



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

INFORMATION BOOKLET FOR SCORING THE REGENTS EXAMINATION IN ALGEBRA II JANUARY, JUNE, AND AUGUST 2023 ADMINISTRATIONS

GENERAL INFORMATION

The general procedures to be followed in administering Regents Examinations are provided in the publications [Directions for Administering Regents Examinations](#) (DET 541) and the [School Administrator's Manual](#), both available on the Department's website. Questions about general administration procedures for Regents Examinations should be directed to the Office of State Assessment (OSA) at 518-474-5902 or 518-474-8220. For information about the rating of the Regents Examination in Algebra II, contact OSA at 518-474-5902.

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

Printed copies of scoring keys and rating guides will not be sent to schools for any of the Regents Examinations. Instead, [scoring keys and rating guides](#) will be posted on the Department's website at approximately 11:00 a.m. for morning examinations and at approximately 3:00 p.m. for afternoon examinations. Schools must print sufficient copies to supply one to each rater.

All scoring keys and rating guides posted on the Department's website will be password-protected by two levels of password protection. In order to access the scoring keys and rating guides, schools will be required to enter the online request system (portal) using the same username and password that was used to order test materials.

The Regents Examination in Algebra II is to be scored by committees of mathematics teachers. No teacher is to score any of the responses written by their own students. For the August examinations, student responses may not be scored by the student's summer school teacher or the 2022–23 school year teacher. No one teacher is to score more than approximately one-third of the constructed-response questions on a student's exam. The committee must be comprised of at least three teachers. Each of these teachers is responsible for scoring a similar number of the constructed-response questions. The more teachers serving on a committee, the fewer constructed-response questions that each teacher is to score. This process yields consistent and reliable scores and allows scoring to proceed quickly.

Each student answer sheet includes a section labeled "Raters'/Scorers' Names" with the letters A–J. Each rater must be assigned a letter, and the rater's name must be clearly printed on the answer sheet next to the letter that the rater has been assigned. There are designated spaces next to each of the constructed-response questions. The letter identifying the rater that scored a specific constructed-response question must be clearly written in the designated area.

The scoring key and rating guide for each examination includes the answers to the Part I multiple-choice questions and rubrics for scoring each of the constructed-response questions. Teachers must become thoroughly familiar with all the scoring materials for the constructed-response questions that they are scoring before beginning to score student responses to examination questions.

The Department will provide a Model Response Set for the Regents Examination in Algebra II. 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 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-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 before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

DETERMINING THE STUDENT'S FINAL EXAMINATION SCORE

A [chart](#) for converting the student's total test raw score to a scale score, and for identifying the level associated with that scale score, is provided for each administration on the Department's website. Because the scale scores corresponding to raw scores change from one examination administration to another, it is crucial that, for each administration, scorers use only the conversion chart provided for that administration to determine the student's final score. If the determination of each student's scale score is being done by hand, extreme care must be taken in recording the student's scores on each part of the examination, adding these scores to determine the total test raw score, and using the conversion chart to obtain the correct scale score (see Appendix I).

Schools are not permitted to rescore any of the constructed-response questions on any Regents Examination in mathematics after each constructed-response question has been rated once, regardless of the final examination score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

When the teacher scoring committee completes the scoring process, test scores must be considered final and must not be changed.

the school's test takers for the examination or five students, whichever is greater, and when they are 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

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:

- 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 last statement is illustrated by a student who, when asked to find one leg of a right triangle if the hypotenuse is 5 and the other leg is 3, gives a correct response of 4 by showing that 4 is the average of 3 and 5.

The method of solution must be obviously incorrect to warrant a score of 0.

In some cases, the rubric will specifically state which responses should receive a score of 0.

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, s.c,