

School administrators should print or photocopy this information booklet and distribute copies to all school personnel who will be scoring the examination.

### SCORING THE EXAMINATION

**Scoring Key and Rating Guide** ~~PEP~~ ~~x~~ ~~5~~ ~~Examination in Algebra I~~ ~~5~~ ~~10~~ ~~by~~ ~~score~~ ~~Day~~ ~~Committee~~ ~~of~~ ~~the~~ ~~PEP~~  
**is to score any of the responses written by their own students.** For the August responses may not be scored by the student's summer school teacher or the 2023–24 No one teacher is to score more than approximate the constructed-response questions on a student's exam. The committee must be three teachers. Each of these teachers is responsible for scoring a similar number of responses.

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 II, all schools must use uniform scannable answer sheets. These answer sheets are provided to schools by either a regional information center or a large-

detected within four months of the test date, the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the superintendent or chief administrative officer must advise the Department in writing that the student's score has been corrected. The written notification to the Department must be signed by the superintendent or chief administrative officer and must include the initials or student identification numbers (at the discretion of the principal) of the students whose scores have been corrected, the examination title, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score the answer papers for more than 5% of the school's test takers for the examination or five students, whichever is greater, or when errors are detected more than four months after the test date, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student papers. The written request to the Department must come from the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why they believe that rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear their understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the

## 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 II.

The constructed-response questions (Parts II, III, and IV) on the Regents Examination in Algebra II should be scored in accordance with these guidelines:

- x If the student gives one legible response, even if it is crossed out, teachers should score that response.
- x If there are two or more responses with all but one crossed out, teachers should score only the response not crossed out.
- x 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.
- x 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).
- x 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 for each response.

**Appendix I**  
**Determining the Student's Final Examination**