

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

MATHEMATICS A

Wednesday, June 19, 2002 — 1:15 to 4:15 p.m., only

Print Your Name:

Print Your School's Name:

Print your name and the name of your school in the boxes above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet.

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. Any work done on this sheet of scrap graph paper will *not* be scored. All work should be written in pen, except graphs and drawings, which should be done in pencil.

This examination has four parts, with a total of 35 questions. You must answer all questions in this examination. Write 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. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc.

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 minimum of a scientific calculator, a straightedge (ruler), and a compass must be available for your use while taking this examination.

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

Part I

Answer all questions in this part. Each correct answer will receive 2 credits. No partial credit will be allowed. Record your answers in the spaces provided on the separate answer sheet. [40]

- 1 Jamie is 5 years older than her sister Amy. If the sum of their ages is 19, how old is Jamie?

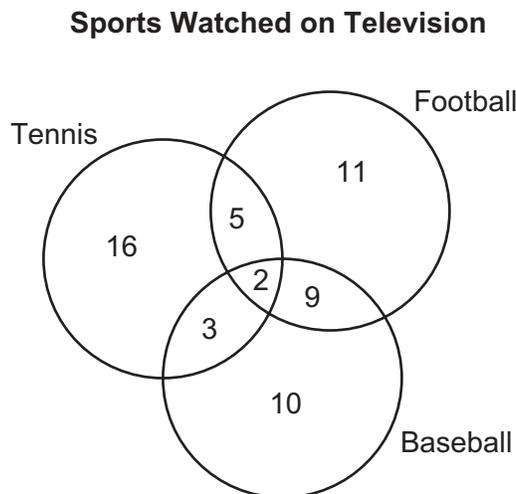
- (1) 5
(2) 7
(3) 12
(4) 14

Use this space for computations.

- 2 If the probability that it will rain on Thursday is $\frac{5}{6}$, what is the probability that it will *not* rain on Thursday?

- (1) 1
(2) 0
(3) $\frac{1}{6}$
(4) $\frac{5}{6}$

- 3 The accompanying diagram shows the results of a survey asking which sports the members of the Key Club watch on television.



Which statement or statements are true?

- I The most watched sport is tennis.
II The least watched sport is baseball.
III More Key Club members watch tennis than football.

- (1) I, only
(2) II, only
(3) I and II, only
(4) II and III, only

**Use this space for
computations.**

4 During each marking period, there are five tests. If Vanita needs a 65 average to pass this marking period and her first four grades are 60, 72, 55, and 80, what is the *lowest* score she can earn on the last test to have a passing average?

- (1) 58 (3) 80
(2) 65 (4) 100

5 What is the slope of the linear equation $5y - 10x = -15$?

- (1) 10 (3) -10
(2) 2 (4) -15

6 Which expression is a factor of $n^2 + 3n - 54$?

- (1) $n + 6$ (3) $n - 9$
(2) $n^2 + 9$ (4) $n + 9$

7 If 3.85×10^6 is divided by 385×10^4 , the result is

- (1) 1 (3) 3.85×10^2
(2) 0.01 (4) 3.85×10^{10}

8 Two triangles are similar. The lengths of the sides of the smaller triangle are 3, 5, and 6, and the length of the longest side of the larger triangle is 18. What is the perimeter of the larger triangle?

- (1) 14 (3) 24
(2) 18 (4) 42

9 Which letter has point symmetry?

- (1) **A** (3) **H**
(2) **B** (4) **W**

Use this space for
computations.

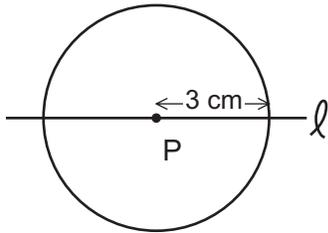
10 If two lines are parallel and the slope of one of the lines is m , what is the product of their slopes?

- (1) 1 (3) m^2
(2) $2m$ (4) 0

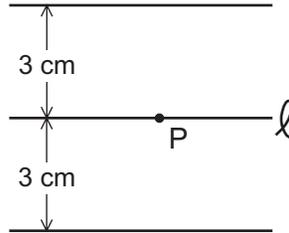
11 Which is an irrational number?

- (1) 0 (3) $-\frac{1}{3}$
(2) π (4) $\sqrt{9}$

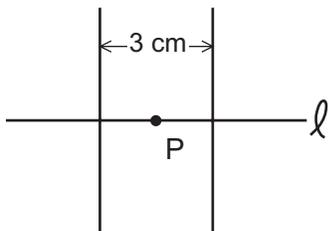
12 If point P lies on line ℓ , which diagram represents the locus of points 3 centimeters from point P ?



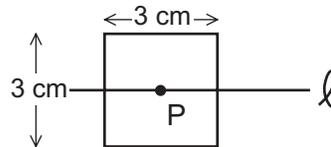
(1)



(3)



(2)



(4)

Use this space for computations.

13 What is the measure, in degrees, of each exterior angle of a regular hexagon?

- (1) 45
- (2) 60
- (3) 120
- (4) 135

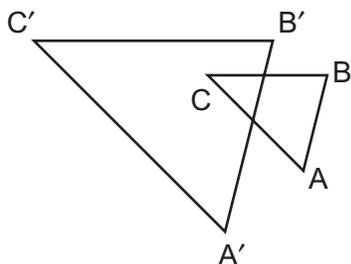
14 What is the solution of the equation $3y - 5y + 10 = 36$?

- (1) -13
- (2) 2
- (3) 4.5
- (4) 13

15 If the circumference of a circle is doubled, the diameter of the circle

- (1) remains the same
- (2) increases by 2
- (3) is multiplied by 4
- (4) is doubled

16 In the accompanying diagram, $\triangle ABC$ is similar to but not congruent to $\triangle A'B'C'$.



Which transformation is represented by $\triangle A'B'C'$?

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

17 The expression $15 - 3[2 + 6(-3)]$ simplifies to

- (1) -45
- (2) -33
- (3) 63
- (4) 192

18 The expression $\sqrt{90} \cdot \sqrt{40} - \sqrt{8} \cdot \sqrt{18}$ simplifies to

(1) 22.9

(3) 864

(2) 48

(4) 3,456

Use this space for
computations.

19 If $x = 2a - b^2$, then a equals

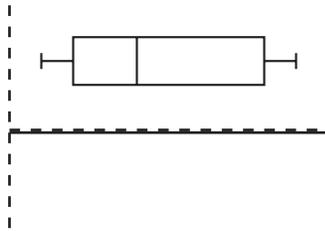
(1) $\frac{x-b^2}{2}$

(3) $\frac{b^2-x}{2}$

(2) $\frac{x+b^2}{2}$

(4) $x + b^2$

20 The accompanying diagram is an example of which type of graph?



(1) bar graph

(3) histogram

(2) stem-and-leaf plot

(4) box-and-whisker plot

Part II

Answer all 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. [10]

21 Given the true statement “John is not handsome” and the false statement “John is handsome or smart.” Determine the truth value for the statement “John is smart.”

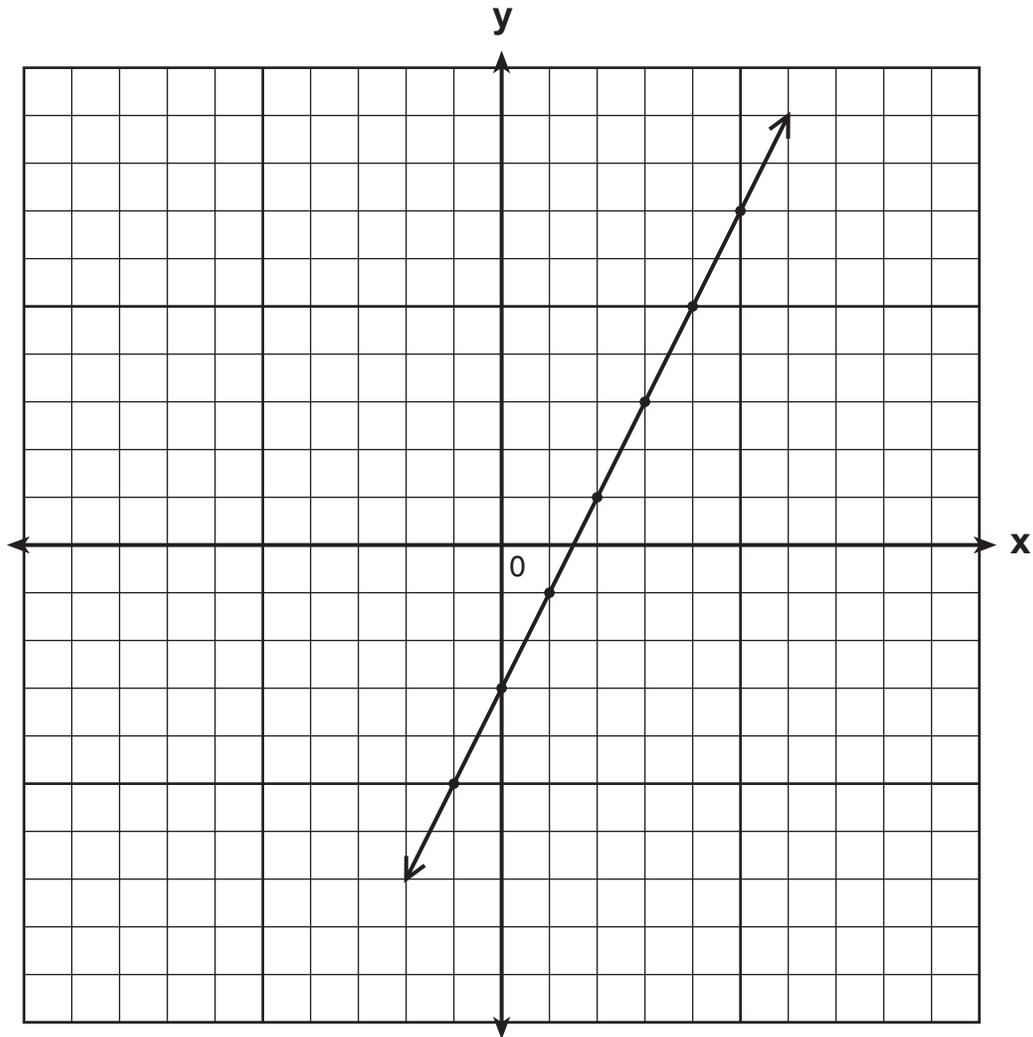
22 Ninety percent of the ninth grade students at Richbartville High School take algebra. If 180 ninth grade students take algebra, how many ninth grade students do *not* take algebra?

23 If the instructions for cooking a turkey state “Roast turkey at 325° for 20 minutes per pound,” how many *hours* will it take to roast a 20-pound turkey at 325° ?

24 An addition table for a subset of real numbers is shown below. Which number is the identity element? Explain your answer.

+	0	1	2	3
0	0	1	2	3
1	1	2	3	4
2	2	3	4	0
3	3	4	0	1

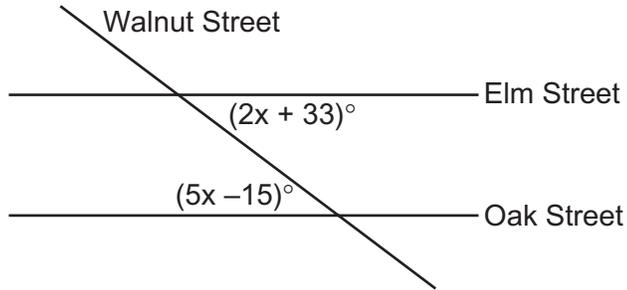
25 Write the equation for the line shown in the accompanying graph.
Explain your answer.



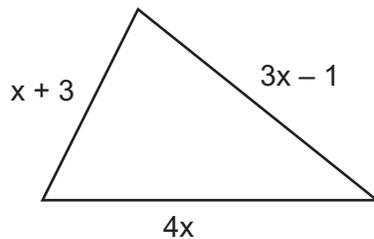
Part III

Answer all questions in this part. Each correct answer will receive 3 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. [15]

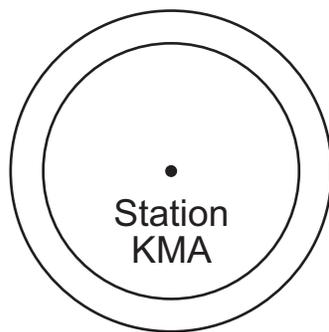
- 26 Two parallel roads, Elm Street and Oak Street, are crossed by a third, Walnut Street, as shown in the accompanying diagram. Find the number of degrees in the acute angle formed by the intersection of Walnut Street and Elm Street.



- 27 The plot of land illustrated in the accompanying diagram has a perimeter of 34 yards. Find the length, in yards, of *each* side of the figure. Could these measures actually represent the measures of the sides of a triangle? Explain your answer.

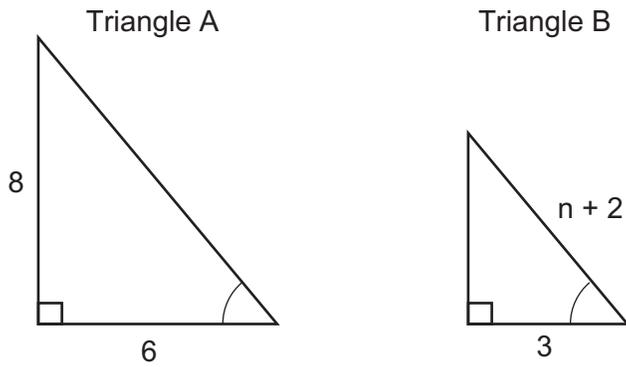


- 28 As shown in the accompanying diagram, radio station KMA is increasing its radio listening radius from 40 miles to 50 miles. How many additional square miles of listening area, to the *nearest tenth*, will the radio station gain?



29 Solve for x : $x^2 + 3x - 28 = 0$

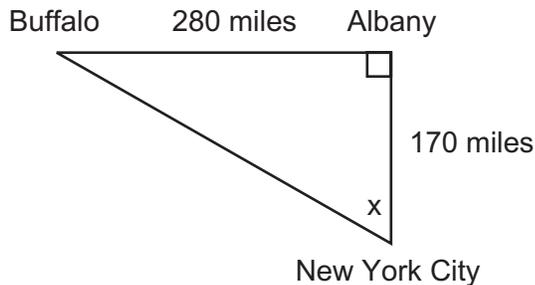
30 In the accompanying diagram, triangle A is similar to triangle B . Find the value of n .



Part IV

Answer all 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. [20]

- 31 As seen in the accompanying diagram, a person can travel from New York City to Buffalo by going north 170 miles to Albany and then west 280 miles to Buffalo.



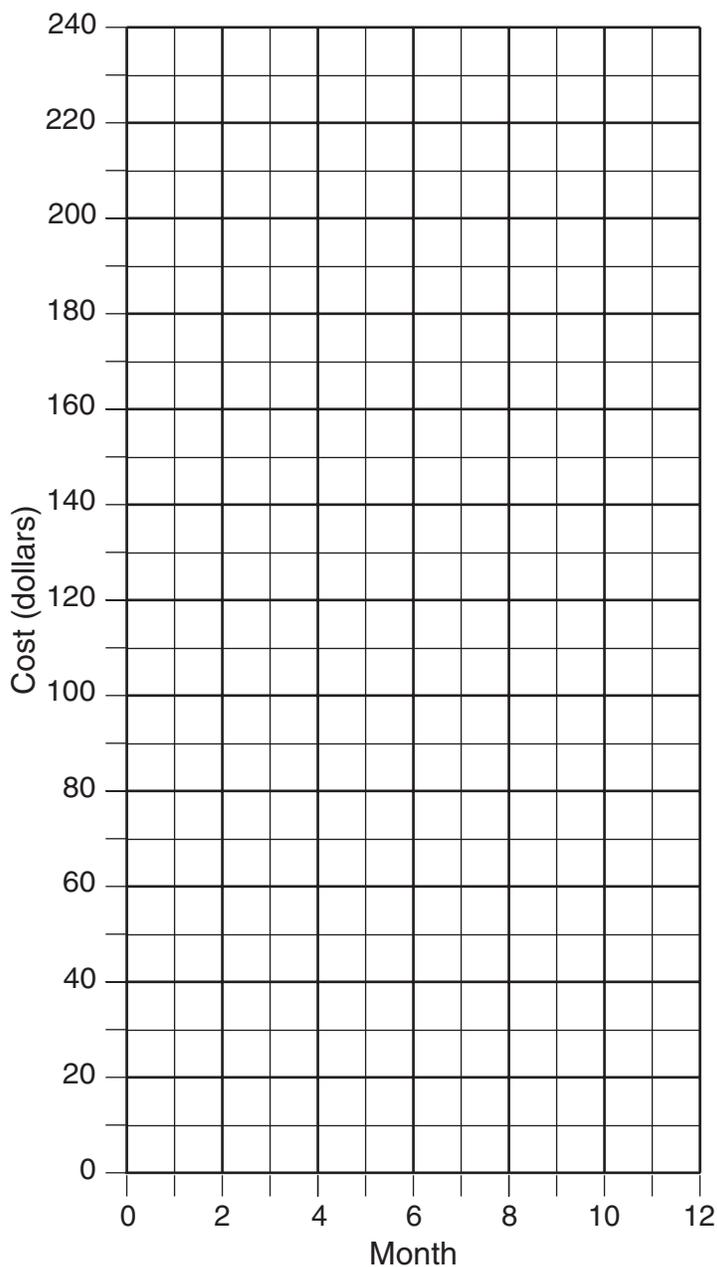
- a** If an engineer wants to design a highway to connect New York City directly to Buffalo, at what angle, x , would she need to build the highway? Find the angle to the *nearest degree*.
- b** To the *nearest mile*, how many miles would be saved by traveling directly from New York City to Buffalo rather than by traveling first to Albany and then to Buffalo?

32 At Ron's Rental, a person can rent a big-screen television for \$10 a month plus a one-time "wear-and-tear" fee of \$100. At Josie's Rental, the charge is \$20 a month and an additional charge of \$20 for delivery with no "wear-and-tear" fee.

a If c equals the cost, write one equation representing the cost of the rental for m months at Ron's Rental and one equation representing the cost of the rental for m months at Josie's Rental.

b On the accompanying grid, graph and label *each* equation.

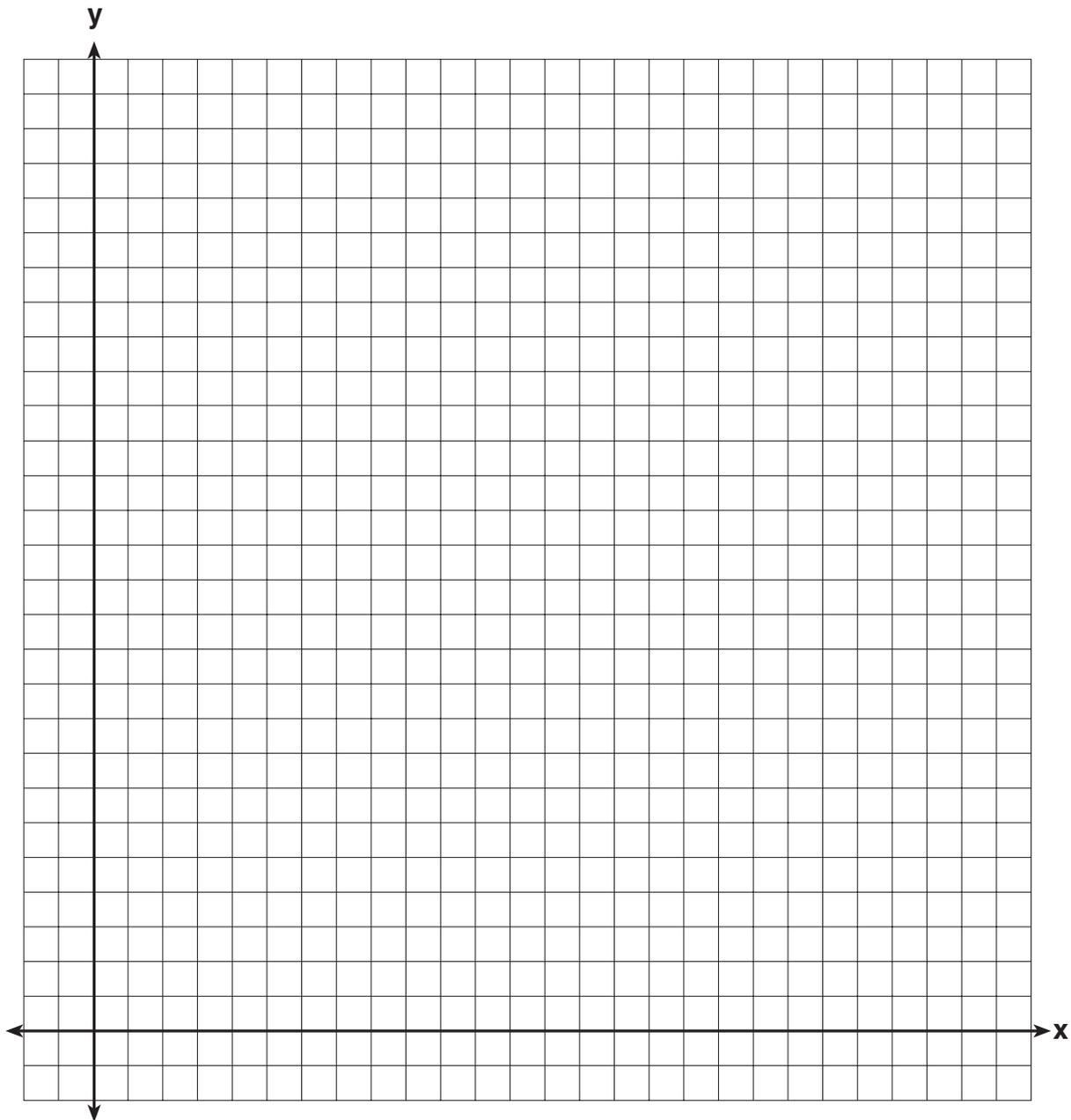
c From your graph, determine in which month Josie's cost will equal Ron's cost.



33 Mr. Perez owns a sneaker store. He bought 350 pairs of basketball sneakers and 150 pairs of soccer sneakers from the manufacturers for \$62,500. He sold all the sneakers and made a 25% profit. If he sold the soccer sneakers for \$130 per pair, how much did he charge for one pair of basketball sneakers?

34 Alexi's wallet contains four \$1 bills, three \$5 bills, and one \$10 bill. If Alexi randomly removes two bills without replacement, determine whether the probability that the bills will total \$15 is greater than the probability that the bills will total \$2.

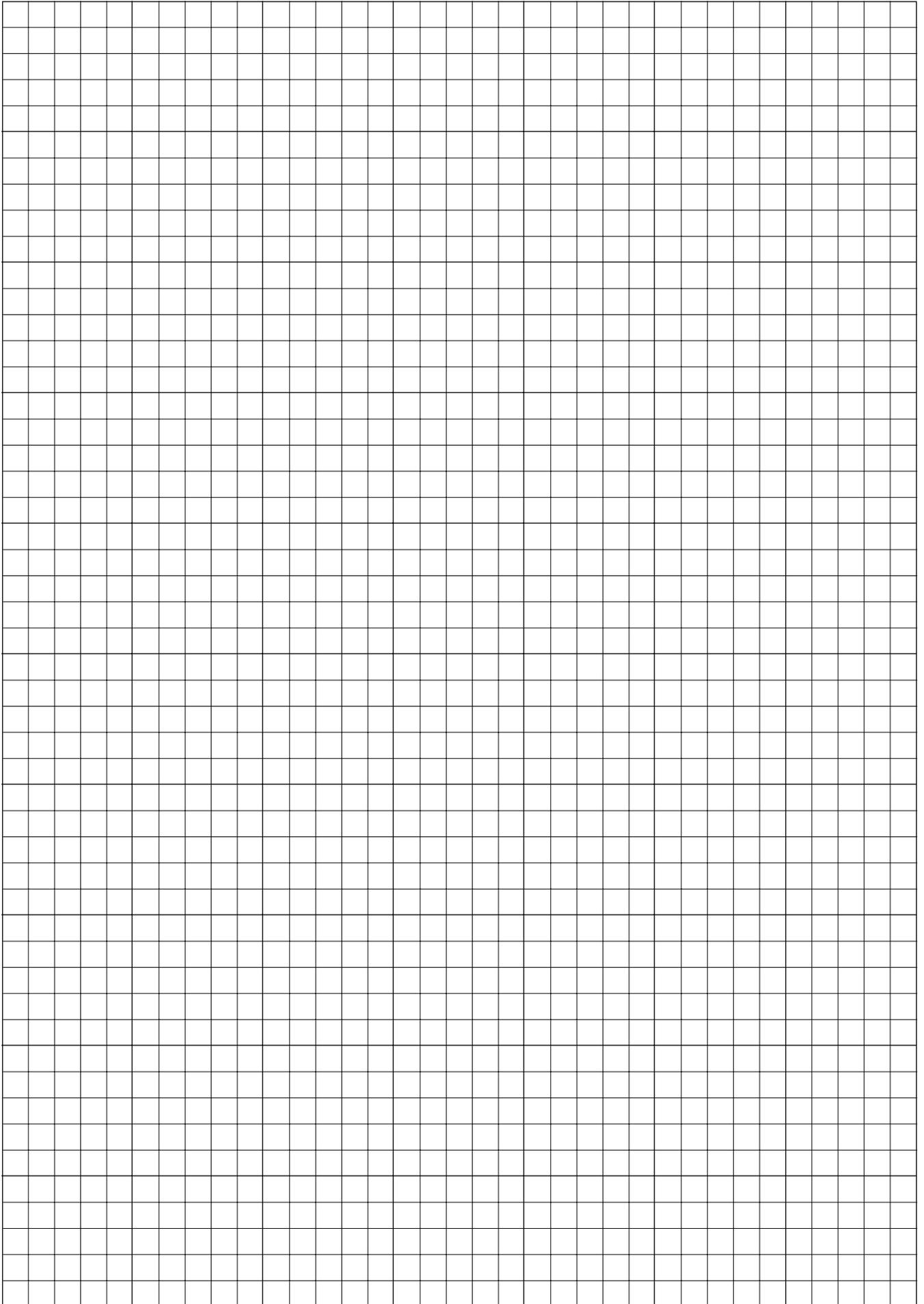
35 A rocket is launched from the ground and follows a parabolic path represented by the equation $y = -x^2 + 10x$. At the same time, a flare is launched from a height of 10 feet and follows a straight path represented by the equation $y = -x + 10$. Using the accompanying set of axes, graph the equations that represent the paths of the rocket and the flare, and find the coordinates of the point or points where the paths intersect.



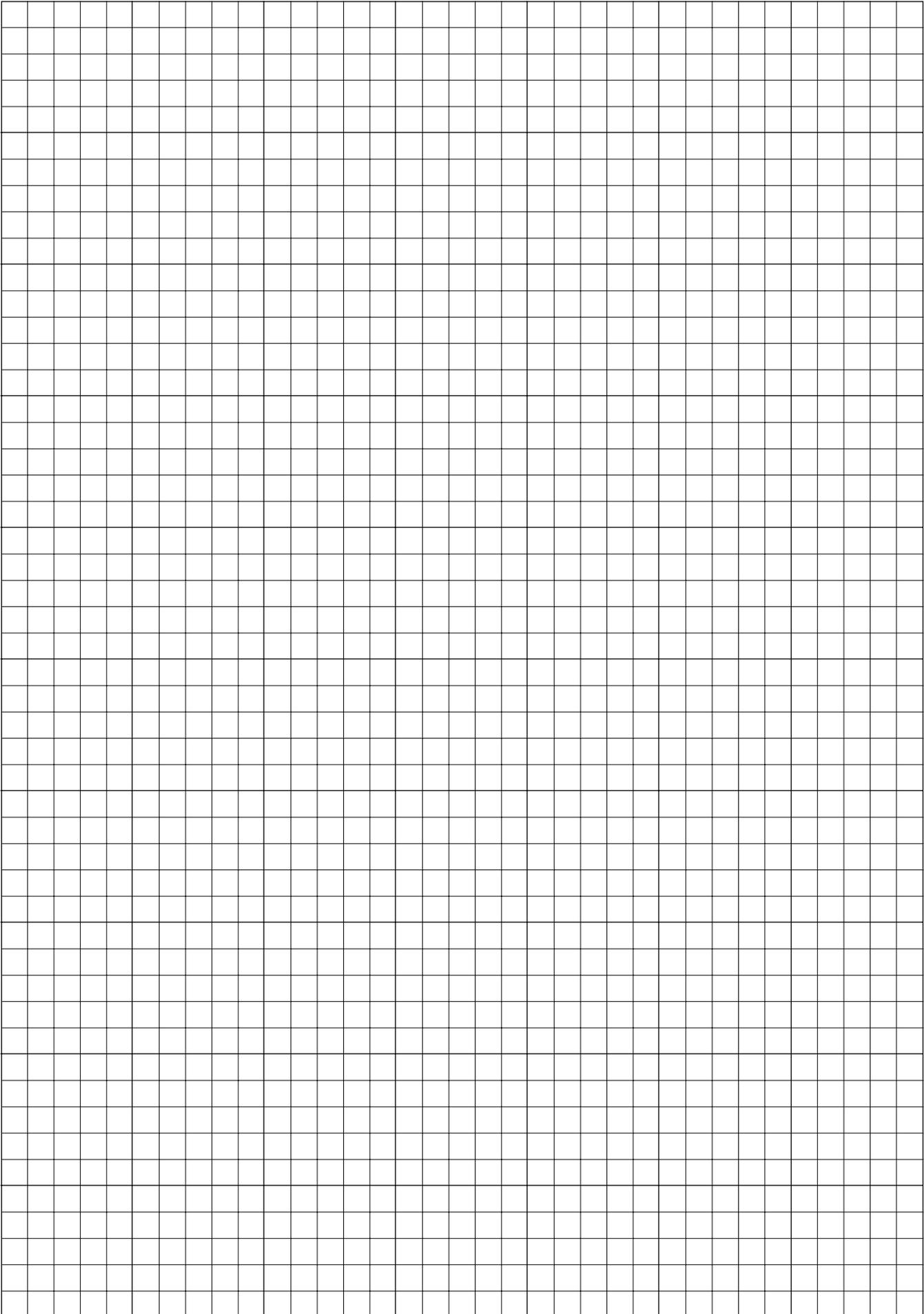
Scrap Graph Paper — This sheet will *not* be scored.

Tear Here

Tear Here



Scrap Graph Paper — This sheet will *not* be scored.



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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

MATHEMATICS A

Wednesday, June 19, 2002 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Student Sex: Male Female Grade

Teacher School

Your answers to Part I should be recorded on this answer sheet.

Part I

Answer all 20 questions in this part.

- 1 6 11 16
2 7 12 17
3 8 13 18
4 9 14 19
5 10 15 20

Your answers for Parts II, III, and IV should be written in the test booklet.

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

ERRATA SHEET

Notice to Teachers

Mathematics A Scoring Key

Wednesday, June 19, 2002—1:15 p.m.

The scoring rubric for question 23 of the Mathematics A examination should be modified as described below.

The section of the rubric for question 23 that reads “[1] Appropriate work is shown, but the answer is rounded to the nearest hour” should be omitted.

Students who solved the problem, showed appropriate work, and gave one of the correct answers specified on the key $\left(6\frac{2}{3}$ or 6 hr 40 min or $6.\overline{66}$) should receive full credit for the response, even if the student subsequently rounded the answer up to 7.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

MATHEMATICS A

Wednesday, June 19, 2002 — 1:15 to 4:15 p.m., only

SCORING KEY

Mechanics of Rating

The following procedures are to be followed for scoring student answer papers for the Mathematics A examination. More detailed information about scoring is provided in the publication *Information Booklet for Administering and Scoring the Regents Examinations in Mathematics A and Mathematics B*.

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 checkmarks 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 scaled score by using the conversion chart printed at the end of this key. The student's scaled score should be entered in the box provided on the student's detachable answer sheet. The scaled score is the student's final examination score.

Part I

Allow a total of 40 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) 3	(6) 4	(11) 2	(16) 4
(2) 3	(7) 1	(12) 1	(17) 3
(3) 2	(8) 4	(13) 2	(18) 2
(4) 1	(9) 3	(14) 1	(19) 2
(5) 2	(10) 3	(15) 4	(20) 4

Part II

For each question, use the specific criteria to award a maximum of two credits.

- (21) [2] False, and an appropriate explanation is given.
- [1] Appropriate work is shown, but the truth value is missing or is incorrect.
- [0] False, but no explanation is given.
- or***
- [0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.
- (22) [2] 20, and appropriate work is shown, such as $(180 \div 0.9) - 180$.
- [1] A partial answer is found, such as 200 students are enrolled, but 180 is not subtracted from the answer.
- or***
- [1] An appropriate equation is shown, but one computational error is made, but 180 is subtracted.
- or***
- [1] An answer of 18 is found by subtracting 180×0.9 from 180.
- 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.

(23) [2] $6\frac{2}{3}$ or 6 hr 40 min or $6.\overline{66}$ or an equivalent answer, and appropriate work is shown.

[1] 400 min, but the answer is not converted into hours.

or

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

or

[1] Appropriate work is shown, but the answer is rounded to the nearest hour.

or

[1] $6\frac{2}{3}$ or 6 hr 40 min or $6.\overline{66}$ or an equivalent answer, 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.

(24) [2] 0, and an appropriate explanation is given, such as 0 is the number that when added to any number results in that number or does not change it, or $1 + 0 = 1$, $2 + 0 = 2$, and $3 + 0 = 3$.

[1] 0, but no explanation or an incorrect explanation is given.

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(25) [2] $y = 2x - 3$ or an equivalent equation, and appropriate work is shown, or an appropriate explanation is given, such as the slope is 2 and the y -intercept is -3 .

[1] $y = 2x - 3$, but the slope and intercept are incorrect, or the explanation is not given or is incorrect, such as $m = 2$ and $b = -3$.

or

[1] The slope and intercept are explained correctly, but the equation is incorrect.

or

[1] $y = 2x - 3$, but no work is shown and no explanation is given.

[0] The equation is incorrect, and the explanation of slope and intercept is not given or is incorrect.

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 III

For each question, use the specific criteria to award a maximum of three credits.

- (26) [3] 65, and appropriate work is shown, such as setting the given angles equal to each other and determining the value of x to be 16, and correct substitution is shown.
- [2] The given angles are set equal to each other, the correct value of x is determined, but no substitution is shown.
- or***
- [2] The given angles are set equal to each other, and substitution is shown, but one computational or substitution error is made.
- [1] The given angles are set equal to each other, but no further work is shown.
- or***
- [1] An incorrect equation is solved appropriately, such as $5x - 15 + 2x + 33 = 180$.
- or***
- [1] 65, 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.

MATHEMATICS A – *continued*

- (27) [3] 7, 11, 16, and yes, and appropriate work is shown, and an appropriate explanation of the Triangle Inequality theorem is given.
- [2] 7, 11, 16, and yes, and appropriate work is shown, but no explanation or an incorrect explanation of the Triangle Inequality theorem is given.
- or***
- [2] One computational error is made, but appropriate substitution is shown, and an appropriate explanation is given.
- or***
- [2] The correct equation is written but not solved, but the Triangle Inequality theorem is stated correctly.
- [1] Appropriate work is shown, and $x = 4$ is determined, but no further work is shown.
- or***
- [1] The Triangle Inequality theorem is stated correctly but not evaluated for the sides, or the correct equation is written, but no further work is shown.
- or***
- [1] 7, 11, 16, and yes, 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.
- (28) [3] 2,827.4, and appropriate work is shown, such as $50^2\pi - 40^2\pi$.
- [2] The areas of both circles are found correctly, but the two areas are not subtracted.
- or***
- [2] Appropriate work is shown, but one computational error is made.
- [1] The correct area is found for only one of the circles.
- or***
- [1] The circumference formula is used, but the appropriate difference is shown, such as $100\pi - 80\pi = 20\pi$.
- or***
- [1] 2,827.4, 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.

MATHEMATICS A – *continued*

- (29) [3] -7 and 4 , and appropriate work is shown, such as factoring.
- [2] Correct factoring $(x + 7)(x - 4)$ is shown, but only one correct value of x is found.
- or**
- [2] Correct factoring is shown, but the negative value of x is rejected.
- [1] Correct factoring is shown, but the values of x are not found.
- or**
- [1] Incorrect factoring is shown, but appropriate values are found.
- or**
- [1] Only one value is found by trial and error.
- or**
- [1] -7 and 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.
- (30) [3] 3 , and appropriate work is shown, such as using a 3:4:5 right triangle, correct proportions, or the Pythagorean theorem with a proportion.
- [2] Appropriate work is shown, and the value of the side is determined to be 5 , but $n = 3$ is not found.
- [1] A correct proportion is set up, but no answer or an incorrect answer is found.
- or**
- [1] 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.
-

Part IV

For each question, use the specific criteria to award a maximum of four credits.

- (31) *a* [2] 59, and the equation $\tan x = \frac{280}{170}$ is shown, or the Pythagorean theorem is used first to find the hypotenuse, and either sine or cosine is used correctly to find x .

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

or

[1] 59, but no work is shown.

- b* [2] 122, if the Pythagorean theorem is used or if a trigonometric function of the angle is used before it was rounded to 59° .

or

[2] 120, if $\cos 59 = \frac{170}{\text{hyp}}$ is used.

or

[2] 123, if $\sin 59 = \frac{280}{\text{hyp}}$ is used.

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

or

[1] 122 or 120 or 123, but no work is shown.

a and *b*

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

MATHEMATICS A – *continued*

(32) *a* [1] $c = 10m + 100$ for Ron's Rental and $c = 20m + 20$ for Josie's Rental.

b [2] Two lines, rays, or segments are graphed and labeled correctly, using values arrived at by using a table or by using the slope and y -intercept.

[1] Two lines, rays, or segments are graphed correctly, but they are not labeled.

or

[1] One line, ray, or segment is graphed and labeled correctly, using values arrived at by using a table or by using the slope and y -intercept.

c [1] 8

or

[1] An appropriate number of months is found, based on an incorrect graph in part *b*.

a, *b*, and *c*

[0] A zero response is completely incorrect, irrelevant, or incoherent or is a correct response that was obtained by an obviously incorrect procedure.

(33) [4] \$167.50, and appropriate work is shown, such as $350x + (150)(130) = 1.25(62,500)$ or trial and error with at least three trials with appropriate checks.

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

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

or

[2] \$167.50, but only one trial with an appropriate check is shown.

[1] \$167.50, 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.

(34) [4] No, and an appropriate explanation is given, such as $P(15) = \frac{6}{56} < P(2) = \frac{12}{56}$.

[3] One of the two probabilities is found correctly, but one computational error is made in finding the other, but an appropriate conclusion is drawn, based on the values found.

or

[3] Replacement is used to conclude $P(15) = \frac{6}{64} < P(2) = \frac{12}{64}$.

or

[3] The two probabilities are found correctly, but no conclusion or the incorrect conclusion is drawn.

[2] One of the probabilities is found correctly, but one computational error is made in finding the other, and no conclusion or the incorrect conclusion is drawn.

[1] An appropriate method is used, such as a tree diagram or sample space, but the probabilities are not determined or are determined incorrectly.

or

[1] $P(15) = \frac{6}{56} < P(2) = \frac{12}{56}$, but no 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.

MATHEMATICS A – *concluded*

- (35) [4] (10,0) and (1,9), and both graphs are drawn correctly.
- [3] Both graphs are drawn correctly, but only one solution is stated correctly.
- or***
- [3] One graph of equal difficulty is drawn incorrectly, but the solutions are appropriate, based on the graphs.
- [2] (10,0) and (1,9), but the problem is solved algebraically instead of graphically.
- or***
- [2] One graph of equal difficulty is drawn incorrectly, and only one solution is appropriate, based on the graphs.
- [1] Both the parabola and the line are graphed incorrectly, but the solutions are appropriate, based on the graphs.
- or***
- [1] Incorrect solutions result from an algebraic method.
- or***
- [1] (10,0) and (1,9), 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.
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MATHEMATICS A

Map to Learning Standards

Key Ideas	Item Numbers
Mathematical Reasoning	3, 21
Number and Numeration	11, 24
Operations	6, 7, 9, 16, 17, 18, 33
Modeling/Multiple Representation	1, 8, 10, 12, 13, 19, 26, 27, 30
Measurement	4, 5, 15, 20, 22, 23, 28, 31
Uncertainty	2, 34
Patterns/Functions	14, 25, 29, 32, 35

Regents Examination in Mathematics A

June 2002

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

Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
85	100	56	68	27	39
84	99	55	68	26	38
83	97	54	67	25	37
82	96	53	66	24	36
81	95	52	65	23	35
80	94	51	64	22	33
79	92	50	63	21	32
78	91	49	62	20	31
77	90	48	61	19	30
76	89	47	60	18	28
75	88	46	59	17	27
74	87	45	58	16	26
73	86	44	57	15	24
72	85	43	56	14	23
71	83	42	55	13	21
70	82	41	54	12	20
69	81	40	53	11	18
68	80	39	52	10	17
67	79	38	51	9	15
66	78	37	50	8	14
65	77	36	49	7	12
64	76	35	48	6	10
63	75	34	47	5	9
62	74	33	46	4	7
61	73	32	45	3	5
60	72	31	44	2	4
59	71	30	43	1	2
58	70	29	42	0	0
57	69	28	41		

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 scaled score that corresponds to that raw score. The scaled score is the student's final examination score. Enter this score in the space labeled "Scaled Score" on the student's answer sheet.

All student answer papers that receive a scaled score of 60 through 64 **must** be scored a second time. 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. The school principal is responsible for assuring that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

Because scaled scores corresponding to raw scores in the conversion chart may change from one examination to another, it is crucial that for each administration, the conversion chart provided in the scoring key for that administration be used to determine the student's final score. The chart above is usable only for this administration of the mathematics A examination.