FOR TEACHERS ONLY

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

ALGEBRA I

Wednesday, June 17, 2026 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's website during the rating period. Check this website at: https://www.nysed.gov/state-assessment/high-school-regents-examinations 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.

The Department is providing supplemental scoring guidance, the "Model Response Set," for the Regents Examination in Algebra I. This guidance is intended to be part of the scorer training. Schools should use the Model Response Set along with the rubrics in the Rating Guide to help guide scoring of student work. While not reflective of all scenarios, the model responses selected for the Model Response Set illustrate how less common student responses to constructed-response questions may be scored. The Model Response Set will be available on the Department's website at https://www.nysedregents.org/algebraone/.

Mechanics of Rating

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

Do *not* attempt to correct the student's work by making insertions or changes of any kind. In scoring the constructed-response questions, 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 constructed-response questions on a student's paper. Teachers may not score their own students' answer papers. On the student's separate answer sheet, for each question, record the number of credits earned and the teacher's assigned rater/scorer letter.

Schools are not permitted to rescore any of the constructed-response 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 website at: https://www.nysed.gov/state-assessment/high-school-regents-examinations on the day of the examination. Because scale scores corresponding to raw scores in the conversion chart may change from one administration 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.

General Rules for Applying Mathematics Rubrics

I. General Principles for Rating

The rubrics for the constructed-response questions on the Regents Examination in Algebra I 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 Examination in Algebra I*, 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 a 4-credit question and no more than 3 credits should be deducted in a 6-credit question. 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.

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.

For 4- and 6-credit questions, 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. Refer to the rubric for specific scoring guidelines.

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.

(25) **[2]** $10x^2 - 11x + 3$, and correct work is shown.

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

or

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

or

[1] Appropriate work is shown, but the polynomial is not written in standard form.

or

[1] $10x^2 - 11x + 3$, but no work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(26) **[2]** A correct graph is drawn over the given domain.

[1] One graphing error is made.

or

[1] One conceptual error is made.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(27) **[2]** $x < -1$, and correct algebraic work is shown.

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

or

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

or

[1] $x < -1$, but a method other than algebraic is used.

or

[1] $x < -1$, but no work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(28) **[2]** $h = \frac{2A}{b}$, or equivalent and correct work is shown.

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

or

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

or

[1] $h = \frac{2A}{b}$, but no work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(29) **[2]** 5386, and correct 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] 5386, but no work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(30) **[2]** $\frac{5\sqrt{3}}{3}$, and correct work is shown.

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

or

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

or

[1] $\frac{5\sqrt{3}}{3}$, but no work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, 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 4 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(31) **[4]** A correct graph is drawn, and 64 and 3 are stated.

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

[2] A correct graph is drawn, but no further correct work is shown.

or

[2] 64 and 3 are stated, but no further correct work is shown.

[1] 64 or 3 is stated, but no further correct work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(32) **[4]** $x = 0$, $y = 3$, and $x = 3$, $y = -3$, or $(0, 3)$ and $(3, -3)$, and correct algebraic work is shown.

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

or

[3] Appropriate work is shown to find $x = 0$ and $x = 3$, but no further correct work is shown.

or

[3] Appropriate work is shown to find either $(0, 3)$ or $(3, -3)$.

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

or

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

or

[2] Appropriate work is shown to find $x(x - 3) = 0$, or $x^2 - 3x + 2.25 = 2.25$, but no further correct work is shown.

or

[2] A correct substitution is made into the quadratic formula, but no further correct work is shown.

or

[2] $x = 0$, $y = 3$, and $x = 3$, $y = -3$, but a method other than algebraic is used.

[1] A correct quadratic equation in standard form is written, but no further correct work is shown.

or

[1] $x = 0$, $y = 3$, and $x = 3$, $y = -3$, but no work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(33) **[4]** $y = 4.61x + 11.93$, 0.98, and strong is stated.

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

or

[3] The full display of the student's calculator showing incorrect values for a, b, and r is written, but used appropriately.

or

[3] Appropriate work is shown, but an expression is written instead of an equation.

[2] $y = 4.61x + 11.93$ is written, but no further correct work is shown.

[1] 0.98 is stated, but no further correct work is shown.

or

[1] Strong is stated, but no further correct work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

(34) **[4]** Both inequalities are graphed correctly, and at least one is labeled, a correct point in the solution set is stated, and a correct justification is given.

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

or

[3] Appropriate work is shown, but the justification is missing or incorrect.

or

[3] One inequality is graphed incorrectly, but the system is used appropriately.

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

or

[2] Both inequalities are graphed correctly, and at least one is labeled, but no further correct work is shown.

or

[2] A correct point and justification are given, but no further correct work is shown.

[1] A correct point is stated, but no further correct work is shown.

or

[1] One inequality is graphed and labeled correctly, but no further correct work is shown.

or

[1] $2y = x - 8$ and $3x + y = 6$ are graphed correctly and at least one is labeled, but no further correct work is shown.

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, 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 6 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(35) **[6]** $3x + 2y = 52$ and $2x + y = 30$ are written and graphed correctly, and at least one is labeled, and (8, 14) is stated, and a correct explanation in context is written.

[5] Appropriate work is shown, but one computational, graphing, or labeling error is made.

or

[5] Appropriate work is shown, but the explanation is missing or incorrect.

or

[5] Appropriate work is shown, but the coordinates are not stated.

or

[5] Appropriate work is shown, but a method other than graphing is used.

or

[5] One equation is written incorrectly, but the system is used appropriately.

[4] Appropriate work is shown, but two computational, graphing, or labeling errors are made.

or

[4] A correct system of equations is written and graphed correctly, and at least one is labeled, but no further correct work is shown.

[3] A correct system of equations is written and (8, 14) is stated, but no further correct work is shown.

[2] A correct system of equations is written, but no further correct work is shown.

or

[2] Only one equation is written and graphed correctly, but no further correct work is shown.

[1] Only one equation is written correctly, but no further correct work is shown.

or

[1] (8, 14) is stated, but no work is shown.

or

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

[0] 8 and 14 are stated, but no further correct work is shown.

or

[0] A zero response does not contain enough relevant course-level work to receive any credit, does not satisfy the criteria for one or more credits, or is a correct response that was obtained by an obviously incorrect procedure.

Map to the Learning Standards
Algebra I
June 2026

Question	Type	Credits	Cluster
1	Multiple Choice	2	F-IF.A
2	Multiple Choice	2	A-REI.B
3	Multiple Choice	2	A-SSE.A
4	Multiple Choice	2	F-IF.A
5	Multiple Choice	2	A-SSE.B
6	Multiple Choice	2	A-SSE.A
7	Multiple Choice	2	F-IF.A
8	Multiple Choice	2	S-ID.C
9	Multiple Choice	2	A-CED.A
10	Multiple Choice	2	F-IF.A
11	Multiple Choice	2	A-APR.B
12	Multiple Choice	2	F-LE.A
13	Multiple Choice	2	A-REI.D
14	Multiple Choice	2	S-ID.B
15	Multiple Choice	2	A-REI.B
16	Multiple Choice	2	F-BF.B
17	Multiple Choice	2	A-REI.A
18	Multiple Choice	2	S-ID.A
19	Multiple Choice	2	A-APR.A
20	Multiple Choice	2	F-LE.B

21	Multiple Choice	2	N-Q.A
22	Multiple Choice	2	A-REI.B
23	Multiple Choice	2	F-IF.C
24	Multiple Choice	2	N-RN.B
25	Constructed Response	2	A-APR.A
26	Constructed Response	2	F-IF.C
27	Constructed Response	2	A-REI.B
28	Constructed Response	2	A-CED.A
29	Constructed Response	2	F-IF.B
30	Constructed Response	2	N-RN.B
31	Constructed Response	4	F-IF.B
32	Constructed Response	4	A-REI.C
33	Constructed Response	4	S-ID.C
34	Constructed Response	4	A-REI.D
35	Constructed Response	6	A-CED.A

The *Chart for Determining the Final Examination Score for the June 2026 Regents Examination in Algebra I* will be posted on the Department's website at: https://www.nysed.gov/state-assessment/high-school-regents-examinations no later than on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in Algebra I 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 https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments.

2. Click Regents Examinations.

3. Complete the required demographic fields.

4. Select the test title from the Regents Examination dropdown list.

5. Complete each evaluation question and provide comments in the space provided.

6. Click the SUBMIT button at the bottom of the page to submit the completed form.