials (including student signature) are thoroughly checked when submitted.**
- Sign the NYSED Proctor Certificate. Make sure the program/district has a copy for you to sign.**

TESTING ACCOMMODATIONS

DIRECTIONS READ

When specifically stated on the IEP, the proctor may read and re-read¹ test directions.²

- Directions are limited to instructions that explain
 - ❖ **WHERE** and **HOW** responses must be recorded.
 - ❖ **HOW TO** proceed in taking the test upon the completion of each section.
 - ❖ **WHAT STEPS** are required upon completion of the exam.
- **Directions do NOT** include any part of the test questions such as an essay or writing prompt or **the “WHAT” or the content of the answers the students should provide.**

*NOTE: With any writing task (usually found in English and social studies exams), the directions for a writing prompt may be read, but the **PROMPT itself is a test item and should not be read.** You can only instruct what students are to “do,” not the substance or ideas of what they should write.*

- The proctor is allowed to read only test directions and sample questions. Directions **must be read word for word** and may **not be changed in any way** (e.g., simplified, rephrased).
 1. Directions may be reread *the number of times specified* on the student’s IEP.
 2. Directions may be reread at the top of each page *if specified* on the student’s IEP.
 3. Direction **may be reread as many times as the student asks.**

If specified:

- Verbs in directions can be underlined or highlighted
- Visual cues may be provided (e.g., arrows, stop signs on test booklets)

DIRECTIONS SIMPLIFIED

Reading test directions: When specifically stated on the IEP, the proctor may reword test directions. This accommodation is intended to clarify the test directions for the student. The proctor is allowed to state the **directions only in more simple language.**

The same rules for reading directions apply:

- Directions are limited to instructions that explain
 - ❖ **WHERE** and **HOW** responses must be recorded.
-

- ❖ **HOW TO** proceed in taking the test upon the completion of each section.
- ❖ **WHAT STEPS** are required upon completion of the exam.

- Directions do **NOT** include any part of the test questions such as an essay or writing prompt or the “WHAT” or the content of the answers the students should provide.

*NOTE: With any writing task (usually found in English and social studies exams), the directions for a writing prompt may be read, but the **PROMPT** itself is a test item and should not be read. You can only instruct what students are to “do,” not the substance or ideas of what they should write.*

TEST READ

When specifically stated on the IEP, the proctor may read the entire test aloud.

- Student must have copy of the test in front of them.
- Questions must be read word for word with no clarification, explanation, reordering, or rewording.
- Content read in a neutral manner, without intonating, emphasizing or otherwise drawing attention to key words and phrases. (**THINK KINDLE or TEXT-to-SPEECH!**)

The proctor is allowed to read the **ENTIRE** test to the student knowing that:

1. **Different kinds of questions may appear on the test.**
 - **MULTIPLE CHOICE** questions: Read the question and all answer choices.
 - **COMPLETION** questions: Read one question at a time.
 - Questions with **GRAPHS, CHARTS, and PICTURES**: Read the question, all of the words in the images, and the answer choices.
 - **ESSAY** questions: Read all questions to student. Student selects the required number of essay questions to answer.
2. **Any portion of the test may be reread.**
3. **Words may NOT be defined or explained.**
4. **Avoid side conversations.**
5. **Be sure to NOT use any inflection in your voice, or any physical gestures to indicate the correct answer to the student.**
6. **Do NOT change any of the wording of questions and/or passages.**

USE OF A SCRIBE: English, social studies & science

When specifically stated on the IEP, a scribe may write or word process for a student. What is key to remember: The student provides all content.

Use of Scribe:

Scribes may be teachers, teacher aides, teacher assistants or other school personnel who are appropriately trained and qualified. Whenever possible, the student should have the same scribe for State assessments as they have had for classroom tests or other classroom instruction.

IN ALL CASES, the scribe must have an understanding of how to record responses using procedures described and be familiar with the test including knowledge of the vocabulary used in the test.

The accommodation "use of scribe" generally necessitates an alternate location and extended time. These accommodations must also be specified on the IEP or 504 Plan.

If the IEP or 504 Plan does NOT waive spelling, punctuation and/or paragraphing requirements, the student must provide all information, including spelling of difficult words, punctuation, paragraphing, grammar, etc.

****If the student's IEP or 504 Plan waives spelling punctuation, and paragraphing:**

A. Scribe is responsible for: Handwriting, spelling, punctuation, paragraphing, writing out notes or semantic maps at the student's direction, and reading back the response to the student.

B. Student is responsible for: Dictation of content, word choice and organization.

1. Scribes must **record word-for-word** what the student dictates (or what is recorded on tape, if applicable) **leaving out punctuation and capitalization and circling all words that are difficult to spell** (e.g. words at/above the grade level of the test).
2. **Lined paper** should be used; the scribe should **write on every other line**.
3. When dictation/tape transcription is completed, the **scribe should ASK THE STUDENT to spell aloud any difficult words.** (Again, difficult words are those

words at or above the grade level of the test.) The scribe then writes the student's spelling above the circled words.

4. The scribe **SHOWS** the student the written response and **ASKS** him/her to indicate where capitalization, punctuation and paragraphing should be used.

5. The **STUDENT READS** the completed dictation/transcription and **BE ASKED TO** indicate if there are any further changes to be scribed on the skipped lines.

6. The scribe must then **transfer the student's completed response into the test booklet, and staple the student's dictation to the test booklet.**

Common "Errors"

- Not skipping lines; need to skip lines or double space
- Not positioning scribe so that student can see what's being written
- Not knowing what student is responsible for in terms of spelling, paragraphing, punctuation, and capitalization
- Scribing in cursive
- Not being familiar with vocabulary used in test; (students can use the test as reference). NOTE: The idea of using information found in the test (e.g., vocabulary, correct) should be a regular test-taking strategy for students).
- Using capitalization with "I" or proper nouns (e.g., Mrs. Ima Smartiepants)

OTHER

Use of Assistive Technology

1. Calculator

- Calculators are only allowed for the Math RCT if listed as a test accommodation on the IEP; use the type of calculator specified on IEP.

For ALL students (Gen. Ed. and Special Ed.), the following applies:

- For Integrated Algebra, Geometry, and Algebra 2 and Trigonometry Exams: access to a graphing calculator is required

2. Word Processor

- **Make sure that the student is familiar with the computer and word processing program well in advance of testing day.** If student is responsible for spelling, be sure

students do not use the spell-checker features and other appropriate correction features are disabled.

Time Extensions

- Make sure that you have enough computers for each student being proctored.
- Students taking Regents exams have been known to stay their full time extension. This could be 6-9 hours. Make arrangements so that allowances for full time extension are made.
- Make sure that teacher's / tutor's schedule and the student's transportation have been arranged.

REFUSAL OF TEST ACCOMMODATIONS: If the student refuses to use an accommodation, explain the reason(s) for the accommodation(s). If a student still refuses the accommodation(s), have the student sign the "Refusal of Test Accommodations" form. ***Be sure to complete the form thoroughly and notify the program/district.***

TESTING ACCOMMODATIONS FOR NYS MATHEMATICS ASSESSMENTS

Rules for TEST READ (per Carolyn Trombe at the NYSED Office of State Assessment)

When a student's IEP has a "Test Read" accommodation the full test can be read out loud, including all math symbols. However, the symbols should be read by their name, not their function. Do NOT point to the symbols as you read them.

- For example: $82 + 35$ would be PLUS, **not** "added to"
- $82 - 35$ would be MINUS, **not** "take away"
- ($>$, $<$, $=$) greater than, less than, and equal to
- See attached – Math Symbols & How to Read Them

Rules for SCRIBING in MATHEMATICS (from administrative manual)

1. Scribes must record what the student dictates on a separate sheet of paper.
2. The scribe should ask the student to indicate exactly where the numbers need to be placed and lined up.
3. When dictating numbers the student must indicate how the number is written and indicate place value. For example, if the student says one thousand thirty eight the student should specify how that is written: one, zero, three, eight.
4. Scribe must record the operational sign as dictated by the student (addition, sign, subtraction sign, etc).
5. When computing a problem, the student must indicate to the scribe how they are computing and should be specific in terms of what numbers to write down including carrying. For example, when adding 23 and 9 the student should indicate 9 plus 3 is 12, put down the 2 and carry the one above the 2.
6. The scribe shows the student the written response and asks him or her to indicate if there are any further changes to be made.
7. The student does not have to provide spelling and punctuation in word responses. Therefore, it is not necessary for the scribe to leave out punctuation and capitalization and circle words difficult to spell.
8. The scribe must transfer the student's completed response into the test booklet and staple the student's dictation to the test booklet.

MATH SYMBOLS & HOW TO READ THEM

$+$	Plus, positive	\sphericalangle	Angle
$-$	Minus, negative	$m \sphericalangle BAC$	Measure of angle BAC
\times	Times (or a variable x)	$^{\circ}$	Degree(s)
\div or $/$	Divided by	± 5	Plus or minus 5
$=$	Is equal to	\approx	Is approximately equal to
\neq	Is not equal to	\sim	Is similar to
\cong	Is congruent to	π	Pi
$<$	Is less than	$>$	Is greater than
\leq	Is less than or equal to	\geq	Is greater than or equal to
$X < -2$	X is less than negative 2	$5 \leq x \leq 10$	X is greater than or equal to 5 and less than or equal to 10
$()$	In parentheses	\therefore	Therefore
$[]$	In brackets	$\sqrt{\quad}$	The square root of
$\{ \}$	The set of	\perp	Right angle
$\triangle ABC$	Triangle ABC	$\triangle A'B'C'$	Triangle A prime, B prime, C prime
$\in \notin$	Is an element of, is not an element of	$A \cap B$	The intersection of sets A and B
$\subset \not\subset$	Is a subset of, is not a subset of	$C \cup D$	The union of sets C and D
\parallel	Is parallel to	\perp	Is perpendicular to
AB	The length of \overline{AB}	10^3	Ten cubed
\rightarrow	Ray AB	10^6	Ten to the sixth power

AB			
	Line AB	10^2	Ten squared
\overline{AB}	Line segment AB	5!	Five factorial
$3 \cdot 8$ or (3)(8)	Three times eight	$\sqrt[3]{8}$	Cubed root of 8
.826	Point eight two six	$\frac{3}{x}$	Three over x or three divided by x
$2\sqrt{5}$	Two square root of 5	$ -24 $	The absolute value of negative twenty-four
$\frac{\sqrt{32}}{4}$	Square root of 32 divided by 4	$ x-5 $	The absolute value of x minus 5
Sin A Cos A Tan A	Sine A Cosine A Tangent A	Sec A Csc A Cot A	Secant A Cosecant A Cotangent A
$2x^2 + 3x - 2$	Two X squared plus 3 X minus 2	$V=21(1.4)^4$	V equals 21 times 1.4 to the fourth power
$3(4)(-5)$	3 times 4 times negative 5	$2(x + 4)$	Two times the quantity x plus four
${}_8P_5$	Eight P five	${}_8C_5$	Eight C five
$Q = \{1,2,3\}$	Q is the set of integers 1, 2 and 3	$A = \{4,5,6,\dots\}$ or $A = \{x \mid x \geq 4\}$	A is the set of all integers greater than or equal to 4
∞	Infinity	\sum	The sum of

PLEASE NOTE: The Following Policy is in Effect for All Secondary-Level State Examinations.

Use of Communication Devices

At the beginning of each test administration, proctors must read the following statement to all students taking secondary-level State examinations:

You may **not** use any communications device while taking a State examination, either in the room where the test is being administered or while on a supervised break (such as a restroom visit). Such devices include, but are not limited to, cellular telephones, pagers, CD and audiocassette players, radios, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones, or earplugs.

If your cell phone rings or vibrates, you may not look at or answer it. You may not send, receive, or look at text messages. If your pager beeps or vibrates, you may not look at it. You must therefore turn these and other such devices **OFF right now and secure them underneath your desk** [or in the location specified by the principal]. You must not turn such devices back on until you have completed your examination, handed it in, and left the examination room. Your examination will be invalidated and no score will be calculated for you if you use any such device or related communications technology for any reason under any circumstances, or if you wear headphones while in the testing room.

For Principals and Proctors:

Any student observed to be using any communications device while taking a State examination must be directed to turn it off and put the device away 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 was using a communications device during the test administration, the student's test must be invalidated. No score may be calculated for that student.

The incident must be reported in writing to the Office of State Assessment, as is the case for all 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 Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan). If not, the general policy on communications devices as provided above is in effect, and the school may not allow the use of any such equipment.

Regents Exams Answer Sheets

Proctor Directions

Bubbling Answer Sheets

Review these directions for filling out the answer sheets **BEFORE** giving students the exam booklet.

- ◇ **ONLY USE BLUE OR BLACK INK** to fill out the answer sheet. You should cross out wrong answers with an “X.” The computer is programmed to ignore choices marked with an “X.” However, any other markings, such as circling the correct answer, will require manual correction. Pencils may only be use on graphs.
- ◇ Fill in the bubbles completely and must not make any stray marks anywhere else on the front of the answer sheet.
- ◇ You must receive your answer sheet with your preprinted name. Please verify that you have the correct answer sheet, with the correct information. **If there is incorrect information on the preprinted label, the proctor must write a separate note explaining the problem and providing the correct information, and proctor will clip the note to the your exam when you turn in the answer sheet.**
- ◇ Blank answer sheets will be provided for you if you do not have a preprinted answer sheet. You will need to fill in your personal information manually.

The proctor should fill in the student’s ID number.

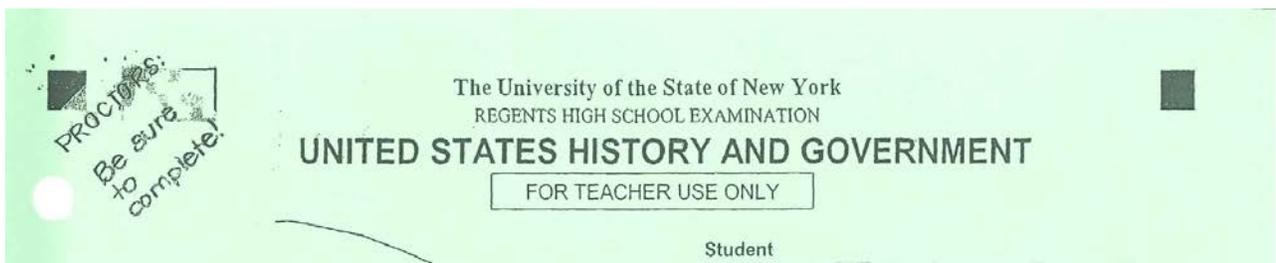
If you are currently enrolled in the course, enter your teacher’s name, otherwise, enter your homeroom teacher’s name.

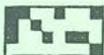
- ◇ **FOR THE MULTIPLE CHOICE QUESTIONS, ONLY USE THE SCANNABLE ANSWER SHEET, NOT THE ANSWER SHEET THAT IS ON THE FINAL PAGE OF THE EXAM BOOKLET.**

Note: If a student has the test accommodation to be able to answer questions in the answer booklet, a staff member will be responsible for transferring the student’s answers to the bubble sheet for scoring.

The student **MUST** sign the declaration on the answer sheet, **OR ELSE THE EXAM COULD BE INVALIDATED.**

Before handing out the test booklets, ask the students if they have any questions about how to fill out the answer sheet.





41110

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION



UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

TYPES OF TESTING ACCOMMODATIONS

FLEXIBILITY IN SCHEDULING/TIMING

- Extended time (specify amount, as in “time and a half”)
- Administer tests with frequent breaks (specify duration, e.g., sessions not to exceed 30 minutes with 10 minute breaks)
- Administer State assessments over multiple days (requires Department approval)

FLEXIBILITY IN SETTING

- Separate location/room – administer test individually
- Separate location/room – administer test in small group (3-5 students)
- Provide adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75 watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating

METHOD OF PRESENTATION

Revised Test Format

- Braille editions of tests
- Large type editions of tests
- Increased spacing between test items
- Increase size of answer blocks/bubbles
- Reduce number of test items per page
- Multiple-choice items in vertical format with answer bubble to right of response choices
- Reading passages with one complete sentence per line

Revised Test Directions

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form
- Additional examples provided

Use of Aids/Assistive Technology

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Listening section repeated more than the standard number of times
- Listening section signed
- Listening section signed more than the standard number of times
- Masks of markers to maintain place
- Test passages, questions, items and multiple-choice responses read to student*
- Test passages, questions, items and multiple-choice responses signed to student*
- Magnification devices (specify type)

- Amplification devices (specify type)

METHOD OF RESPONSE

- Allow marking of answers in booklet rather than answer sheet
- Use of additional paper for math calculations

Use of Aids/Assistant Technology

- Amanuensis (Scribe)
- Tape Recorder
- Word processor

*Not permitted for certain sections of the Grades 3-8 ELA.

OTHER

- On-task focusing prompts
- Waive spelling requirements*
- Waive paragraphing requirements*
- Waive punctuation requirements*

Use of Aids/Assistive Technology

- Calculator*
- Abacus
- Arithmetic tables**
- Spell-check device*
- Grammar-check device*

*Not permitted for certain sections of the Grades 3-8 ELA.

**Not permitted for certain sections of the Grades 3-8 Mathematics test.

Student Refusal of Test Accommodations

In some instances, a student may refuse or ask to waive testing accommodations for local or State assessments. School officials should explain to the student the reasons for the testing accommodations. However, if such action is not effective in changing the student's position, school officials should administer the test without accommodations and document the incident, notify parent(s) and consider the appropriateness of additional counseling or a review of the student's IEP/504 Plan by the CSE/CPSE/504 MDT. **In such cases, if the answer document requires the school to indicate test accommodations provided, the teacher should indicate only those actually used by the student.** Involving the student from the beginning, as appropriate, in discussions and decisions regarding testing accommodations may help to avoid such circumstances.

¹Test Access & Accommodations for Students with Disabilities; Policy and Tools for Guide Decision-Making and Implementation. The University of the State of New York. The State Education Department Office of Vocational and Education Services, for Individuals with Disabilities (VESID), May 2006.

FOR THE RCT TEST ADMINISTRATOR

RCT Restricted Exam Instructions (refers to exams with 2 parts)

Test Materials for each student

- 1 Part 1 Test Booklet and Part 2 test booklet (in the same sealed envelope)
- 1 Part 1 answer sheet
- Scrap paper for students use in preparing answers (provided by the school)

For each rater of student responses

- Scoring key for Part 1 answer sheet
- Rating guide for Part 2 essay questions

DIRECTIONS FOR ADMINISTERING TEST

- Part 1 and Part 2 test booklets are enclosed in a sealed envelope.
- Students receive the test with the seal intact
- ONLY student break the seal at the time designated
- Each restricted test envelope includes a gummed blue label for use in resealing the envelope

AFTER THE STUDENT FINISHES THE TEST HE/SHE SHOULD BE TOLD TO:

- Put all scrap paper inside the front cover of Part 2
- Place ONLY the Part 1 test booklet in the envelope so that the booklet number appears in the window of the envelope
- Remove the gummed label and apply the label across the flap in the space outlined by dotted lines
- Sign his/her name across the label and onto the envelope

Collect the Part 1 answer sheets separately from the envelopes

Collect Part 2 Essay responses (with all scrap paper inside booklet)

Raters rate exam with answer key (Part 1) and Rating Guide (Part 2)

AT THE CONCLUSION OF THE RATING:

- Rating guide plus any scrap paper (used by the rater) is placed in the envelope so that the number printed in the upper right corner of the rating guide appears in the window of the envelope
- The backing of the gummed label (provided in the envelope) must be removed and applied across the flap of the envelope in the space outline by dotted lines
- The rater signs his/her name across the envelope onto the envelope

NOTE: For Part 2 of the Restricted Global Studies or the U.S. History RCT exams:

Answer sheets AND test booklets for *both students and proctors* need to be kept out of the sealed envelope. Students write essays for these exams and we'll need the answer sheets and test booklets out so that they can be scored. :)