

**The University of the State of New York**

scorer training or to use them as additional information during scoring. While not reflective of all scenarios, the model responses selected for the *Model Response Set* illustrate how some less common student responses to constructed-response questions may be scored. The [Model Response Set](#) will be available on the Department's website on the same date and time as the rating guide for this examination. The same passwords will be used to access the *Model Response Set* and the scoring key posted on the day of the examination.

### **Scoring of Multiple-Choice Questions**

For the Regents Examinations in Algebra I, all schools must use uniform scannable answer sheets. These answer sheets are provided to schools by either the regional information center or large-city scanning center. **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 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 total-test raw score to a scale score, and for identifying the level associated with that scale score, is provided for each administration on the Department's website. Because the scale scores corresponding to raw scores change from one examination adm-17.6 (e)-11.

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

## SPECIFIC INFORMATION FOR SCORING THE REGENTS EXAMINATIONS IN MATHEMATICS

The information below refers to the scoring of constructed-response questions on the Regents Examination in Algebra I.

The constructed-response questions (Parts II, III, and IV) on the Regents Examination in Algebra I should be scored in accordance with these guidelines:

- x If the student gives one legible response, even if it is crossed out, teachers should score that response.
- x If there are two or more responses with all but one crossed out, teachers should score only the response not crossed out.
- x If there are one or more partial responses and one complete response, teachers should score the complete response. No credit is deducted for incorrect startups.
- x If there are two or more complete responses, teachers should score each response and award credit by averaging the highest credit response with the lowest credit response and round down (For example, if a 6-credit question is done three ways, with one worth 5 credits, one worth 3 credits, and one worth 0 credits, the student should be awarded 2 credits for the question).
- x If the question requires the student to include units of measure, full credit cannot be awarded if the student omits the unit or if incorrect units are used. Students may include the appropriate unit of measure even if it is not required.

*Examples:*

If the question asks for the number of feet in the length of a figure, no unit is required in the answer.

If the question asks for the dimensions of a figure, the proper unit of measure is required in the answer in order to receive full credit.

The rubric will specify how much credit is awarded if units are not used when required.

- x If a student gives only a correct numerical answer to a problem but does not show how he or she arrived at the answer, the student will be awarded only 1 credit. Generally, constructed-response questions require the student to show work.

A fully correct answer for a multiple-part question requires correct responses for *all* parts of the question. Refer to the rubric for each question for specific scoring guidance.

- x Students should receive 0 credit if the solution is completely incorrect, irrelevant, or incoherent or if a correct response was arrived at using an obviously incorrect procedure.

This last statement is illustrated by a student who, when asked to find one leg of a right triangle if the hypotenuse is 5 and the other leg is 3, gives a correct response of 4 by showing that 4 is the average of 3 and 5.

The method of solution must be obviously incorrect to warrant a score of 0.

In some cases, the rubric will specifically state which responses should receive a score of 0.

## Appendix I

### Determining the Student's Final Examination Score for the Regents Examination in Algebra I

The format of the conversion chart is illustrated below. The chart provided on the Department's website for each administration of this examination will include scale 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.

If the determination of each student's final score (scale score) is being done by hand, find 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. 76 639w.4 and (r)