



The Department will provide a *Model Response Set* (MRS) for the Regents Examination in Algebra I. Schools are encouraged to incorporate the *Model Response Set* into the scorer training or to use it 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 dates and times as the rating guide for this examination. The same passwords will be used to access the *Model Response Set* and the scoring key and rating guide 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 a regional information center or a large-city scanning center. **If the students' responses to 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.



## 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:

- If the student gives one legible response, even if it is crossed out, teachers should score that response.
- If there are two or more responses with all but one crossed out, teachers should score only the response not crossed out.
- If there are one or more partial responses and one complete response, teachers should score the complete response. No credit is deducted for incorrect partial responses.
- 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 drop the decimal (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).
- 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.

- If a student gives only a correct numerical answer to a problem but does not show how they 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.

- Students should receive 0 credits if the solution 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.

This test state is illustrated by a student who, when asked to find the length of a right triangle, gives the area of the triangle.

## 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 examination 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. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are not permitted to rescore any of the constructed-response questions on this examination