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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 GEOMETRY (COMMON CORE) JANUARY, JUNE, AND AUGUST 2016 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*. The *Directions for Administering Regents Examinations* are made available on the Department's web site at http://www.p12.nysed.gov/assessment/hsgen/. The *School Administrator's Manual* is available on the Department's web site at http://www.p12.nysed.gov/assessment/sam/secondary/. Questions about **general administration procedures** for Regents Examinations should be directed to the Office of State Assessment (OSA) at 518-474-5902. For information about the **rating** of the Regents Examination in Geometry (Common Core), contact OSA at 518-474-5900.

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

SCORING THE EXAMINATION

Scoring Key and Rating Guide

The scoring key, rating guide, and *Model Response Set* will be posted on the Department's web site at http://www.p12.nysed.gov/assessment/scoring/ on the day of the examination. Schools must print sufficient copies to supply one to each rater.

All scoring keys and rating guides posted on the Department's web site 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 user name and password that was used to order test materials.

The Regents Examination in Geometry (Common Core) is to be scored by committees of mathematics teachers. **No teacher is to score any of the responses written by his or her own students.** For the August exams, student responses may not be scored by the student's summer school teacher or the 2015–16 school year teacher. No one teacher is to score more than approximately one third of the constructed-response questions on a student's paper. 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 each teacher scores. 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 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 for each exam 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 the rubrics for the constructed-response questions they are scoring before beginning to score student responses to exam questions.

The Department is providing supplemental scoring guidance, the "*Model Response Set",* for the Regents Examination in Geometry (Common Core). This guidance is intended to be part of scorer training. Schools should use the *Model Response Set* along with the rubrics in the scoring key and rating guide to help guide the scoring of student work. While not reflective of all scenarios, the *Model Response Set* illustrates how less common student responses to constructed-response questions may be scored. The *Model Response Set* will be available on the Department's web site at http://www.p12.nysed.gov/assessment/scoring/home-hs.html on the same day and time as the rating guide for this exam. The same passwords will be used to access the *Model Response Set* and the scoring key posted on the day of the exam.

Scoring of Multiple-Choice Questions

For the Regents Examination in Geometry (Common Core), all schools must use uniform scannable answer sheets. **If the students' responses for 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 EXAM 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 web site at http://www.p12.nysed.gov/assessment/. Because the scale scores corresponding to raw scores change from one exam 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 exam, 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 Exam in mathematics after each constructed-response question has been rated once, regardless of the final exam 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 be entered onto students' permanent records. In addition, each rater must sign the *Examination Scoring Certificate* attesting that he or she fully and faithfully observed the rules and regulations for scoring the exams. The principal or collaborative site scoring leader must also sign this certificate to attest that the rules and regulations for scoring were fully and faithfully observed.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student exam papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided on the Department's web site at http://www.p12.nysed.gov/assessment/scoring/. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of State exams. Teachers and administrators who violate Department policy with respect to scoring State exams may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, an administrator may learn that an error occurred in the calculation of a final score for a student or in recording students' scores in their permanent records. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a

misreading of the conversion chart. When such errors involve the answer papers for no more than 5% of the school's test takers for the exam 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 nonpublic 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 exam 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 exam 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 nonpublic or charter school and must include the exam 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 he or she believes rescoring the exam papers is necessary. As part of this submission, the school administrator must make clear his or her 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 scoring materials for this exam provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and rating guide for an exam. Should this occur after the scoring committee has completed its work, the administrator is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final exam scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final exam scores.

SPECIFIC INFORMATION FOR SCORING THE REGENTS EXAMS IN MATHEMATICS

The information below refers to the scoring of constructed-response questions on the Regents Examination in Geometry (Common Core).

The constructed-response questions (Parts II, III, IV) on the Regents Examination in Geometry (Common Core) 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 round down (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 he or she 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 is completely incorrect, irrelevant, or incoherent or if a correct response was arrived at using 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 Exam Score for the Regents Examination in Geometry (Common Core)

The format of the conversion chart is illustrated below. The charts provided on the Department's web site for each administration of this exam will include scale scores ranging from 0 to 100 within the cells of each chart. It is *crucial* that, for each administration, *only* the conversion chart provided for that specific administration be used to determine the student's final exam score.

If the determination of each student's final exam score (scale score) is being done by hand, 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 exam score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

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

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

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