Print your name and the name of your school on the lines above.

This examination has four parts, with a total of 38 questions. You must answer all questions in this examination. Record your answers to the Part I multiple-choice questions, using a No. 2 pencil, on the separate answer sheet provided to you. Write your answers to the questions in Parts II, III, and IV directly in this test booklet. All work for Parts II, III, and IV should be written in pen, except graphs and drawings, which should be done in pencil. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc.

The formulas that you may need to answer some questions in this examination are found at the end of the examination. This sheet is perforated so you may remove it from this booklet.

Scrap paper is not permitted for any part of this examination, but you may use the blank spaces in this booklet as scrap paper. A perforated sheet of scrap graph paper is provided at the end of this booklet for any question for which graphing may be helpful but is not required. You may remove this sheet from this booklet. Any work done on this sheet of scrap graph paper will not be scored.

When you have completed the examination, you must sign the statement printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

Notice . . .
A graphing calculator, a straightedge (ruler), and a compass must be available for you to use while taking this examination.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.
1 Juliann plans on drawing \( \triangle ABC \), where the measure of \( \angle A \) can range from 50° to 60° and the measure of \( \angle B \) can range from 90° to 100°. Given these conditions, what is the correct range of measures possible for \( \angle C \)?

(1) 20° to 40°  
(2) 30° to 50°  
(3) 80° to 90°  
(4) 120° to 130°

2 In the diagram of \( \triangle ABC \) and \( \triangle DEF \) below, \( \overline{AB} \cong \overline{DE} \), \( \angle A \cong \angle D \), and \( \angle B \cong \angle E \).

Which method can be used to prove \( \triangle ABC \cong \triangle DEF \)?

(1) SSS  
(2) SAS  
(3) ASA  
(4) HL
3. In the diagram below, under which transformation will $\triangle A'B'C'$ be the image of $\triangle ABC$?

- (1) rotation
- (2) dilation
- (3) translation
- (4) glide reflection

4. The lateral faces of a regular pyramid are composed of

- (1) squares
- (2) rectangles
- (3) congruent right triangles
- (4) congruent isosceles triangles

5. Point $A$ is located at $(4, -7)$. The point is reflected in the $x$-axis. Its image is located at

- (1) $(-4, 7)$
- (2) $(-4, -7)$
- (3) $(4, 7)$
- (4) $(7, -4)$
6 In the diagram of circle O below, chords AB and CD are parallel, and BD is a diameter of the circle.

![Circle Diagram](image)

If \( m\overline{AD} = 60 \), what is \( m\angle CDB \)?

1. 20
2. 30
3. 60
4. 120

7 What is an equation of the line that passes through the point \((-2,5)\) and is perpendicular to the line whose equation is \( y = \frac{1}{2}x + 5 \)?

1. \( y = 2x + 1 \)
2. \( y = -2x + 1 \)
3. \( y = 2x + 9 \)
4. \( y = -2x - 9 \)
After a composition of transformations, the coordinates $A(4,2)$, $B(4,6)$, and $C(2,6)$ become $A''(-2,-1)$, $B''(-2,-3)$, and $C''(-1,-3)$, as shown on the set of axes below.

Which composition of transformations was used?

1. $R_{180°} \circ D_2$
2. $R_{90°} \circ D_2$
3. $D_{\frac{1}{2}} \circ R_{180°}$
4. $D_{\frac{1}{2}} \circ R_{90°}$

In an equilateral triangle, what is the difference between the sum of the exterior angles and the sum of the interior angles?

1. $180°$
2. $120°$
3. $90°$
4. $60°$
10 What is an equation of a circle with its center at \((-3,5)\) and a radius of 4?
(1) \((x - 3)^2 + (y + 5)^2 = 16\)
(2) \((x + 3)^2 + (y - 5)^2 = 16\)
(3) \((x - 3)^2 + (y + 5)^2 = 4\)
(4) \((x + 3)^2 + (y - 5)^2 = 4\)

11 In \(\triangle ABC\), \(m\angle A = 95\), \(m\angle B = 50\), and \(m\angle C = 35\). Which expression correctly relates the lengths of the sides of this triangle?
(1) \(AB < BC < CA\)  
(2) \(AB < AC < BC\)  
(3) \(AC < BC < AB\)  
(4) \(BC < AC < AB\)

12 In a coordinate plane, how many points are both 5 units from the origin and 2 units from the \(x\)-axis?
(1) 1  
(2) 2  
(3) 3  
(4) 4

13 What is the contrapositive of the statement, “If I am tall, then I will bump my head”?
(1) If I bump my head, then I am tall.
(2) If I do not bump my head, then I am tall.
(3) If I am tall, then I will not bump my head.
(4) If I do not bump my head, then I am not tall.
14 In the diagram of \( \triangle ABC \) below, Jose found centroid \( P \) by constructing the three medians. He measured \( CF \) and found it to be 6 inches.

If \( PF = x \), which equation can be used to find \( x \)?

(1) \( x + x = 6 \)  
(2) \( 2x + x = 6 \)  
(3) \( 3x + 2x = 6 \)  
(4) \( x + \frac{2}{3}x = 6 \)

15 In the diagram below, the length of the legs \( \overline{AC} \) and \( \overline{BC} \) of right triangle \( ABC \) are 6 cm and 8 cm, respectively. Altitude \( \overline{CD} \) is drawn to the hypotenuse of \( \triangle ABC \).

What is the length of \( \overline{AD} \) to the nearest tenth of a centimeter?

(1) 3.6  
(2) 6.0  
(3) 6.4  
(4) 4.0
16 In the diagram below, tangent $\overline{AB}$ and secant $\overline{ACD}$ are drawn to circle $O$ from an external point $A$, $AB = 8$, and $AC = 4$.

What is the length of $\overline{CD}$?

(1) 16
(2) 13
(3) 12
(4) 10

17 In the diagram of $\triangle ABC$ and $\triangle EDC$ below, $\overline{AE}$ and $\overline{BD}$ intersect at $C$, and $\angle CAB \cong \angle CED$.

Which method can be used to show that $\triangle ABC$ must be similar to $\triangle EDC$?

(1) SAS
(2) AA
(3) SSS
(4) HL
18 Point $P$ is on line $m$. What is the total number of planes that are perpendicular to line $m$ and pass through point $P$?

(1) 1  
(2) 2  
(3) 0  
(4) infinite

19 Square $LMNO$ is shown in the diagram below.

What are the coordinates of the midpoint of diagonal $LN$?

(1) $\left(\frac{4}{2}, -\frac{2}{2}\right)$  
(2) $\left(-\frac{3}{2}, \frac{3}{2}\right)$  
(3) $\left(-\frac{2}{2}, \frac{3}{2}\right)$  
(4) $\left(-\frac{2}{2}, \frac{4}{2}\right)$
20 Which graph represents a circle with the equation 
\[(x - 5)^2 + (y + 1)^2 = 9?\]
21 In the diagram below, a right circular cone has a diameter of 8 inches and a height of 12 inches.

What is the volume of the cone to the nearest cubic inch?

(1) 201  
(2) 481  
(3) 603  
(4) 804

22 A circle is represented by the equation $x^2 + (y + 3)^2 = 13$. What are the coordinates of the center of the circle and the length of the radius?

(1) (0,3) and 13  
(2) (0,3) and $\sqrt{13}$  
(3) (0,−3) and 13  
(4) (0,−3) and $\sqrt{13}$
23. Given the system of equations:

\[ y = x^2 - 4x \]
\[ x = 4 \]

The number of points of intersection is

(1) 1  (3) 3
(2) 2  (4) 0

24. Side \( \overline{PQ} \) of \( \triangle PQR \) is extended through \( Q \) to point \( T \). Which statement is not always true?

(1) \( m\angle RQT > m\angle R \)
(2) \( m\angle RQT > m\angle P \)
(3) \( m\angle RQT = m\angle P + m\angle R \)
(4) \( m\angle RQT > m\angle PQR \)

25. Which illustration shows the correct construction of an angle bisector?

(1) 

(2) 

(3) 

(4)
26 Which equation represents a line perpendicular to the line whose equation is $2x + 3y = 12$?

(1) $6y = -4x + 12$  
(2) $2y = 3x + 6$  
(3) $2y = -3x + 6$  
(4) $3y = -2x + 12$

27 In $\triangle ABC$, point $D$ is on $\overline{AB}$, and point $E$ is on $\overline{BC}$ such that $\overrightarrow{DE} \parallel \overrightarrow{AC}$. If $DB = 2$, $DA = 7$, and $DE = 3$, what is the length of $AC$?

(1) 8  
(2) 9  
(3) 10.5  
(4) 13.5

28 In three-dimensional space, two planes are parallel and a third plane intersects both of the parallel planes. The intersection of the planes is a

(1) plane  
(2) point  
(3) pair of parallel lines  
(4) pair of intersecting lines
Part II

Answer all 6 questions in this part. Each correct answer will receive 2 credits. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. For all questions in this part, a correct numerical answer with no work shown will receive only 1 credit. All answers should be written in pen, except for graphs and drawings, which should be done in pencil. [12]

29 In the diagram of \( \triangle ABC \) below, \( AB = 10 \), \( BC = 14 \), and \( AC = 16 \). Find the perimeter of the triangle formed by connecting the midpoints of the sides of \( \triangle ABC \).
30 Using a compass and straightedge, construct a line that passes through point $P$ and is perpendicular to line $m$. [Leave all construction marks.]

![Diagram of line $m$ and point $P$.]

31 Find an equation of the line passing through the point $(5,4)$ and parallel to the line whose equation is $2x + y = 3$. 
The length of $\overline{AB}$ is 3 inches. On the diagram below, sketch the points that are equidistant from $A$ and $B$ and sketch the points that are 2 inches from $A$. Label with an $\times$ all points that satisfy both conditions.
Given: Two is an even integer or three is an even integer.

Determine the truth value of this disjunction. Justify your answer.
In the diagram below, \( \triangle ABC \sim \triangle EFG \), \( m \angle C = 4x + 30 \), and \( m \angle G = 5x + 10 \). Determine the value of \( x \).
Part III

Answer all 3 questions in this part. Each correct answer will receive 4 credits. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. For all questions in this part, a correct numerical answer with no work shown will receive only 1 credit. All answers should be written in pen, except for graphs and drawings, which should be done in pencil. [12]

35 In the diagram below, circles X and Y have two tangents drawn to them from external point T. The points of tangency are C, A, S, and E. The ratio of TA to AC is 1:3. If TS = 24, find the length of SE.
Triangle $ABC$ has coordinates $A(-6, 2)$, $B(-3, 6)$, and $C(5, 0)$. Find the perimeter of the triangle. Express your answer in simplest radical form. [The use of the grid below is optional.]
The coordinates of the vertices of parallelogram \(ABCD\) are \(A(-2,2), B(3,5), C(4,2),\) and \(D(-1,-1)\). State the coordinates of the vertices of parallelogram \(A''B''C''D''\) that result from the transformation \(r_{y-axis} \circ T_{2,-3}\). [The use of the set of axes below is optional.]
38  Given: \( \triangle ABC \) and \( \triangle EDC \), \( C \) is the midpoint of \( \overline{BD} \) and \( \overline{AE} \)

Prove: \( AB \parallel DE \)
# Reference Sheet

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<td>where ( B ) is the area of the base</td>
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<tr>
<td>Pyramid</td>
<td>( V = \frac{1}{3}Bh )</td>
<td>where ( B ) is the area of the base</td>
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<tr>
<td>Right Circular Cone</td>
<td>( V = \frac{1}{3}Bh )</td>
<td>where ( B ) is the area of the base</td>
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<tr>
<td>Sphere</td>
<td>( V = \frac{4}{3}\pi r^3 )</td>
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<tr>
<td>Right Circular Cone</td>
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Scrap Graph Paper — This sheet will not be scored.
Scrap Graph Paper — This sheet will *not* be scored.
FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GEOMETRY

Tuesday, June 16, 2009 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are to be followed for scoring student answer papers for the Regents Examination in Geometry. More detailed information about scoring is provided in the publication Information Booklet for Scoring the Regents Examination in Geometry.

Use only a No. 2 pencil in rating the Regents Examination in Geometry. 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 2009 Regents Examination in Geometry.

GEOMETRY – continued

Part I

Allow a total of 56 credits, 2 credits for each of the following:

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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.

(29)  
[2] 20, 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] 20, 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.

(30)

[2] A correct construction is drawn showing all appropriate arcs, and the perpendicular line is drawn.

[1] Appropriate work is shown, but one construction error is made, such as not drawing the perpendicular line.

or

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

[0] A drawing that is not an appropriate construction 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.
(31) [2] $y - 4 = -2(x - 5)$ or an equivalent equation, 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, such as leaving the answer as $\frac{y - 4}{x - 5} = \frac{-2}{1}$, which has a domain restriction.

or

[1] $y - 4 = -2(x - 5)$ or an equivalent equation, 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.

(32) [2] Both loci are sketched correctly, and the two points of intersection are labeled with an X.

[1] Both loci are sketched correctly, but the points of intersection are not labeled or are labeled incorrectly.

or

[1] Appropriate work is shown, but one conceptual error is made, but appropriate points of intersection are labeled.

[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] True, and an appropriate justification is written.

[1] True, but the justification is incorrect.

or

[1] One conceptual error is made in evaluating the disjunction, but an appropriate justification is written.

[0] True, but no justification is written.

or

[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] 20, 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] 20, 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.
GEOMETRY – continued

Part III

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.

(35)  [4] 18, and appropriate work is shown, such as $3x + x = 24$.

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

or

[3] $x = 6$, and appropriate work is shown, but $SE$ is not found or is found 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.

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

or

[1] 18, 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.
GEOMETRY – continued

(36)  [4]  $15 + 5\sqrt{5}$, and appropriate work is shown.

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

or

[3] Appropriate work is shown, but the perimeter is not expressed in simplest radical form.

or

[3] Appropriate work is shown to find the length of all three sides, but the perimeter is not found.

[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 the lengths of two sides, 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 the length of one side, but no further correct work is shown.

or

[1] $15 + 5\sqrt{5}$, 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.
GEOMETRY – continued

(37)  [4] \( A''(0, -1), B''(-5, 2), C''(-6, -1), \) and \( D''(-1, -4) \), and appropriate work is shown.

[3] The composite transformation is graphed and labeled correctly, but the coordinates are not stated or are stated incorrectly.

or

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

[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 performing the reflection before the translation.

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

or

[1] \( A''(0, -1), B''(-5, 2), C''(-6, -1), \) and \( D''(-1, -4) \), 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.
For this question, use the specific criteria to award a maximum of six credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(38)  [6] A complete and correct proof that includes a concluding statement is written.

[5] A proof is written that demonstrates a thorough understanding of the method of proof and contains no conceptual errors, but one statement or reason is missing or incorrect, or no concluding statement is written.

or

[5] $\angle A \cong \angle E$ or $\angle B \cong \angle D$ is proven, but no further correct work is shown.

[4] A proof is written that demonstrates a good understanding of the method of proof and contains no conceptual errors, but two statements or reasons are missing or incorrect.

or

[4] $\triangle ABC \cong \triangle EDC$ is proven, but no further correct work is shown.

[3] A proof is written that demonstrates a good understanding of the method of proof, but one conceptual error is made.

[2] Some correct relevant statements about the proof are made, but three or four statements or reasons are missing or incorrect.

[1] Only one correct statement and reason are written.

[0] The given and/or the prove statements are rewritten in the style of a formal proof, but no further correct relevant statements are written.

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 Core Curriculum

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Regents Examination in Geometry
June 2009

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

The Chart for Determining the Final Examination Score for the June 2009 Regents Examination in Geometry will be posted on the Department’s web site http://www.emsc.nysed.gov/osa/ on Thursday, June 25, 2009.

Online Submission of 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:

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.
Regents Examination in Geometry  
June 2009

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

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To determine the student’s final examination score, 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.

It is recommended that all student answer papers that receive a scale score of 60 through 64 be scored a second time to ensure the accuracy of the score. For the second scoring, a different committee of teachers may score the student’s paper or the original committee may score the paper, except that no teacher may score the same open-ended questions that he/she scored in the first rating of the paper.

Because scale scores corresponding to raw scores in the conversion chart change from one examination to another, it is crucial that for each administration, the conversion chart provided for that administration be used to determine the student’s final score. The chart above is usable only for this administration of the Regents Examination in Geometry.