

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

INTEGRATED ALGEBRA

Tuesday, June 17, 2008 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY

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 Examination in Integrated Algebra*.

Use only a No. 2 pencil in rating the Regents Examination in Integrated Algebra. Do *not* attempt to correct the student's work by making insertions or changes of any kind. Scoring overlays have been included in the package of scoring materials and must be used to score Part I, the multiple-choice section. When scoring the examination:

- **cut out** the rectangular space on the bottom of the scoring overlay to record the total Part I score
- **do not** punch holes in the scoring overlay
- **do not** make any marks on the answer sheet, other than in the spaces provided for recording scores
- **do not** machine scan the answer sheets. Marking up or scanning these answer sheets will interfere with the score collection.

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 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 answer sheet. Make a careful record to be retained in the school of the total raw score earned by each student. The State Education Department will provide a recordkeeping form for this purpose as part of the detailed directions for administering and scoring the June 2008 Regents Examination in Integrated Algebra.

The conversion chart for the Regents Examination in Integrated Algebra will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> no later than Rating Day, Thursday, June 26, 2008.

INTEGRATED ALGEBRA – *continued*

Part I

Allow a total of 60 credits, 2 credits for each of the following:

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

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] Ann's, and appropriate work is shown to justify the answer.

[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 calculating gas mileage of both vehicles, but no further correct work is shown.

[0] Ann's, 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.

(32) [2] $36 - 9\pi$ or $36 - 3^2\pi$, and appropriate 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 answer is not expressed in terms of π .

or

[1] $36 - 9\pi$, 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.

INTEGRATED ALGEBRA – *continued*

(33) [2] $0 \leq t \leq 40$ or an equivalent answer.

[1] Appropriate work is shown, but one conceptual error is made, such as $0 < t < 40$ or $-23 \leq t \leq 50$.

[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.

(34) [3] $10 + 2d \geq 75$ or an equivalent inequality and 33, and appropriate work is shown.

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

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

or

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

or

[1] An incorrect inequality of equal difficulty is solved appropriately.

or

[1] $10 + 2d \geq 75$, but no further correct work is shown.

or

[1] 33, 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.

INTEGRATED ALGEBRA – *continued*

(35) [3] $\frac{3}{18}$ and $16\frac{2}{3}\%$ or $16.\bar{6}\%$ or equivalent answers, and \$13.50, and appropriate work is shown.

[2] Appropriate work is shown, but one rounding error is made, such as 16.6%, 16.7%, or 17%.

or

[2] An incorrect fractional rate of discount is found, but an appropriate percent is stated, and \$13.50 is found.

or

[2] Appropriate work is shown, but only two correct answers are found.

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

or

[1] Appropriate work is shown, but only one correct answer is found.

or

[1] $\frac{3}{18}$, $16\frac{2}{3}\%$, and \$13.50, but no work is shown.

[0] $\frac{3}{18}$, $16\frac{2}{3}\%$, or \$13.50, 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.

(36) [3] The correct graph is drawn, and -1 and 3 are found.

[2] Appropriate work is shown, but one graphing error is made, but appropriate roots are identified.

or

[2] The graph of the parabola is drawn correctly, but no further correct work is shown.

[1] Appropriate work is shown, but two or more graphing errors are made, but appropriate roots are identified.

or

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

or

[1] -1 and 3 are stated, but no work is shown.

[0] -1 or 3 is stated, 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.

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.

(37) [4] An appropriate equation is written, width = 3, length = 18, and appropriate work is shown.

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

or

[3] Appropriate work is shown, but the length and width are not labeled or are labeled incorrectly.

or

[3] Appropriate work is shown to find either the length or the width of the walkway, but no further correct work is shown.

[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] An appropriate quadratic equation in standard form (set equal to zero) is written, but no further correct work is shown.

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

or

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

or

[1] Width = 3 and length = 18, but no work is shown.

[0] Width = 3 or length = 18, but no work is shown.

or

[0] 3 and 18, 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.

INTEGRATED ALGEBRA – *continued*

(38) [4] 618.45, 613.44, and 0.008, and appropriate work is shown, and an appropriate justification is given.

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

or

[3] 618.45, 613.44, and 0.008, and appropriate work is shown, but no justification is given.

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

or

[2] Appropriate work is shown, but one conceptual error is made, such as dividing by 618.45.

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

or

[1] 618.45 and 613.44, and appropriate work is shown, but no further correct work is shown.

or

[1] 618.45, 613.44, and 0.008, but no work is shown.

[0] 618.45 or 613.44, and appropriate work is shown, but no further correct 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] Mean = 315,000, median = 180,000, and the median is stated to be the best measure of central tendency, an appropriate justification is given, and appropriate work is shown.

[3] Appropriate work is shown, but one computational error is made, but an appropriate measure of central tendency is stated, and an appropriate justification is given.

or

[3] Mean = 315,000, median = 180,000, and the median is stated to be the best measure of central tendency, but no further correct work is shown.

[2] Appropriate work is shown, but two computational errors are made, but an appropriate measure of central tendency is stated, and an appropriate justification is given.

or

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

or

[2] Appropriate work is shown to find mean = 315,000 and median = 180,000, but no further correct work is shown.

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

or

[1] Appropriate work is shown to find mean = 315,000 or median = 180,000, but no further correct work is shown.

or

[1] Mean = 315,000 and median = 180,000, but no further correct work is shown, and no justification is given.

[0] Mean = 315,000 or median = 180,000, but no further correct work is shown, and no justification is given.

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

Regents Examination in Integrated Algebra

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 Integrated Algebra will be posted on the Department’s web site <http://www.emsc.nysed.gov/osa/> on Thursday, June 26, 2008.

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.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

Scoring Clarification for Teachers

Regents Examination in Integrated Algebra Tuesday, June 17, 2008, 9:15 a.m.

This notice is to provide clarification for the scoring of Question 35 of the June 2008 Regents Examination in Integrated Algebra.

The correct answer for the second part of this question is 16.67%.

Because it is indicated in the rating guide as a part of a full three-credit response, students who wrote $16\frac{2}{3}\%$ or $16.\bar{6}\%$ for a response to the second part of the question should **not** have one credit deducted for a rounding error.

However, as indicated in the rating guide as part of a two-credit response, students who made rounding errors such as 16.6%, 16.7%, or 17% should have one credit deducted for the error.

Please photocopy this notice and give a copy of it to each teacher scoring the June 2008 Regents Examination in Integrated Algebra.