FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

MATHEMATICS A

Thursday, June 19, 2008 — 1:15 to 4:15 p.m., only

SCORING KEY

Mechanics of Rating

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

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. 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."

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 scaled score by using the conversion chart that will be posted on the Department's web site http://www.emsc.nysed.gov/osa/ on Thursday, June 19, 2008. The student's scaled score should be entered in the box provided on the student's detachable answer sheet. The scaled 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) 2	(6) 1	(11) 2	(16) 4	(21) 2	(26) 3
(2) 1	(7) 3	(12) 1	(17) 4	(22) 1	(27) 4
(3) 2	(8) 3	(13) 4	(18) 2	(23) 1	(28) 1
(4) 4	(9) 4	(14) 2	(19) 4	(24) 3	(29) 3
(5) 4	(10) 4	(15) 2	(20) 4	(25) 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 http://www.emsc.nysed.gov/osa/ and select the link "Examination 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 Examinations in Mathematics A and Mathematics B 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 A and Mathematics B*, use their own professional judgment, confer with other mathematics teachers, and/or contact the consultants at 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, 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.

(31) **[2]** A complete and correct tree diagram or sample space is shown.

[1] A tree diagram or sample space is shown, but one error is made.

[0] A tree diagram or sample space is shown, but two or more errors are made.

or

[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]** 15.6, 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] 15.6, 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.

(33) **[2]** 4, and appropriate work is shown, such as using the formula $rt = d$ or trial and error with at least three trials and appropriate checks.

[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] The trial-and-error method is attempted and at least six systematic trials and appropriate checks are shown, but no solution is found.

or

[1] 4, but no work or fewer than three trials with appropriate checks are 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]** A correct graph is drawn that passes through the points (0,–2) and (3,0).

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

or

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

or

[1] At least two points that are on the line are plotted, but no graph is drawn.

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

(35) **[2]** $1,\ \frac{3}{2},\ 1\frac{2}{3},\ \sqrt{3},\ 1.75$, and an appropriate justification is given, such as work that shows all the given numbers converted to decimals.

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

or

[1] Appropriate work is shown, but one conceptual error is made, such as listing the numbers from largest to smallest.

or

[1] An equivalent decimal value is found for all the numbers, but the numbers are not listed or are listed incorrectly.

or

[1] $1,\ \frac{3}{2},\ 1\frac{2}{3},\ \sqrt{3},\ 1.75$, 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 three credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(36) **[3]** A correct equation is written, such as $P = 225 + 0.025T$, and 341.25, and appropriate work is shown.

[2] A correct equation is written and appropriate work is shown, but one computational error is made.

or

[2] Appropriate work is shown to find the correct total pay, but no equation is written.

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

or

[1] Appropriate work is shown, but one conceptual error is made, such as using $P = 225 + 0.25T$.

or

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

or

[1] 341.25, but no work is shown and no equation is written.

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

(37) **[3]** $\frac{x+3}{x}$ or $1+\frac{3}{x}$, and appropriate work is shown.

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

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

or

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

or

[1] $\frac{x+3}{x}$ or $1+\frac{3}{x}$, 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 four credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(38) **[4]** $m\angle B = 120$ and $m\angle BAG = 150$, and appropriate work is shown.

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

or

[3] Appropriate work is shown, but only $m\angle B$ or $m\angle BAG$ is found.

or

[3] Appropriate work is shown, and the correct answers are found, but they are not labeled or are labeled incorrectly.

[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] Appropriate work is shown to find $x = 6$, but no further correct work is shown.

[1] $5x = 2x + 18$ is written, but no further correct work is shown.

or

[1] $m\angle B = 120$ and $m\angle BAG = 150$, but no work is shown.

[0] $m\angle B = 120$ *or* $m\angle BAG = 150$, 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]** (1,0) and (4,3), and appropriate work is shown, such as an algebraic or a graphic solution.

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

or

[3] Appropriate algebraic work is shown, but only one solution is found or only the x-values or the y-values are found correctly.

or

[3] Both equations are graphed correctly showing two points of intersection, but the coordinates of the solutions are not written or only one is written.

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

or

[2] Appropriate work is shown, but one conceptual error is made, such as failing to extend the line or the parabola to intersect at a second point.

or

[2] The system of equations is written as $x^2 - 5x + 4 = 0$, but no further correct work is shown.

or

[2] The equation $y = x^2 - 4x + 3$ is graphed correctly, but no further correct work is shown.

or

[2] (1,0) and (4,3), but a method other than an algebraic or graphic solution is used, such as trial and error with at least three trials and appropriate checks.

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

or

[1] The equation $y = x - 1$ is graphed correctly, but no further correct work is shown.

or

[1] A correct substitution results in $x - 1 = x^2 - 4x + 3$, but no further correct work is shown.

or

[1] (1,0) and (4,3), but no algebraic or graphic work is shown or the trial-and-error method is used and fewer than three trials and appropriate checks are shown.

or

[1] The trial-and-error method is attempted and at least six systematic trials and appropriate checks are shown, but no solution is found.

or

[1] (1,0) and (4,3), but no work is shown.

[0] (1,0) *or* (4,3), 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.

Map to Learning Standards

Key Ideas	Item Numbers
Mathematical Reasoning	3, 16, 23
Number and Numeration	15, 27, 28, 35
Operations	5, 7, 8, 11, 12, 17, 26, 37
Modeling/Multiple Representation	2, 6, 19, 25, 31, 36, 38
Measurement	1, 18, 20, 22, 29, 30, 32, 33
Uncertainty	9, 14, 21
Patterns/Functions	4, 10, 13, 24, 34, 39

Regents Examination in Mathematics A

June 2008

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

The *Chart for Determining the Final Examination Score for the June 2008 Regents Examination in Mathematics A* will be posted on the Department's web site http://www.emsc.nysed.gov/osa/ on Thursday, June 19, 2008. Conversion charts provided for previous administrations of the Mathematics A examination must NOT be used to determine students' final scores for this administration.

Submitting 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 www.emsc.nysed.gov/osa/exameval.
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.