

GEOMETRY

Wednesday, August 19, 2026 — 12:30 to 3:30 p.m., only

Student Name: _____

School Name: _____

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

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

A separate answer sheet for **Part I** has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet.

This examination has four parts, with a total of 35 questions. You must answer all questions in this examination. Record your answers to the Part I multiple-choice questions on the separate answer sheet. Write your answers to the questions in **Parts II, III, and IV** directly in this booklet. All work 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. Utilize the information provided for each question to determine your answer. Note that diagrams are not necessarily drawn to scale.

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.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

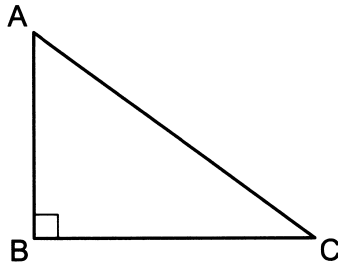
Answer all 24 questions in this part. Each correct answer will receive 2 credits. No partial credit will be allowed. Utilize the information provided for each question to determine your answer. Note that diagrams are not necessarily drawn to scale. For each statement or question, choose the word or expression that, of those given, best completes the statement or answers the question. Record your answers on your separate answer sheet. [48]

Use this space for
computations.

1 If $\triangle R'S'T'$ is the image of $\triangle RST$, under which transformation will the triangles be congruent?

- (1) a vertical stretch with a scale factor of 4
- (2) a horizontal stretch with a scale factor of 3
- (3) a translation of 3 units to the right and 4 units up
- (4) a dilation centered at the origin with a scale factor of 3

2 In right triangle ABC below, $m\angle B = 90^\circ$.



If $AB = 10.3$ and $AC = 14.8$, the measure of $\angle C$, to the nearest degree, is

- (1) 35°
- (2) 44°
- (3) 46°
- (4) 55°

3 Scalene triangle ABC is mapped onto triangle KLM by a rotation. Another triangle, XYZ , is mapped onto triangle KLM by a translation. Which statement is always true?

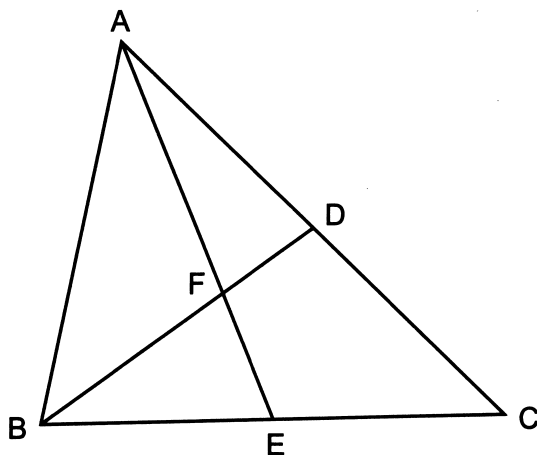
- (1) $\overline{BC} \cong \overline{XY}$
- (2) $\overline{KM} \cong \overline{YZ}$
- (3) $\angle A \cong \angle L$
- (4) $\angle B \cong \angle Y$

- 4 A solid spherical metal ball has a diameter of 3.5 cm. The density of the metal is 10.5 g/cm^3 . What is the mass of the metal ball, to the *nearest tenth of a gram*?

- (1) 134.7 (3) 235.7
(2) 179.6 (4) 1885.7

**Use this space for
computations.**

- 5 In the diagram below of $\triangle ABC$, the midpoint of $\overline{AC}$ is D , the midpoint of $\overline{BC}$ is E , and $\overline{AE}$ and $\overline{BD}$ intersect at F .

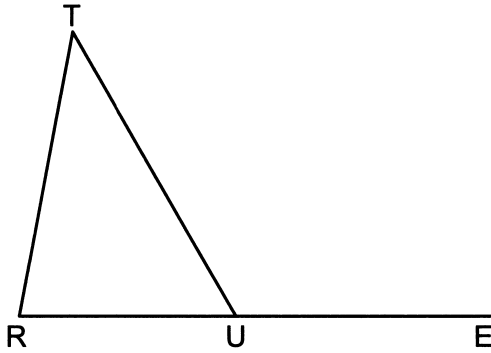


Which statement is always true?

- (1) $AE = 3(FE)$ (3) $AF = BF$
(2) $BF = 3(FD)$ (4) $AD = BE$
- 6 A square is rotated continuously around one of its sides. The three-dimensional object formed is a
- (1) cube (3) cylinder
(2) sphere (4) pyramid

Use this space for
computations.

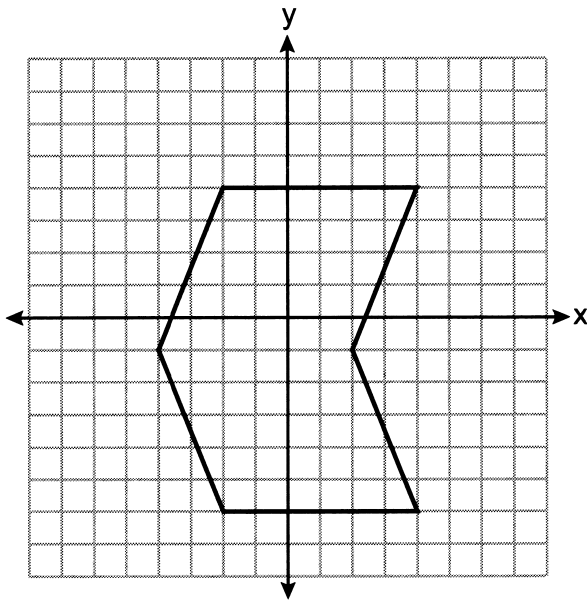
7 In $\triangle TRU$ below, $\overline{RU}$ is extended through U to point E .



If $m\angle TUE = 120^\circ$ and $m\angle R$ is twice $m\angle T$, then $m\angle R$ is

- | | |
|----------------|-----------------|
| (1) 40° | (3) 80° |
| (2) 60° | (4) 120° |

8 A hexagon is graphed on the set of axes below.

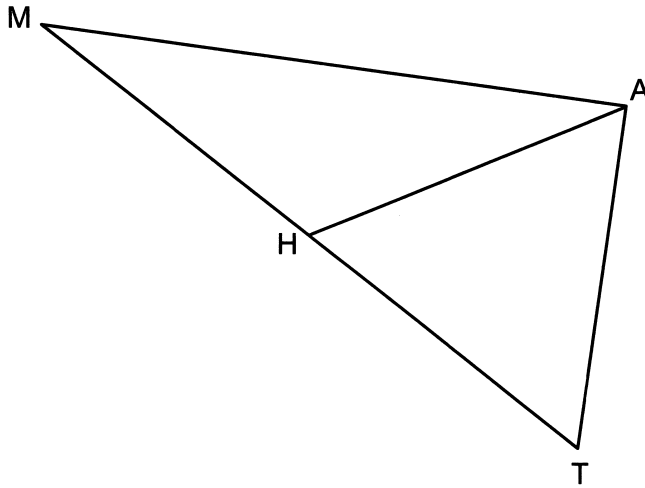


A reflection over which line would carry the hexagon onto itself?

- | | |
|--------------|---------------|
| (1) $y = -1$ | (3) y -axis |
| (2) $x = -1$ | (4) x -axis |

Use this space for
computations.

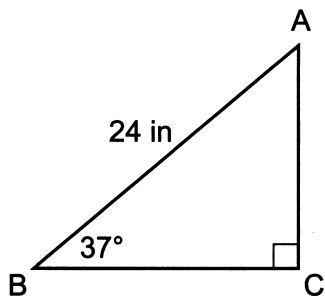
- 9 In scalene triangle MAT below, $\overline{AH}$ is drawn such that $\overline{MH} \cong \overline{TH} \cong \overline{AH}$.



Which angle is always congruent to $\angle HTA$?

- | | |
|------------------|------------------|
| (1) $\angle MAH$ | (3) $\angle AMH$ |
| (2) $\angle TAH$ | (4) $\angle THA$ |
- 10 A rectangular pyramid has a base whose dimensions are 16 by 12.
If the volume of the pyramid is 1536, what is its height?
- | | |
|--------|--------|
| (1) 24 | (3) 12 |
| (2) 16 | (4) 8 |

- 11 In $\triangle ABC$ below, $\angle C$ is a right angle, $AB = 24$ inches, and $m\angle B = 37^\circ$.



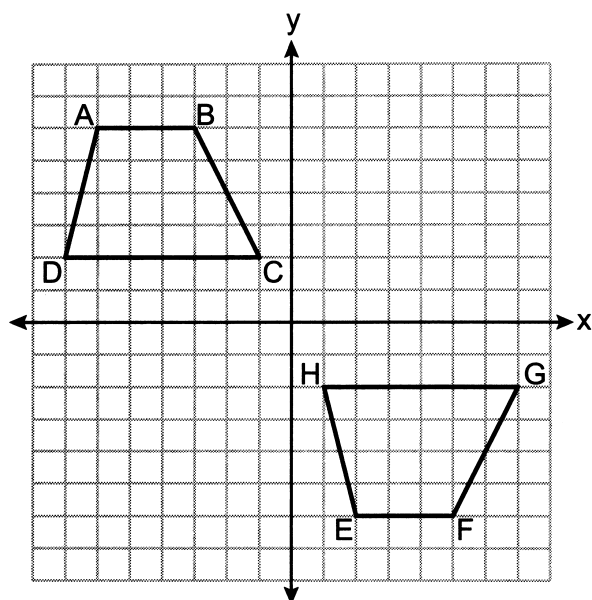
What is the length of $\overline{BC}$, to the *nearest inch*?

- | | |
|--------|--------|
| (1) 14 | (3) 19 |
| (2) 18 | (4) 30 |
- 12 The coordinates of the endpoints of $\overline{RST}$ are $R(-5, 6)$ and $T(3, 2)$.
If $RS:ST = 3:1$, what are the coordinates of point S ?
- | | |
|---------------|--------------|
| (1) $(-3, 5)$ | (3) $(0, 3)$ |
| (2) $(-1, 4)$ | (4) $(1, 3)$ |

**Use this space for
computations.**

Use this space for
computations.

13 Trapezoids $ABCD$ and $EFGH$ are graphed on the set of axes below.



Which sequence of transformations maps trapezoid $ABCD$ onto trapezoid $EFGH$?

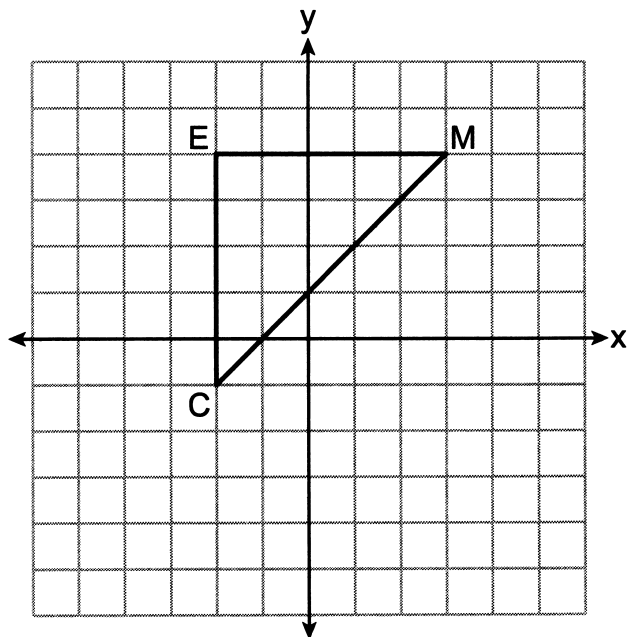
- (1) a translation of 8 units down followed by a 90° counterclockwise rotation about the origin
- (2) a reflection over the x -axis followed by a translation of 8 units right
- (3) a 180° rotation about the origin
- (4) a reflection over the line $y = x$

14 In parallelogram $PARK$, $m\angle P = (3x + 42)^\circ$ and $m\angle K = (5x - 22)^\circ$.
The measure of $\angle R$ is

- | | |
|-----------------|----------------|
| (1) 138° | (3) 78° |
| (2) 102° | (4) 42° |

Use this space for
computations.

- 15 Triangle CEM , with vertices at coordinates $C(-2, -1)$, $E(-2, 4)$, and $M(3, 4)$, is graphed on the set of axes below.



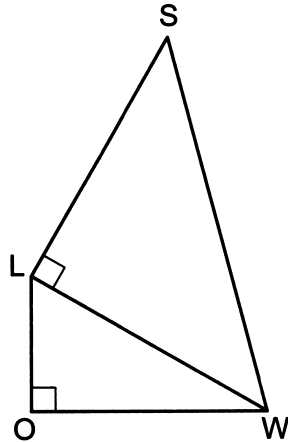
What is the perimeter of $\triangle CEM$?

- (1) $10 + 5\sqrt{2}$ (3) 12.5
(2) $15\sqrt{2}$ (4) 25
- 16 What is the slope of the perpendicular bisector of $\overline{MT}$ with endpoints whose coordinates are $M(-2, -7)$ and $T(3, 8)$?

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

Use this space for
computations.

17 In the diagram below, right triangles SLW and LOW are drawn.



If $m\angle S = 45^\circ$, $m\angle LWO = 30^\circ$, and $SW = 18\sqrt{2}$, the length of $\overline{OW}$ is

- (1) 9 (3) $9\sqrt{3}$
(2) $9\sqrt{2}$ (4) 18

18 What is an equation of a circle with its center at $(0, -4)$ and a diameter of 30?

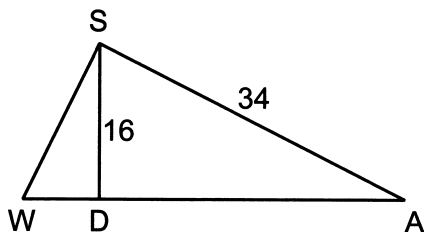
- (1) $x^2 + (y - 4)^2 = 225$ (3) $x^2 + (y - 4)^2 = 900$
(2) $x^2 + (y + 4)^2 = 225$ (4) $x^2 + (y + 4)^2 = 900$

19 Jane is baking a cake in an 8-inch, square-base baking pan that is 2 inches deep. If she filled the pan with batter to a height of 1.5 inches, approximately how many cups of batter did she pour into this pan? [1 cup = 14.4375 in^3]

- (1) 7 (3) 9
(2) 2 (4) 4

Use this space for
computations.

- 20 In the diagram below of right triangle WSA , altitude $\overline{SD}$ is drawn to hypotenuse $\overline{AW}$, $SD = 16$, and $SA = 34$.



What is the length of $\overline{WD}$, to the *nearest tenth*?

- (1) 4.3 (3) 7.5
(2) 6.8 (4) 8.5
- 21 Quadrilateral $WXYZ$ is the image of quadrilateral $ABCD$ after a dilation of scale factor $\frac{1}{2}$. Which statement is always true?
- (1) $AB = \frac{1}{2}(WX)$
(2) $m\angle W = \frac{1}{2}(m\angle A)$
(3) area of $WXYZ = \frac{1}{2}(\text{area of } ABCD)$
(4) perimeter of $WXYZ = \frac{1}{2}(\text{perimeter of } ABCD)$
- 22 In $\triangle AHL$, $AH = 10$, $HL = 12$, and $m\angle H = 40^\circ$. The area of $\triangle AHL$, to the *nearest square unit*, is
- (1) 39 (3) 60
(2) 46 (4) 77

**Use this space for
computations.**

23 Parallelogram $ABCD$ has diagonals $\overline{AC}$ and $\overline{BD}$, which intersect at point E . Which additional information is sufficient to prove $ABCD$ is a rhombus?

(1) $\overline{AE} \cong \overline{EC}$

(3) $m\angle DEC = 90^\circ$

(2) $\overline{AC} \cong \overline{BD}$

(4) $m\angle CDA = 90^\circ$

24 The line whose equation is $y = -2x - 6$ is dilated by a scale factor of $\frac{1}{2}$ centered at $(-1, -4)$. An equation of the line's image is

(1) $y = -x - 3$

(3) $y = -2x - 3$

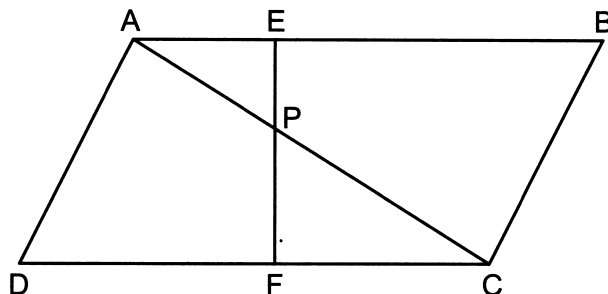
(2) $y = -x - 6$

(4) $y = -2x - 6$

Part II

Answer all 7 questions in this part. Each correct answer will receive 2 credits. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. Utilize the information provided for each question to determine your answer. Note that diagrams are not necessarily drawn to scale. 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. [14]

25 In the diagram below of parallelogram $ABCD$, $\overline{AE} \perp \overline{EF}$, and $\overline{EF}$ and $\overline{AC}$ intersect at P .

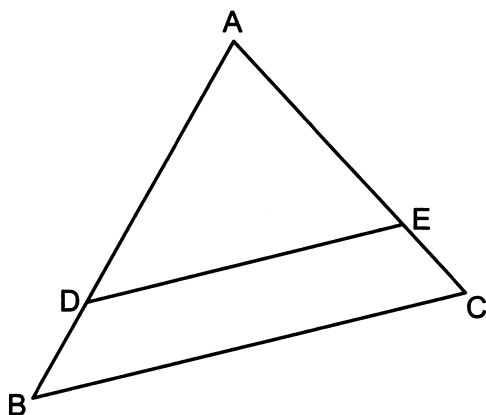


If $m\angle BCP = 84^\circ$ and $m\angle CPF = 56^\circ$, determine and state $m\angle D$.

26 The city of Buffalo, New York is approximately 40.5 square miles and has a population of 258,959 people. The city of Albany, New York is approximately 21.5 square miles and has a population of 98,424 people. (Data collected in 2013.)

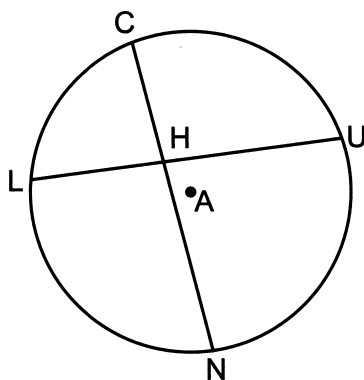
Which city has the higher population density? Justify your answer.

27 In $\triangle ABC$ below, points D and E are on $\overline{AB}$ and $\overline{AC}$, respectively, such that $\overline{DE} \parallel \overline{BC}$.



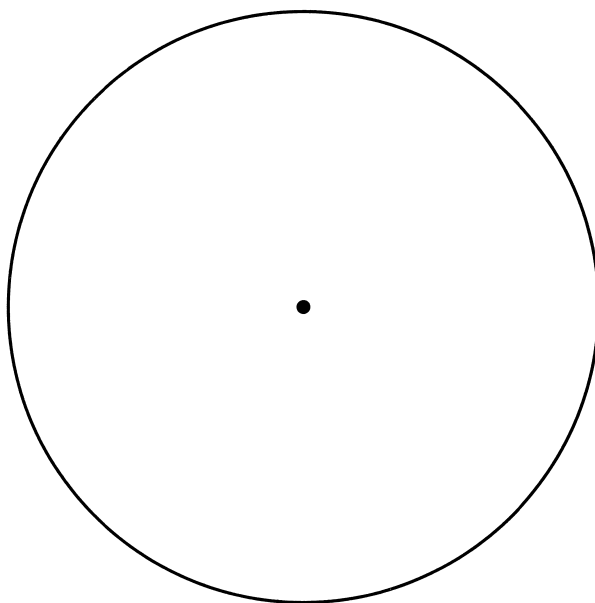
If $AB = 6.6$, $DB = 1.8$, and $AE = 4$, determine and state the length of $\overline{EC}$.

28 In circle A below, chords $\overline{CN}$ and $\overline{UL}$ intersect at H.

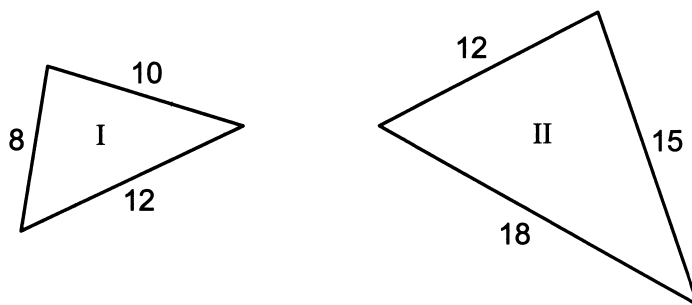


If $m\widehat{LC} = 64^\circ$ and $m\widehat{NU} = 108^\circ$, determine and state $m\angle CHL$.

- 29** Use a compass and straightedge to construct an equilateral triangle inscribed in the circle below.
[Leave all construction marks.]

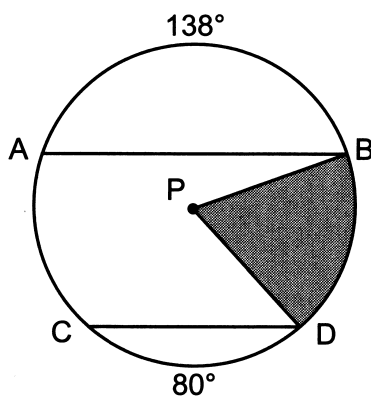


- 30** In the diagram below, triangle I has side lengths of 8, 10, and 12, and triangle II has side lengths of 12, 15, and 18.



Explain why triangle I is similar to triangle II.

- 31 In circle P below, chords $\overline{AB}$ and $\overline{CD}$ are parallel, radii $\overline{PB}$ and $\overline{PD}$ are drawn, $m\widehat{AB} = 138^\circ$, and $m\widehat{CD} = 80^\circ$.



If $PB = 14$ inches, determine and state the area of shaded sector BPD , to the *nearest square inch*.

Part III

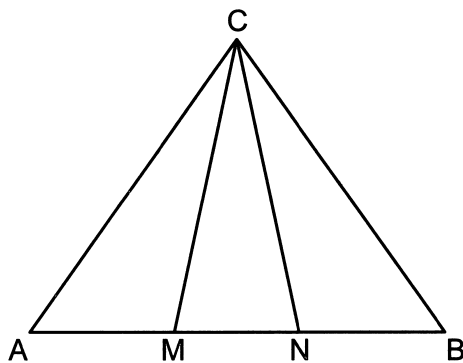
Answer all 3 questions in this part. Each correct answer will receive 4 credits. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. Utilize the information provided for each question to determine your answer. Note that diagrams are not necessarily drawn to scale. 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]

32 A cylindrical container is completely filled with water. The inside of the cylinder has a diameter of 10 inches and is 20 inches tall.

Cone-shaped cups are filled from the container. The inside of a cone cup has a diameter of 3.25 inches and a height of 4.25 inches.

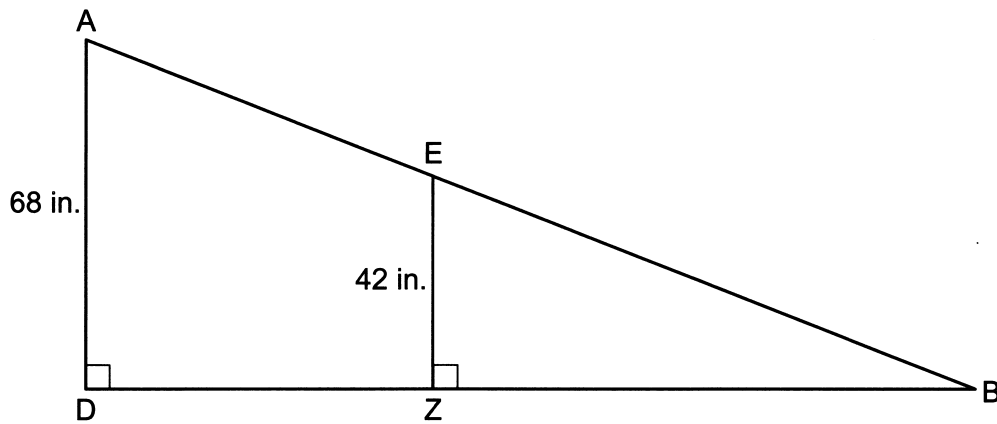
Determine and state the maximum number of full cups of water that can be filled from the cylindrical container.

33 Given: Isosceles triangle ABC with vertex angle ACB , $\overline{AM} \cong \overline{BN}$



Prove: $\triangle CAN \cong \triangle CBM$

- 34** Deshawn and Ziggy are standing on the ground at points D and Z , respectively. Deshawn is 68 inches tall, Ziggy is 42 inches tall, and $\overline{DZB}$ and $\overline{AEB}$ are drawn, as modeled below.



The angle of elevation from point B to the tops of their heads at A and E is 23° . Determine and state the distance between D and Z , to the *nearest inch*.

Part IV

Answer the question in this part. A correct answer will receive 6 credits. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. Utilize the information provided to determine your answer. Note that diagrams are not necessarily drawn to scale. 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. [6]

35 The coordinates of the vertices of quadrilateral $SHED$ are $S(0, 0)$, $H(3, 4)$, $E(8, 0)$, and $D(5, -4)$.

Prove $SHED$ is a parallelogram.

[The use of the set of axes on the next page is optional.]

Prove $SHED$ is *not* a rectangle.

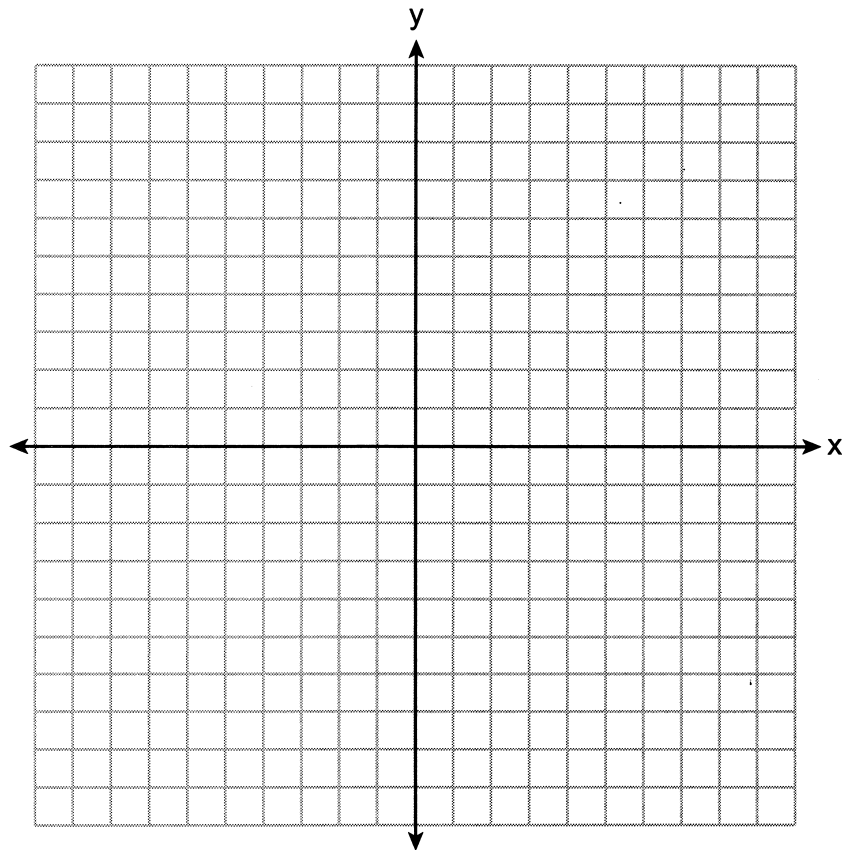
[The use of the set of axes on the next page is optional.]

Question 35 is continued on the next page.

Question 35 continued

Prove $SHED$ is *not* a rhombus.

[The use of the set of axes below is optional.]



FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GEOMETRY

Wednesday, August 19, 2026 — 12:30 to 3:30 p.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's website during the rating period. Check this website at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "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.

The Department is providing supplemental scoring guidance, the "Model Response Set," for the Regents Examination in Geometry. This guidance is intended to be part of the scorer training. Schools should use the Model Response Set along with the rubrics in the Rating Guide to help guide 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 website at: <https://www.nysedregents.org/geometryre/>.

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 *Directions for Scoring Regents Examinations*.

Do *not* attempt to correct the student's work by making insertions or changes of any kind. In scoring the constructed-response questions, 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. No one teacher is to score more than approximately one-third of the constructed-response questions on a student's paper. Teachers may not score their own students' answer papers. On the student's separate answer sheet, for each question, record the number of credits earned and the teacher's assigned rater/scorer letter.

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.

Raters should record the student's scores for all questions and the total raw score on the student's separate 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 website at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Because scale scores corresponding to raw scores in the conversion chart may change from one administration 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 student's scale score should be entered in the box provided on the student's separate answer sheet. The scale score is the student's final examination score.

General Rules for Applying Mathematics Rubrics

I. General Principles for Rating

The rubrics for the constructed-response questions on the Regents Examination in Geometry 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 *Directions for Scoring Regents Examinations*, use their own professional judgment, confer with other mathematics teachers, and/or contact 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, graphs, 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 a 4-credit question and no more than 3 credits should be deducted in a 6-credit question. 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.

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.

For 4- and 6-credit questions, 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. Refer to the rubric for specific scoring guidelines.

Part II

For each question, use the specific criteria to award a maximum of 2 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

- (25) [2] 62, and correct work is shown, such as a correctly labeled diagram.
- [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] 62, but no work is shown.
- [0] A zero response 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.
- (26) [2] Buffalo is indicated, and correct work is shown.
- [1] Appropriate work is shown, but one computational error is made. An appropriate city is stated.
- or*
- [1] Appropriate work is shown, but one conceptual error is made. An appropriate city is stated.
- or*
- [1] Correct work is shown to find both population densities, but Buffalo is not indicated.
- [0] Buffalo, but no work is shown.
- or*
- [0] A zero response 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.

- (27) [2] 1.5, and correct 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] A correct proportion is written to find the length of $\overline{EC}$, but no further correct work is shown.
- or*
- [1] 1.5, but no work is shown.
- [0] A zero response 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.
- (28) [2] 86, and correct 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] 86, but no work is shown.
- [0] A zero response 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.
- (29) [2] A correct construction is drawn showing all appropriate arcs, and the equilateral triangle is drawn.
- [1] Appropriate work is shown, but one construction error is made.
- or*
- [1] A correct construction is drawn showing all appropriate arcs, but the equilateral triangle is not drawn.
- [0] A drawing that is not an appropriate construction is shown.
- or*
- [0] A zero response 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.

- (30) [2] A complete and correct explanation is written.
- [1] An appropriate explanation is written, but one conceptual error is made.
- or*
- [1] Correct proportions are written, but the explanation is incomplete or partially correct.
- [0] Correct proportions are written, but the explanation is missing or incorrect.
- or*
- [0] A zero response 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.
- (31) [2] 121, and correct 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.
- or*
- [1] Correct work is shown to find $m\widehat{BD}$ or $m\angle BPD$.
- or*
- [1] 121, but no work is shown.
- [0] A zero response 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.
-

Part III

For each question, use the specific criteria to award a maximum of 4 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

(32) [4] 133, and correct work is shown.

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

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

or

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

or

[2] Correct work is shown to find the volume of the cylinder and the volume of the cone, but no further correct work is shown.

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

or

[1] Correct work is shown to find the volume of the cylinder or the volume of the cone, but no further correct work is shown.

or

[1] 133, but no work is shown.

[0] A zero response 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.

- (33) [4] A complete and correct proof that includes a concluding statement is written.
- [3] A proof is written that demonstrates a thorough understanding of the method of proof and contains no conceptual errors, but one statement and/or reason is missing or incorrect, or the concluding statement is missing.
- [2] A proof is written that demonstrates a method of proof and contains no conceptual errors, but two statements and/or reasons are missing or incorrect.
- or*
- [2] A proof is written that demonstrates a method of proof, but one conceptual error is made.
- [1] Only one correct relevant statement and reason are written.
- [0] The “given” and/or the “prove” statements are written, but no further correct relevant statements are written.
- or*
- [0] A zero response 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.

- (34) [4] 61, and correct work is shown.
- [3] Appropriate work is shown, but one computational or rounding error is made.
- or*
- [3] Correct work is shown to find the lengths of $\overline{BD}$ and $\overline{BZ}$, but no further correct work is shown.
- [2] Appropriate work is shown, but two computational or rounding errors are made.
- or*
- [2] Appropriate work is shown, but one conceptual error is made.
- or*
- [2] Correct work is shown to find the length of $\overline{BD}$ or $\overline{BZ}$, but no further correct work is shown.
- [1] Appropriate work is shown, but one conceptual error and one computational or rounding error are made.
- or*
- [1] At least one correct relevant trigonometric equation is written, but no further correct work is shown.
- or*
- [1] 61, but no work is shown.
- [0] A zero response 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.
-

Part IV

For this question, use the specific criteria to award a maximum of 6 credits. Unless otherwise specified, mathematically correct alternative solutions should be awarded appropriate credit.

- (35) [6] Correct work is shown to prove $SHED$ is a parallelogram, not a rectangle, and not a rhombus. Correct concluding statements are written.
- [5] Appropriate work is shown, but one computational or graphing error is made.
- or*
- [5] Appropriate work is shown, but one concluding statement is missing or incorrect.
- [4] Appropriate work is shown, but two computational or graphing errors are made.
- or*
- [4] Correct work is shown to prove $SHED$ is a parallelogram and not a rectangle, and correct concluding statements are written, but no further correct work is shown.
- or*
- [4] Correct work is shown to prove $SHED$ is a parallelogram and not a rhombus, and correct concluding statements are written, but no further correct work is shown.
- or*
- [4] Correct work is shown to prove $SHED$ is not a rectangle and not a rhombus, and correct concluding statements are written, but no further correct work is shown.
- [3] Appropriate work is shown, but three or more computational or graphing errors are made.
- [2] Correct work is shown to prove $SHED$ is a parallelogram, and a correct concluding statement is made, but no further correct work is shown.
- or*
- [2] Correct work is shown to prove $SHED$ is not a rectangle, and a correct concluding statement is made, but no further correct work is shown.
- or*
- [2] Correct work is shown to prove $SHED$ is not a rhombus, and a correct concluding statement is made, but no further correct work is shown.

[1] Correct work is shown to prove *SHED* is a parallelogram, but the concluding statement is missing or incorrect.

or

[1] Correct work is shown to prove *SHED* is not a rectangle, but the concluding statement is missing or incorrect.

or

[1] Correct work is shown to prove *SHED* is not a rhombus, but the concluding statement is missing or incorrect.

[0] A zero response 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.

**Map to the Learning Standards
Geometry
August 2026**

Question	Type	Credits	Cluster
1	Multiple Choice	2	G-CO.B
2	Multiple Choice	2	G-SRT.C
3	Multiple Choice	2	G-CO.B
4	Multiple Choice	2	G-MG.A
5	Multiple Choice	2	G-SRT.B
6	Multiple Choice	2	G-GMD.B
7	Multiple Choice	2	G-CO.C
8	Multiple Choice	2	G-CO.A
9	Multiple Choice	2	G-CO.C
10	Multiple Choice	2	G-GMD.A
11	Multiple Choice	2	G-SRT.C
12	Multiple Choice	2	G-GPE.B
13	Multiple Choice	2	G-CO.A
14	Multiple Choice	2	G-CO.C
15	Multiple Choice	2	G-GPE.B
16	Multiple Choice	2	G-GPE.B
17	Multiple Choice	2	G-SRT.C
18	Multiple Choice	2	G-GPE.A
19	Multiple Choice	2	G-MG.A
20	Multiple Choice	2	G-SRT.B
21	Multiple Choice	2	G-SRT.A
22	Multiple Choice	2	G-SRT.D
23	Multiple Choice	2	G-CO.C
24	Multiple Choice	2	G-SRT.A
25	Constructed Response	2	G-CO.C
26	Constructed Response	2	G-MG.A
27	Constructed Response	2	G-SRT.B
28	Constructed Response	2	G-C.A
29	Constructed Response	2	G-CO.D
30	Constructed Response	2	G-SRT.B
31	Constructed Response	2	G-C.B
32	Constructed Response	4	G-MG.A
33	Constructed Response	4	G-CO.C
34	Constructed Response	4	G-SRT.C
35	Constructed Response	6	G-GPE.B

Regents Examination in Geometry – AUGUST 2026

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

(Use for the August 2026 exam only.)

Raw Score	Scale Score	Performance Level
80	100	5
79	99	5
78	97	5
77	96	5
76	94	5
75	93	5
74	92	5
73	91	5
72	90	5
71	89	5
70	88	5
69	87	5
68	86	5
67	85	5
66	84	4
65	83	4
64	83	4
63	82	4
62	81	4
61	81	4
60	80	4
59	79	3
58	79	3
57	78	3
56	78	3
55	77	3
54	77	3

Raw Score	Scale Score	Performance Level
53	76	3
52	75	3
51	75	3
50	74	3
49	74	3
48	73	3
47	73	3
46	72	3
45	71	3
44	71	3
43	70	3
42	70	3
41	69	3
40	69	3
39	68	3
38	67	3
37	67	3
36	66	3
35	65	3
34	64	2
33	63	2
32	63	2
31	62	2
30	61	2
29	61	2
28	60	2
27	59	2

Raw Score	Scale Score	Performance Level
26	58	2
25	57	2
24	56	2
23	55	2
22	54	1
21	52	1
20	51	1
19	50	1
18	49	1
17	47	1
16	46	1
15	44	1
14	42	1
13	40	1
12	38	1
11	36	1
10	34	1
9	31	1
8	29	1
7	26	1
6	23	1
5	20	1
4	16	1
3	13	1
2	9	1
1	4	1
0	0	1

To determine the student's final examination score (scale 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.

Schools are not permitted to rescore any of the open-ended 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.

Because scale scores corresponding to raw scores in the conversion chart change from one administration 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.