

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

INTEGRATED ALGEBRA

Thursday, June 16, 2011 — 1:15 to 4:15 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 Integrated Algebra. More detailed information about scoring is provided in the publication *Information Booklet for Scoring the Regents Examinations in Mathematics*.

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 student's separate answer sheet, for each question, record the number of credits earned and the teacher's assigned rater/scorer letter.

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 separate 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 16, 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 separate answer sheet. The scale score is the student's final examination score.

Part I

Allow a total of 60 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 3	11 4	21 2
2 3	12 4	22 2
3 1	13 2	23 4
4 3	14 1	24 2
5 2	15 2	25 4
6 3	16 2	26 1
7 1	17 1	27 2
8 2	18 2	28 2
9 4	19 3	29 4
10 3	20 3	30 4

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 Integrated Algebra 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 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 2 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

- (31) [2] $x + 3$, and appropriate work is shown.

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

or

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

or

[1] $x + 3$, 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] The distributive property in line 1 and commutative property in line 2 are identified.

[1] One line is identified correctly.

[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] $x = 1$ and $(1, -5)$ are stated.

[1] $x = 1$ or $(1, -5)$ is stated.

[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 3 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

- (34) [3] 12 and 7, and an appropriate explanation is given, such as both the median and mode will increase by 3.

- [2] Appropriate work is shown, but one computational error is made, but appropriate values are found for the median and mode, and an appropriate explanation is given.

or

- [2] 12 or 7, and an appropriate explanation is given.

or

- [2] 12 and 7, but no further correct work is shown.

- [1] Appropriate work is shown, but two or more computational errors are made, but appropriate values are found for the median and mode, and an appropriate explanation is given.

or

- [1] Appropriate work is shown, but one conceptual error is made, but appropriate values are found for the median and mode, and an appropriate explanation is given.

or

- [1] 12 or 7 or an appropriate explanation is given.

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

- (35) [3] A correct inequality is written and 15, and appropriate work is shown.
- [2] Appropriate work is shown, but one computational error is made, but an appropriate number of games is stated.
- or*
- [2] A correct inequality is written and is solved for x , but 15 is not stated.
- or*
- [2] $20 + 15 + 0.65x = 45$ or an equivalent equation is written and is solved for x , and 15 is stated.
- [1] Appropriate work is shown, but two or more computational errors are made, but an appropriate number of games is stated.
- or*
- [1] Appropriate work is shown, but one conceptual error is made, but an appropriate number of games is stated.
- or*
- [1] A correct inequality is written, but no further correct work is shown.
- or*
- [1] 15, 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) [3] $2x^2 + 18x - 34$, and appropriate work is shown.

[2] Appropriate work is shown, but one computational error is made, but an appropriate surface area written as a trinomial is found.

or

[2] Appropriate work is shown to find $x^2 + 9x - 17$, but no further correct work is shown.

[1] Appropriate work is shown, but two or more computational errors are made, but an appropriate surface area written as a trinomial is found.

or

[1] Appropriate work is shown, but one conceptual error is made, such as finding the volume, but the answer is written as a trinomial.

or

[1] Appropriate substitutions are made into the formula, but no further correct work is shown.

or

[1] $2x^2 + 18x - 34$, 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 IV

For each question, use the specific criteria to award a maximum of 4 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

- (37) [4] $-\frac{9}{4}$ or an equivalent answer, and appropriate algebraic work is shown.

[3] Appropriate work is shown, but one computational error is made.

[2] Appropriate work is shown, but two or more computational errors are made.

or

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

or

[2] $3x = -(x + 11) + 2$ or an equivalent equation is written, but no further correct work is shown.

or

[2] $-\frac{9}{4}$ or an equivalent answer, but a method other than algebraic is used.

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

or

[1] $-\frac{9}{4}$ or an equivalent answer, 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.

- (38) [4] A correct sample space or tree diagram is shown, and 3 and 12 are stated.
- [3] Appropriate work is shown, but one computational error is made, but appropriate solutions are stated.
- or*
- [3] A correct sample space or tree diagram is shown, but only 3 or 12 is stated.
- [2] Appropriate work is shown, but two or more computational errors are made, but appropriate solutions are stated.
- or*
- [2] Appropriate work is shown, but one conceptual error is made, but appropriate solutions are stated.
- or*
- [2] A correct sample space or tree diagram is shown, but no further correct work is shown.
- or*
- [2] An incomplete sample space or tree diagram of at least 12 outcomes is shown, but appropriate solutions are stated.
- [1] An incomplete sample space or tree diagram of at least 12 outcomes is shown, and only one appropriate solution is stated.
- or*
- [1] 3 and 12, but no work is shown.
- [0] 3 or 12, 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.

- (39) [4] Both inequalities are graphed and shaded correctly, and at least one is labeled, and the coordinates of a point in the solution set are stated correctly.
- [3] Appropriate work is shown, but one graphing error is made, such as drawing a dashed line instead of a solid line or shading incorrectly, but the appropriate coordinates of a point in the solution set are stated.
- or*
- [3] Both inequalities are graphed and shaded correctly, and the coordinates of a point in the solution set are stated correctly, but the graphs are not labeled or are labeled incorrectly.
- or*
- [3] Both inequalities are graphed and shaded correctly, and at least one is labeled, but the coordinates of a point in the solution set are not stated or are stated incorrectly.
- [2] Appropriate work is shown, but two or more graphing or labeling errors are made, but the appropriate coordinates of a point in the solution set are stated.
- or*
- [2] Appropriate work is shown, but one conceptual error is made, such as graphing the lines $y = -3x + 7$ and $y = \frac{2}{3}x - 4$ and stating $(3, -2)$.
- or*
- [2] Both inequalities are graphed and shaded correctly, but neither is labeled or they are labeled incorrectly, and the coordinates of a point in the solution set are not stated or are stated incorrectly.
- or*
- [2] One inequality is graphed, labeled, and shaded correctly, but no further correct work is shown.
- [1] Appropriate work is shown, but one conceptual error and one graphing or labeling error are made, but the appropriate coordinates of a point in the solution set are stated.
- [0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.
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Map to Core Curriculum

Content Strands	Item Numbers
Number Sense and Operations	6, 9, 27, 32
Algebra	1, 2, 3, 5, 8, 10, 12, 14, 18, 19, 21, 23, 24, 25, 26, 28, 29, 30, 31, 35, 37
Geometry	11, 13, 16, 33, 36, 39
Measurement	17, 20
Statistics and Probability	4, 7, 15, 22, 34, 38

Regents Examination in Integrated Algebra

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 Integrated Algebra* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on Thursday, June 16, 2011. Conversion charts provided for previous administrations of the Integrated Algebra 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.