

ÁLGEBRA INTEGRADA

Viernes, 18 de junio de 2010 — 1:15 a 4:15 p.m., solamente

Nombre del estudiante: _____

Nombre de la escuela: _____

Escriba en letra de molde su nombre y el nombre de su escuela en las líneas de arriba. Luego pase a la última página de este folleto; esta es la hoja de respuestas para la Parte I. Doble la última página a lo largo de las perforaciones, despacio y con mucho cuidado, desprenda la hoja de respuestas. Luego llene el encabezado de su hoja de respuestas.

Este examen tiene cuatro partes, con un total de 39 preguntas. Usted debe responder todas las preguntas de este examen. Escriba sus respuestas a las preguntas de selección múltiple de la Parte I en la hoja de respuestas separada. Escriba sus respuestas a las preguntas de las Partes II, III y IV directamente en este folleto. Todo el trabajo debe ser realizado con bolígrafo de tinta permanente, con excepción de los gráficos y los dibujos, que deben hacerse con lápiz grafito. Indique claramente los pasos necesarios, incluyendo apropiadamente las sustituciones de fórmulas, diagramas, gráficos, tablas, etc.

Las fórmulas que podría necesitar para responder a ciertas preguntas se encuentran al final del examen. Esta hoja está perforada para que pueda desprenderla de este folleto.

No se permite el uso de papel de borrador para ninguna parte de este examen, pero puede usar los espacios en blanco en este folleto como papel de borrador. Una hoja perforada de papel cuadriculado de borrador está provista al final de este folleto para cualquier pregunta para la cual sea útil un gráfico, aunque no se requiere. Puede desprender esta hoja del folleto. Todo trabajo realizado en esta hoja de papel cuadriculado de borrador *no* será calificado.

Cuando haya terminado el examen, deberá firmar la declaración impresa en la hoja de respuestas, indicando que no tenía conocimiento ilegal previo de las preguntas o respuestas del examen y que no ha dado ni recibido asistencia alguna para responder a las preguntas durante el examen. Su hoja de respuestas no será aceptada si no firma dicha declaración.

Aviso...

Se le debe proporcionar una calculadora para hacer gráficos y una regla para que utilice mientras realiza el examen.

El uso de cualquier aparato destinado a la comunicación está estrictamente prohibido mientras esté realizando el examen. Si usted utiliza cualquier aparato destinado a la comunicación, aunque sea brevemente, su examen será invalidado y no se calculará su calificación.

NO ABRA ESTE FOLLETO DE EXAMEN HASTA QUE SE LE INDIQUE.

**Utilice este espacio
para sus cálculos.**

4 ¿Cuál es la pendiente de la línea que pasa a través de los puntos (3,5) y (-2,2)?

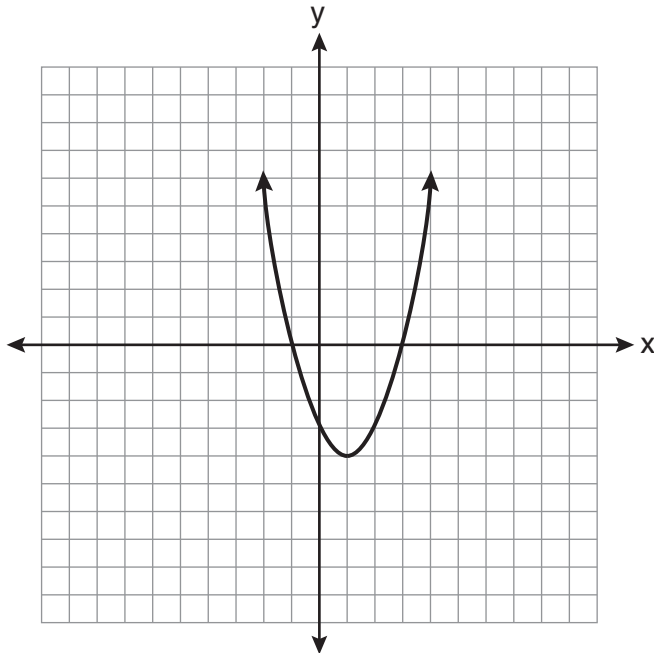
(1) $\frac{1}{5}$

(3) $\frac{5}{3}$

(2) $\frac{3}{5}$

(4) 5

5 ¿Cuáles son el vértice y el eje de simetría de la parábola que se muestra en el siguiente diagrama?



(1) vértice: (1,-4); eje de simetría: $x = 1$

(2) vértice: (1,-4); eje de simetría: $x = -4$

(3) vértice: (-4,1); eje de simetría: $x = 1$

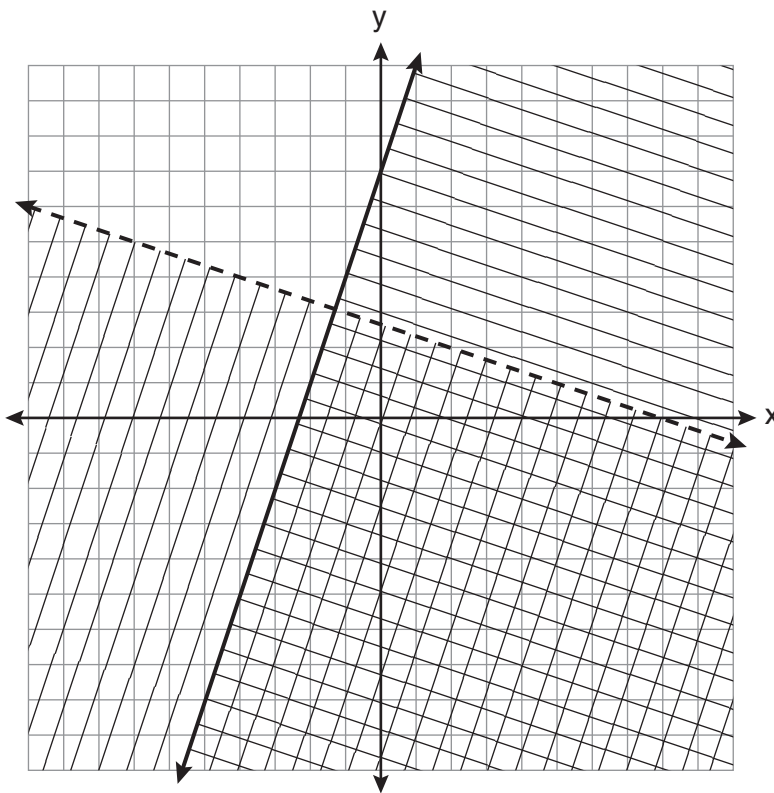
(4) vértice: (-4,1); eje de simetría: $x = -4$

Utilice este espacio
para sus cálculos.

9 En $\triangle ABC$, la medida de $\angle B = 90^\circ$, $AC = 50$, $AB = 48$ y $BC = 14$.
¿Qué razón representa la tangente de $\angle A$?

- (1) $\frac{14}{50}$ (3) $\frac{48}{50}$
(2) $\frac{14}{48}$ (4) $\frac{48}{14}$

10 ¿Qué par ordenado se encuentra en el conjunto de soluciones del sistema de desigualdades lineales que se grafica a continuación?



- (1) (1,-4) (3) (5,3)
(2) (-5,7) (4) (-7,-2)

Utilice este espacio
para sus cálculos.

11 ¿Qué tabla *no* muestra información o datos sobre las dos variables que se relacionan entre sí?

(1)

Altura (pulgadas)	Peso (libras)
39	50
48	70
60	90

(2)

Galones	Millas conducidas
15	300
20	400
25	500

(3)

Promedio de la encuesta	Frecuencia
70	12
80	15
90	6

(4)

Velocidad (mph)	Distancia (millas)
40	80
50	120
55	150

12 ¿Cuál es la solución del sistema de ecuaciones $c + 3d = 8$ y $c = 4d - 6$?

(1) $c = -14, d = -2$

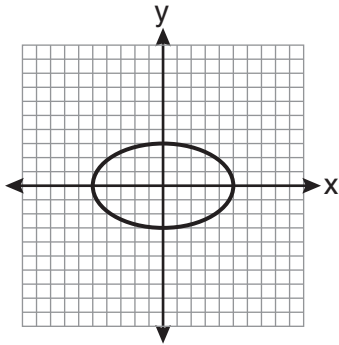
(3) $c = 2, d = 2$

(2) $c = -2, d = 2$

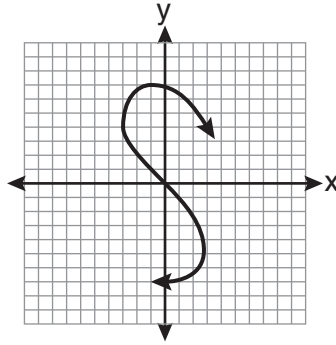
(4) $c = 14, d = -2$

Utilice este espacio para sus cálculos.

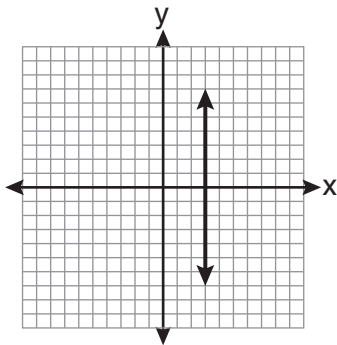
13 ¿Qué gráfico representa una función?



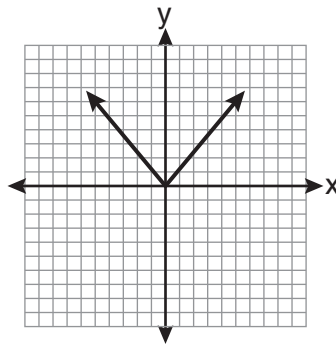
(1)



(3)



(2)



(4)

14 La expresión algebraica $\frac{x-2}{x^2-9}$ es indefinida cuando x es

(1) 0

(3) 3

(2) 2

(4) 9

**Utilice este espacio
para sus cálculos.**

- 22** Cuatrocientos conductores con licencia participaron en la encuesta del club de matemáticas sobre los hábitos de conducir. La siguiente tabla muestra la cantidad de conductores encuestados en cada grupo de edades.

**Edades de las personas encuestadas
sobre hábitos de conducción**

Grupo de edades	Cantidad de conductores
16–25	150
26–35	129
36–45	33
46–55	57
56–65	31

¿Qué enunciado describe mejor una conclusión basada en los datos de la tabla?

- (1) Puede ser parcial porque no se encuestó a nadie menor de 16 años.
 - (2) Sería imparcial porque se encuestó a diferentes grupos de edades.
 - (3) Sería imparcial porque los estudiantes del club de matemáticas realizaron la encuesta.
 - (4) Puede ser parcial porque la mayoría de los conductores encuestados estaban entre los intervalos de menor edad.
- 23** Una fórmula que se usa para calcular la velocidad es $v = \frac{1}{2}at^2$. ¿Qué es a expresado en términos de v y t ?

- (1) $a = \frac{2v}{t}$
- (2) $a = \frac{2v}{t^2}$
- (3) $a = \frac{v}{t}$
- (4) $a = \frac{v}{2t^2}$

Utilice este espacio
para sus cálculos.

24 ¿Cuál es la suma de $\frac{-x+7}{2x+4}$ y $\frac{2x+5}{2x+4}$?

(1) $\frac{x+12}{2x+4}$

(3) $\frac{x+12}{4x+8}$

(2) $\frac{3x+12}{2x+4}$

(4) $\frac{3x+12}{4x+8}$

25 Steve corrió una distancia de 150 metros en $1\frac{1}{2}$ minutos. ¿Cuál es su velocidad en metros por hora?

(1) 6

(3) 100

(2) 60

(4) 6,000

26 ¿Cuántas reorganizaciones de tres letras diferentes se pueden formar usando las letras en la palabra *ABSOLUTE* si cada letra se usa una sola vez?

(1) 56

(3) 168

(2) 112

(4) 336

27 Realizada completamente la descomposición factorial, la expresión $3x^2 - 3x - 18$ es equivalente a

(1) $3(x^2 - x - 6)$

(3) $(3x - 9)(x + 2)$

(2) $3(x - 3)(x + 2)$

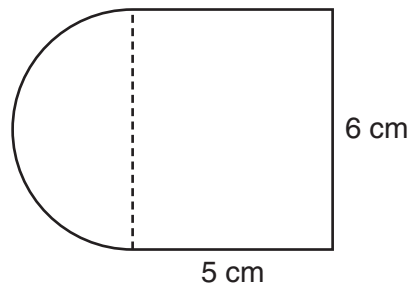
(4) $(3x + 6)(x - 3)$

**Utilice este espacio
para sus cálculos.**

28 ¿Qué cuadrante estará completamente sombreado en el gráfico de la desigualdad $y \leq 2x$?

- (1) Cuadrante I (3) Cuadrante III
(2) Cuadrante II (4) Cuadrante IV

29 Una figura está compuesta por un rectángulo y un semicírculo como se muestra en el siguiente diagrama.



¿Cuál es el área de la figura, a la *décima más cercana de un centímetro cuadrado*?

- (1) 39.4 (3) 48.8
(2) 44.1 (4) 58.3

30 El valor, y , de una inversión de \$15,000 a x años se representa mediante la ecuación $y = 15000(1.2)^{\frac{x}{3}}$. ¿Cuál es la ganancia (interés) de una inversión a 6 años?

- (1) \$6,600 (3) \$21,600
(2) \$10,799 (4) \$25,799
-

Parte II

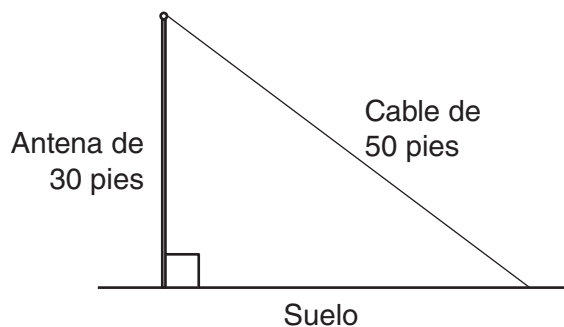
Responda las 3 preguntas de esta parte. Cada respuesta correcta recibirá 2 créditos. Indique claramente los pasos necesarios, incluyendo apropiadamente las sustituciones de fórmulas, diagramas, gráficos, tablas, etc. Para todas las preguntas en esta parte, una respuesta numérica correcta sin demostrar el trabajo recibirá solamente 1 crédito. [6]

- 31 Alexis calcula el área de la superficie de una caja de regalo en 600 pulgadas cuadradas. El área de la superficie real de la caja de regalo es de 592 pulgadas cuadradas. Encuentre el error relativo en el cálculo de Alexis expresado como decimal a la *milésima más cercana*.

32 Realice la operación que se indica: $-6(a - 7)$

Mencione el nombre de la propiedad usada.

- 33** Una empresa de comunicaciones está construyendo una antena de 30 pies para emitir transmisiones de teléfonos celulares. Como se muestra en el siguiente diagrama, se usa un cable de 50 pies desde la parte superior de la antena hasta el suelo para estabilizar la antena.



Encuentre, al *grado más cercano*, la medida del ángulo que hace el cable con el suelo.

Parte III

Responda las 3 preguntas de esta parte. Cada respuesta correcta recibirá 3 créditos. Indique claramente los pasos necesarios, incluyendo apropiadamente las sustituciones de fórmulas, diagramas, gráficos, tablas, etc. Para todas las preguntas en esta parte, una respuesta numérica correcta sin demostrar el trabajo recibirá solamente 1 crédito. [9]

34 Dado: $A = \{18, 6, -3, -12\}$

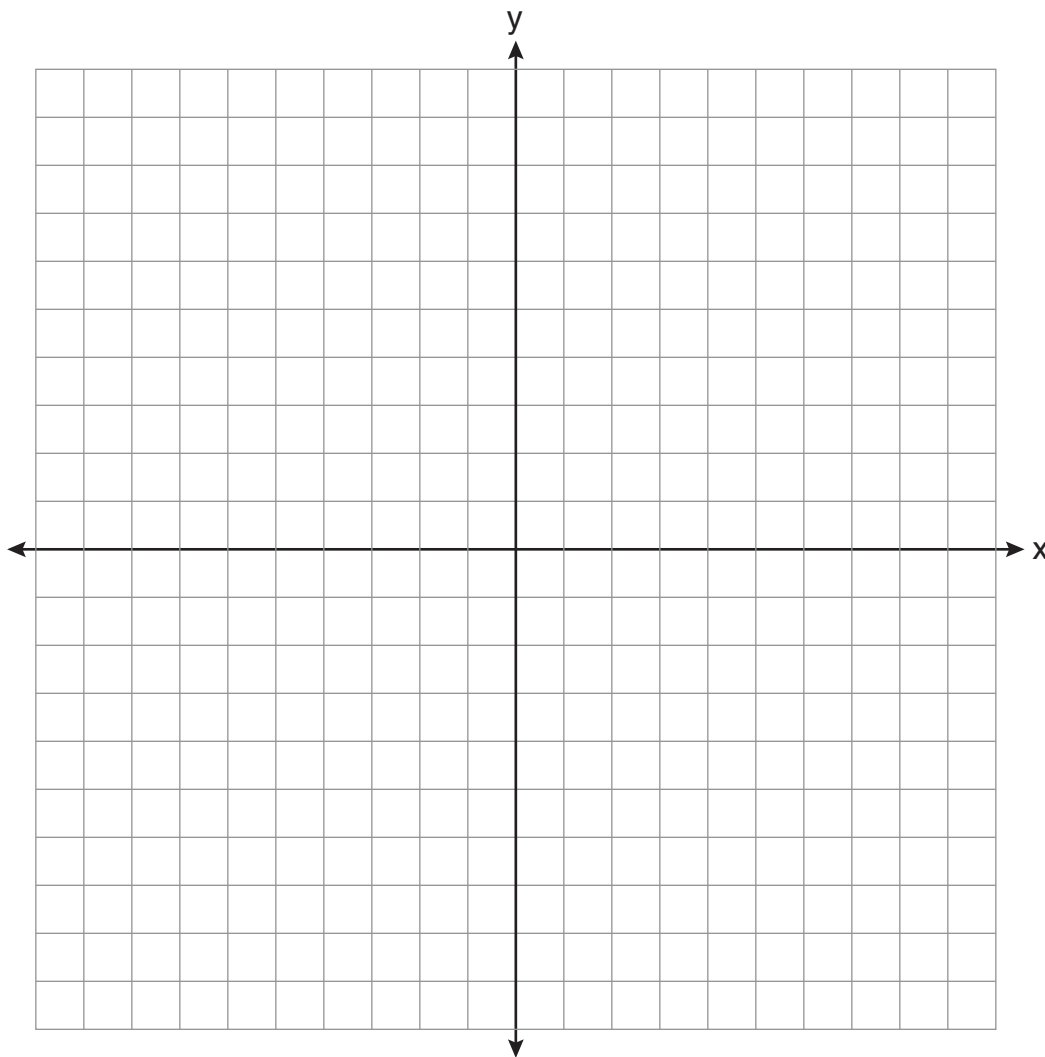
Determine todos los elementos del conjunto A que están en la solución de la desigualdad $\frac{2}{3}x + 3 < -2x - 7$.

35 Dibuje el gráfico y marque las siguientes ecuaciones en el conjunto de ejes a continuación.

$$y = |x|$$

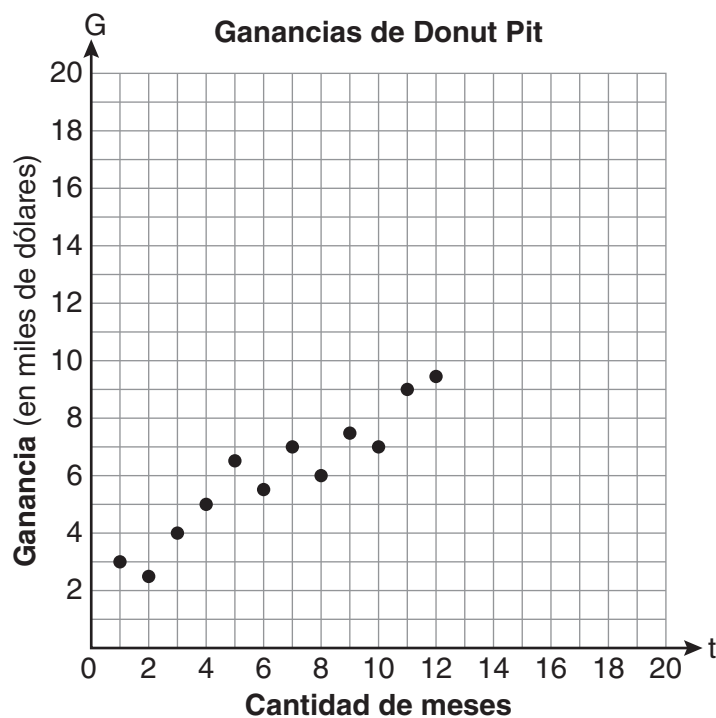
$$y = \left| \frac{1}{2}x \right|$$

Explique cómo la *disminución* del coeficiente de x afecta la gráfica de la ecuación $y = |x|$.



36 Megan y Bryce inauguraron una nueva tienda llamada Donut Pit. Su objetivo es llegar a una ganancia de \$20,000 en el mes 18 del negocio. La siguiente tabla y el siguiente diagrama de dispersión representan la ganancia, G , en miles de dólares, que hicieron durante los primeros 12 meses.

t (meses)	1	2	3	4	5	6	7	8	9	10	11	12
G (ganancia, en miles de dólares)	3.0	2.5	4.0	5.0	6.5	5.5	7.0	6.0	7.5	7.0	9.0	9.5



Dibuje una línea de mejor encaje.

Usando la línea de mejor encaje, determine si Megan y Bryce alcanzarán su objetivo en el mes 18 del negocio.

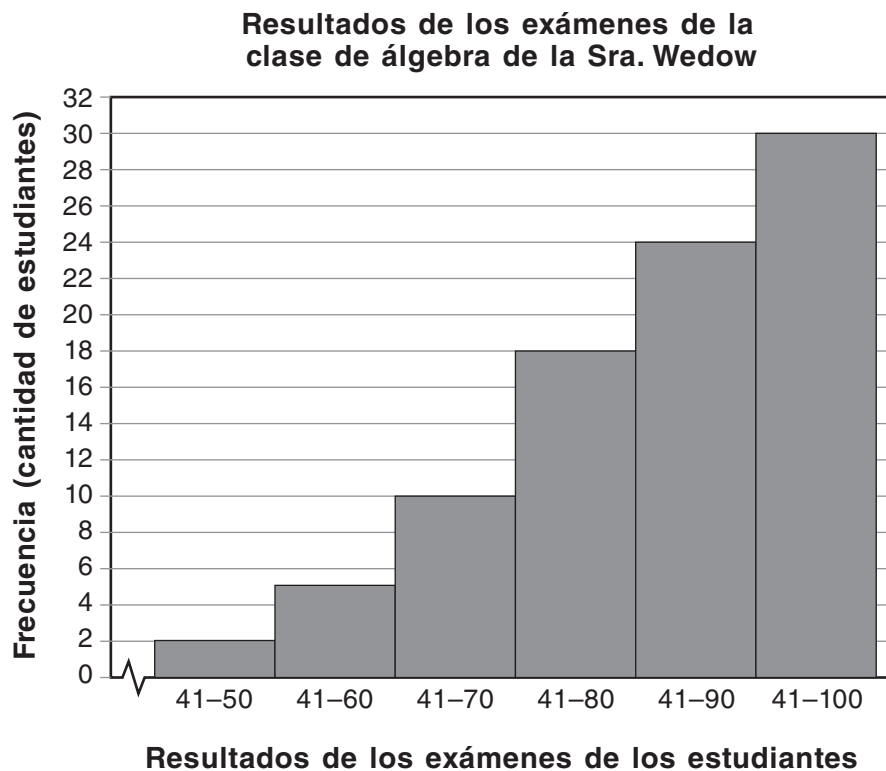
Justifique su respuesta.

Parte IV

Responda las 3 preguntas de esta parte. Cada respuesta correcta recibirá 4 créditos. Indique claramente los pasos necesarios, incluyendo apropiadamente las sustituciones de fórmulas, diagramas, gráficos, tablas, etc. Para todas las preguntas en esta parte, una respuesta numérica correcta sin demostrar el trabajo recibirá solamente 1 crédito. [12]

37 Exprese en la forma más simple: $\frac{x^2 + 9x + 14}{x^2 - 49} \div \frac{3x + 6}{x^2 + x - 56}$

38 El siguiente diagrama muestra un histograma de frecuencias acumulativas de los resultados de los exámenes de los estudiantes en la clase de álgebra de la Sra. Wedow.



Determine la cantidad total de estudiantes en la clase.

Determine cuántos estudiantes obtuvieron puntuaciones mayores de 70.

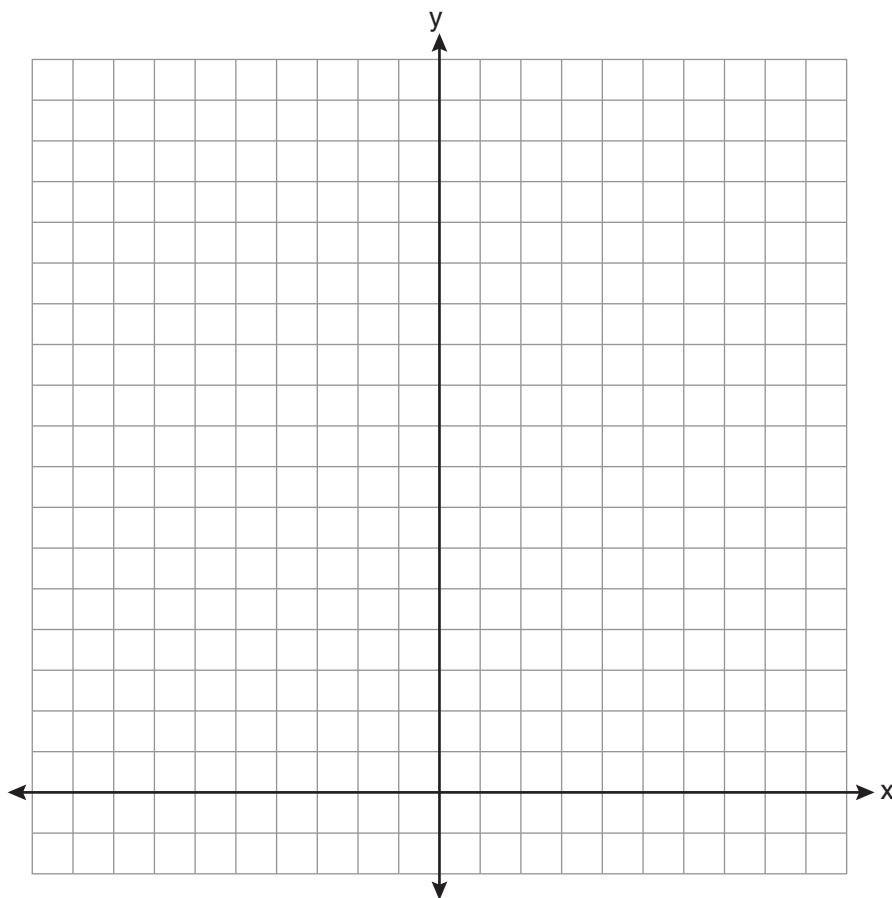
Mencione qué intervalo *de diez puntos* contiene la mediana.

Mencione qué *dos intervalos de diez puntos* contienen la misma frecuencia.

39 En el siguiente conjunto de ejes, resuelva el siguiente sistema de ecuaciones de manera gráfica para todos los valores de x e y .

$$y = -x^2 - 4x + 12$$

$$y = -2x + 4$$



Hoja de referencia

Razones trigonométricas

$$\text{sen } A = \frac{\textit{opuesto}}{\textit{hipotenusa}}$$

$$\text{cos } A = \frac{\textit{adyacente}}{\textit{hipotenusa}}$$

$$\text{tan } A = \frac{\textit{opuesto}}{\textit{adyacente}}$$

Área

trapecio $A = \frac{1}{2}h(b_1 + b_2)$

Volumen

cilindro $V = \pi r^2 h$

Área de superficie

prisma rectangular $SA = 2lw + 2hw + 2lh$

cilindro $SA = 2\pi r^2 + 2\pi rh$

Geometría analítica

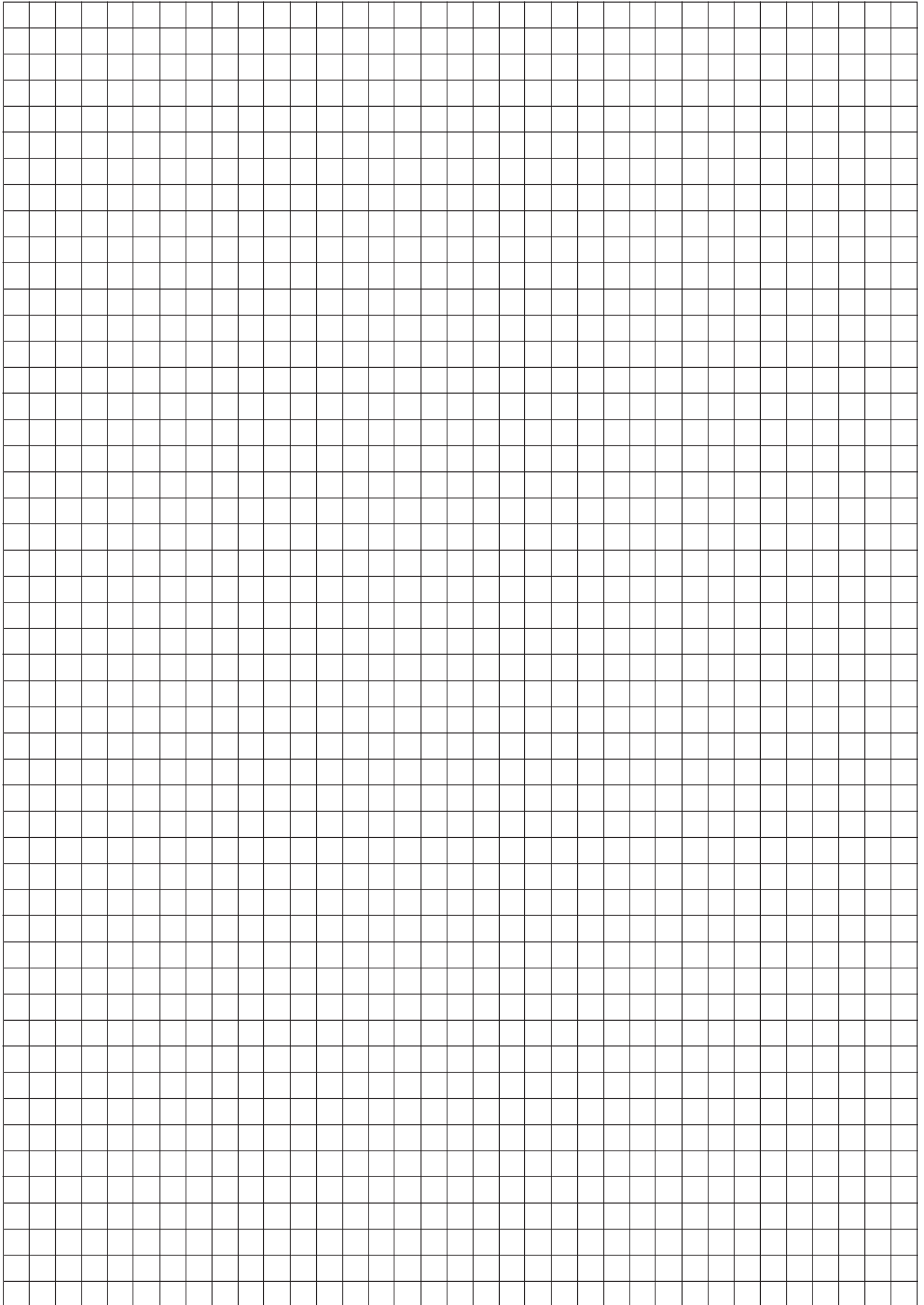
$$m = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1}$$

Desprender por la línea perforada

Desprender por la línea perforada

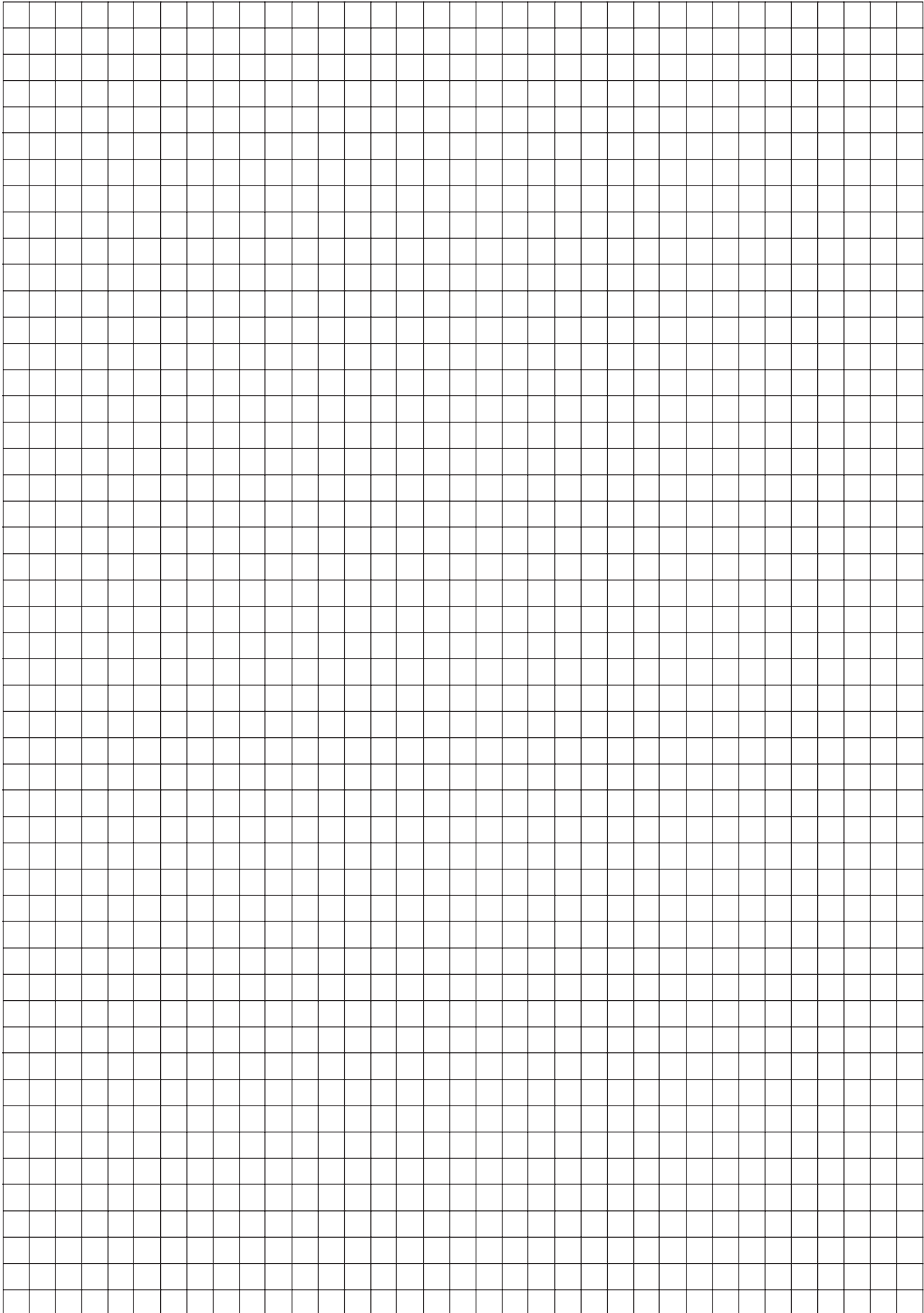
Papel cuadriculado de borrador — Esta hoja *no* será calificada.

Desprender por la línea perforada



Desprender por la línea perforada

Papel cuadriculado de borrador — Esta hoja *no* será calificada.



Desprender por la línea perforada

Desprender por la línea perforada

Desprender por la línea perforada

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

ÁLGEBRA INTEGRADA

Viernes, 18 de junio de 2010 — 1:15 a 4:15 p.m., solamente

HOJA DE RESPUESTAS

Estudiante Sexo: Masculino Femenino Grado

Maestro Escuela

Sus respuestas a la Parte I deberá escribirlas en esta hoja de respuestas.

Parte I

Conteste las 30 preguntas de esta parte.

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

Sus respuestas para las Partes II, III y IV deberá escribirlas en el folleto de examen.

La siguiente declaración debe ser firmada cuando usted haya finalizado el examen.

Al terminar este examen declaro no haber tenido conocimiento ilegal previo sobre las preguntas del mismo o sus respuestas. Declaro también que durante el examen no di ni recibí ayuda para responder a las preguntas.

Firma

Desprender por la línea perforada

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

INTEGRATED ALGEBRA

Friday, June 18, 2010 – 1:15 to 4:15 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 Integrated Algebra. More detailed information about scoring is provided in the publication *Information Booklet for Scoring the Regents Examinations in Integrated Algebra and Geometry*.

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 scale score by using the conversion chart that will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Friday, June 18, 2010. The student's scale score should be entered in the box provided on the student's detachable answer sheet. The scale 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) 4	(9) 2	(17) 3	(25) 4
(2) 4	(10) 1	(18) 4	(26) 4
(3) 3	(11) 3	(19) 3	(27) 2
(4) 2	(12) 3	(20) 1	(28) 4
(5) 1	(13) 4	(21) 1	(29) 2
(6) 3	(14) 3	(22) 4	(30) 1
(7) 3	(15) 2	(23) 2	
(8) 3	(16) 4	(24) 1	

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 Examination in Integrated Algebra 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 Integrated Algebra and Geometry*, 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] 0.014, 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, such as dividing by 600.

or

[1] Appropriate work is shown, but the answer is expressed as a percent.

or

[1] 0.014, 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] $-6a + 42$, and the distributive property is stated.

[1] $-6a + 42$, but the property is not stated.

or

[1] The distributive property is stated, but the operation is not performed.

[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] 37, 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, such as using an incorrect trigonometric function.

or

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

or

[1] 37, 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.

(34) **[3]** -12 , and appropriate work is shown, such as solving the inequality or substituting each value into the inequality and indicating its truth value.

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

or

[2] The inequality is solved correctly for x , but the required solution is not stated or is stated incorrectly.

[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.

or

[1] -12 , 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.

- (35) [3] Both equations are graphed correctly and at least one of the graphs is labeled, and an appropriate explanation is given, such as the graph becomes wider.
- [2] Both equations are graphed correctly and at least one of the graphs is labeled, but no explanation or an incorrect explanation is given.
- or*
- [2] One equation is graphed and labeled correctly, and an appropriate explanation is given.
- [1] Appropriate work is shown, but one conceptual error is made.
- or*
- [1] One equation is graphed and labeled correctly, but no further correct work is shown.
- or*
- [1] An appropriate explanation is given, but no graphs are drawn.
- [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*

(36) [3] An appropriate line of best fit is drawn, and “No,” and an appropriate justification is written.

[2] An appropriate line of best fit is drawn, and “No,” but no justification or an incorrect justification is written.

or

[2] The line of best fit is not drawn or is drawn incorrectly, but an appropriate prediction is stated, and an appropriate justification is written.

[1] An appropriate line of best fit is drawn, but no further correct work is shown.

[0] “No,” 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] $\frac{x+8}{3}$, and appropriate work is shown.

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

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

or

[2] Appropriate work is shown, but one conceptual error is made, such as not multiplying by the reciprocal.

or

[2] The expression is correctly written as a product and all numerators and denominators are factored correctly, but no further correct work is shown.

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

or

[1] All numerators and denominators are factored correctly, but no further correct work is shown.

or

[1] $\frac{x+8}{3}$, 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.

- (38) [4] 30 students total are in the class, 20 students scored higher than 70, 71–80 is the interval containing the median, and 81–90 and 91–100 are the intervals containing the same frequency.
- [3] Three of the four solutions are correct.
- [2] Two of the four solutions are correct.
- [1] One of the four solutions is correct.
- [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] Both equations are graphed correctly, and (2,0) and (-4,12) are stated.

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

or

[3] Both equations are graphed correctly, but only one correct point of intersection is stated.

[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.

or

[2] Both equations are graphed correctly, but the points of the intersection are not stated or are stated incorrectly.

or

[2] (2,0) and (-4,12), but a method other than graphic is used.

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

or

[1] One of the equations is graphed correctly, but no further correct work is shown.

or

[1] (2,0) and (-4,12) are stated, but no work is shown.

[0] (2,0) or (-4,12) are 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.

Map to Core Curriculum

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

Regents Examination in Integrated Algebra

June 2010

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

The *Chart for Determining the Final Examination Score for the June 2010 Regents Examination in Integrated Algebra* will be posted on the Department’s web site <http://www.emsc.nysed.gov/osa/> on Friday, June 18, 2010. Conversion charts provided for previous administrations of the Integrated Algebra examination must NOT be used to determine students’ final scores for this administration.

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:

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.

Regents Examination in Integrated Algebra June 2010

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

Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
87	100	65	84	43	75	21	53
86	98	64	84	42	75	20	51
85	97	63	83	41	74	19	49
84	96	62	83	40	73	18	48
83	95	61	82	39	73	17	46
82	94	60	82	38	72	16	44
81	93	59	82	37	71	15	42
80	92	58	81	36	70	14	40
79	91	57	81	35	69	13	38
78	90	56	81	34	69	12	36
77	90	55	80	33	68	11	34
76	89	54	80	32	67	10	31
75	88	53	80	31	66	9	29
74	88	52	79	30	65	8	26
73	87	51	79	29	63	7	24
72	87	50	78	28	62	6	21
71	86	49	78	27	61	5	18
70	86	48	78	26	60	4	15
69	86	47	77	25	58	3	11
68	85	46	77	24	57	2	8
67	84	45	76	23	56	1	4
66	84	44	76	22	54	0	0

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.

All student answer papers that receive a scale score of 60 through 64 **must** 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 Integrated Algebra.