FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GEOMETRY

Thursday, June 23, 2011 – 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are to be followed for scoring student answer papers for the Regents Examination in Geometry. More detailed information about scoring is provided in the publication *Information Booklet for Scoring the Regents Examinations in Mathematics*.

Use only *red* ink or *red* pencil in rating Regents papers. Do *not* attempt to correct the student's work by making insertions or changes of any kind. Use check marks to indicate student errors.

Unless otherwise specified, mathematically correct variations in the answers will be allowed. Units need not be given when the wording of the questions allows such omissions.

Each student's answer paper is to be scored by a minimum of three mathematics teachers. No one teacher is to score more than approximately one-third of the open-ended questions on a student's paper. On the back of the student's detachable answer sheet, raters must enter their initials in the boxes next to the questions they have scored and also write their name in the box under the heading "Rater's/Scorer's Name."

Beginning in June 2011, schools are no longer permitted to rescore any of the open-ended questions on this exam after each question has been rated once, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Raters should record the student's scores for all questions and the total raw score on the student's detachable answer sheet. Then the student's total raw score should be converted to a scale score by using the conversion chart that will be posted on the Department's web site at: http://www.p12.nysed.gov/apda/ on Thursday, June 23, 2011. Because scale scores corresponding to raw scores in the conversion chart may change from one examination to another, it is crucial that for each administration, the conversion chart provided for that administration be used to determine the student's final score. The student's scale score should be entered in the box provided on the student's detachable answer sheet. The scale score is the student's final examination score.

Part I

Allow a total of 56 credits, 2 credits for each of the following. Allow credit if the student has written the correct answer instead of the numeral 1, 2, 3, or 4.

(1) 2	(8) 1	(15) 2	(22) 3
(2) 3	(9) 2	(16) 3	(23) 2
(3) 4	(10) 1	(17) 4	(24) 4
(4) 1	(11) 3	(18) 4	(25) 1
(5) 1	(12) 2	(19) 1	(26) 2
(6) 2	(13) 1	(20) 3	(27) 4
(7) 2	(14) 4	(21) 2	(28) 1

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at: http://www.p12.nysed.gov/apda/ and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

General Rules for Applying Mathematics Rubrics

I. General Principles for Rating

The rubrics for the constructed-response questions on the Regents Examination in Geometry are designed to provide a systematic, consistent method for awarding credit. The rubrics are not to be considered all-inclusive; it is impossible to anticipate all the different methods that students might use to solve a given problem. Each response must be rated carefully using the teacher's professional judgment and knowledge of mathematics; all calculations must be checked. The specific rubrics for each question must be applied consistently to all responses. In cases that are not specifically addressed in the rubrics, raters must follow the general rating guidelines in the publication *Information Booklet for Scoring the Regents Examinations in Mathematics*, use their own professional judgment, confer with other mathematics teachers, and/or contact the State Education Department for guidance. During each Regents Examination administration period, rating questions may be referred directly to the State Education Department. The contact numbers are sent to all schools before each administration period.

II. Full-Credit Responses

A full-credit response provides a complete and correct answer to all parts of the question. Sufficient work is shown to enable the rater to determine how the student arrived at the correct answer.

When the rubric for the full-credit response includes one or more examples of an acceptable method for solving the question (usually introduced by the phrase "such as"), it does not mean that there are no additional acceptable methods of arriving at the correct answer. Unless otherwise specified, mathematically correct alternative solutions should be awarded credit. The only exceptions are those questions that specify the type of solution that must be used; e.g., an algebraic solution or a graphic solution. A correct solution using a method other than the one specified is awarded half the credit of a correct solution using the specified method.

III. Appropriate Work

Full-Credit Responses: The directions in the examination booklet for all the constructed-response questions state: "Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc." The student has the responsibility of providing the correct answer ***and*** showing how that answer was obtained. The student must "construct" the response; the teacher should not have to search through a group of seemingly random calculations scribbled on the student paper to ascertain what method the student may have used.

Responses With Errors: Rubrics that state "Appropriate work is shown, but …" are intended to be used with solutions that show an essentially complete response to the question but contain certain types of errors, whether computational, rounding, graphing, or conceptual. If the response is incomplete; i.e., an equation is written but not solved or an equation is solved but not all of the parts of the question are answered, appropriate work has ***not*** been shown. Other rubrics address incomplete responses.

IV. Multiple Errors

Computational Errors, Graphing Errors, and Rounding Errors: Each of these types of errors results in a 1-credit deduction. Any combination of two of these types of errors results in a 2-credit deduction. No more than 2 credits should be deducted for such mechanical errors in any response. The teacher must carefully review the student's work to determine what errors were made and what type of errors they were.

Conceptual Errors: A conceptual error involves a more serious lack of knowledge or procedure. Examples of conceptual errors include using the incorrect formula for the area of a figure, choosing the incorrect trigonometric function, or multiplying the exponents instead of adding them when multiplying terms with exponents. A response with one conceptual error can receive no more than half credit.

If a response shows repeated occurrences of the same conceptual error, the student should not be penalized twice. If the same conceptual error is repeated in responses to other questions, credit should be deducted in each response.

If a response shows two (or more) different major conceptual errors, it should be considered completely incorrect and receive no credit.

If a response shows one conceptual error and one computational, graphing, or rounding error, the teacher must award credit that takes into account both errors; i.e., awarding half credit for the conceptual error and deducting 1 credit for each mechanical error (maximum of two deductions for mechanical errors).

Part II

For each question, use the specific criteria to award a maximum of two credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(29) **[2]** A correctly worded negation of the statement is written, and false.

[1] A correctly worded negation for the statement is written, but the truth value is missing or is incorrect.

or

[1] An incorrectly worded negation with a corresponding mathematically correct truth value is written.

[0] False, but no statement is written.

or

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(30) **[2]** A correct construction is drawn showing all appropriate arcs, and the equilateral triangle is drawn.

[1] An appropriate method of construction is shown, but one conceptual error is made, such as not using R and S as the endpoints of the segment.

or

[1] All construction arcs are drawn, but the triangle is not drawn.

[0] A drawing that is not an appropriate construction is shown.

or

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(31) **[2]** 9.1, and appropriate work is shown.

[1] Appropriate work is shown, but one computational or rounding error is made.

or

[1] Appropriate work is shown, but one conceptual error is made.

or

[1] 9.1, but no work is shown.

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(32) **[2]** States the reflection is an isometry, and a correct justification is written.

[1] Appropriate work is shown, but one conceptual error is made.

or

[1] States the reflection is an isometry, but an incomplete or incorrect justification is written.

[0] States the reflection is an isometry, but no justification is written.

or

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(33) **[2]** 16.7, and appropriate work is shown.

[1] Appropriate work is shown, but one computational or rounding error is made.

or

[1] Appropriate work is shown, but one conceptual error is made.

or

[1] A correct proportion is written, but no further correct work is shown.

or

[1] 16.7, but no work is shown.

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(34) **[2]** $(2a - 3, 3b + 2)$, and appropriate work is shown.

[1] Appropriate work is shown, but one computational error is made, but appropriate coordinates are written.

or

[1] Appropriate work is shown, but one conceptual error is made, but appropriate coordinates are written.

or

[1] Appropriate work is shown to find $2a - 3$ and $3b + 2$, but the solution is not written as an ordered pair.

or

[1] $(2a - 3, 3b + 2)$, but no work is shown.

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

Part III

For each question, use the specific criteria to award a maximum of four credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(35) **[4]** Both loci are drawn correctly and (–3,4) and (3,4) are stated.

[3] Both loci are drawn correctly, but only one solution is correctly stated.

or

[3] Both loci are drawn correctly, and the two solutions are indicated on the graph (such as using an **X**), but the coordinates are not stated.

or

[3] Appropriate work is shown, but one graphing error is made, but appropriate points of intersection are stated.

[2] Appropriate work is shown, but two or more graphing errors are made, but appropriate points of intersection are stated.

or

[2] Appropriate work is shown, but one conceptual error is made, but appropriate points of intersection are stated.

or

[2] Both loci are drawn correctly, but the solutions are not stated or are stated incorrectly.

[1] One locus is drawn correctly, but no further correct work is shown.

or

[1] (–3,4) and (3,4), but no work is shown.

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(36) **[4]** 30, and appropriate work is shown.

[3] Appropriate work is shown, but one computational error is made, but an appropriate measure for $\angle LMK$ is found.

[2] Appropriate work is shown, but two computational errors are made, but an appropriate measure for $\angle LMK$ is found.

or

[2] Appropriate work is shown, but one conceptual error is made, but an appropriate measure for $\angle LMK$ is found.

or

[2] Appropriate work is shown to find $m\overset{\frown}{LN} = 90$ and $m\overset{\frown}{LK} = 150$, but no further correct work is shown.

[1] Appropriate work is shown, but one conceptual error and one computational error are made, but an appropriate measure for $\angle LMK$ is found.

or

[1] $3x + 4x + 5x = 360$ is written, but no further correct work is shown.

or

[1] 30, but no work is shown.

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(37) **[4]** Correct graphs are drawn, and (2,–1) and (–0.5,1.5) are stated.

[3] Appropriate work is shown, but one graphing error is made, but appropriate coordinates are stated.

or

[3] Both graphs are drawn correctly, but only one correct solution is stated.

[2] Appropriate work is shown, but two or more graphing errors are made, but appropriate coordinates are stated.

or

[2] Appropriate work is shown, but one conceptual error is made, but appropriate coordinates are stated.

or

[2] Both graphs are drawn correctly, but no solutions are stated.

or

[2] Work is shown to find (2,–1) and (–0.5,1.5), but a method other than graphic is used.

[1] Appropriate work is shown, but one conceptual error and one graphing error are made, but appropriate coordinates are stated.

or

[1] (2,–1) and (–0.5,1.5), but no work is shown.

or

[1] The parabola is graphed correctly, but no further correct work is shown.

[0] (2,–1) and (–0.5,1.5), but no work is shown.

or

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

Part IV

For this question, use the specific criteria to award a maximum of six credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(38) **[6]** A complete and correct proof that includes a concluding statement is written.

[5] A proof is written that demonstrates a thorough understanding of the method of proof and contains no conceptual errors, but one statement or reason is missing or is incorrect.

or

[5] $\triangle AOP \cong \triangle BOP$ is proven, but no further correct work is shown.

[4] A proof is written that demonstrates a good understanding of the method of proof and contains no conceptual errors, but two statements or reasons are missing or are incorrect.

[3] A proof is written that demonstrates a good understanding of the method of proof, but one conceptual error is made.

[2] A proof is written that demonstrates a method of proof, but one conceptual error is made, and one statement or reason is missing or is incorrect.

or

[2] Some correct relevant statements about the proof are made, but three or four statements or reasons are missing or are incorrect.

[1] Only one correct relevant statement and reason are written.

[0] The "given" and/or the "prove" statements are written, but no further correct relevant statements are written.

or

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

Map to Core Curriculum

Content Band	Item Numbers
Geometric Relationships	8, 12, 18, 31
Constructions	1, 30
Locus	21, 35
Informal and Formal Proofs	2, 4, 5, 6, 7, 11, 16, 17, 19, 20, 24, 25, 28, 29, 33, 36, 38
Transformational Geometry	3, 22, 26, 32
Coordinate Geometry	9, 10, 13, 14, 15, 23, 27, 34, 37

Regents Examination in Geometry

June 2011

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

The *Chart for Determining the Final Examination Score for the June 2011 Regents Examination in Geometry* will be posted on the Department's web site at: http://www.p12.nysed.gov/apda/ on Thursday, June 23, 2011. Conversion charts provided for previous administrations of the Geometry examination must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.