

# MATHEMATICS A

Tuesday, January 25, 2005 — 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 39 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

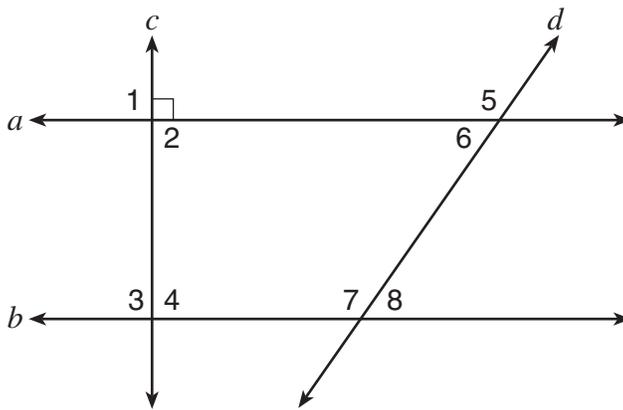
Answer all questions in this part. Each correct answer will receive 2 credits. No partial credit will be allowed. For each question, write on the separate answer sheet the numeral preceding the word or expression that best completes the statement or answers the question. [60]

- 1 Stan was trying to guess Melanie's age. She told him her age was an even number and a multiple of three. What could be Melanie's age?

- (1) 10                                      (3) 15  
(2) 12                                      (4) 16

Use this space for computations.

- 2 In the accompanying diagram, lines  $a$  and  $b$  are parallel, and lines  $c$  and  $d$  are transversals.



Which angle is congruent to angle 8?

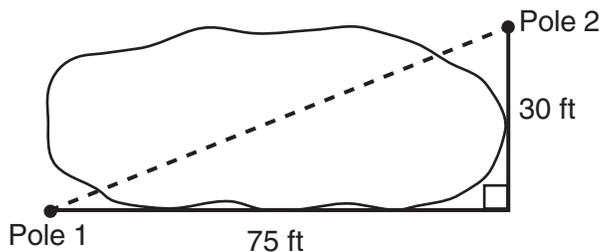
- (1) 6                                      (3) 3  
(2) 5                                      (4) 4

- 3 A deli has five types of meat, two types of cheese, and three types of bread. How many different sandwiches, consisting of one type of meat, one type of cheese, and one type of bread, does the deli serve?

- (1) 10                                      (3) 30  
(2) 25                                      (4) 75



- 8 The NuFone Communications Company must run a telephone line between two poles at opposite ends of a lake, as shown in the accompanying diagram. The length and width of the lake are 75 feet and 30 feet, respectively.



Use this space for computations.

What is the distance between the two poles, to the *nearest foot*?

- (1) 105                                      (3) 69  
(2) 81                                         (4) 45
- 9 The image of point  $(3, -5)$  under the translation that shifts  $(x, y)$  to  $(x - 1, y - 3)$  is
- (1)  $(-4, 8)$                                 (3)  $(2, 8)$   
(2)  $(-3, 15)$                               (4)  $(2, -8)$
- 10 Which letter has point symmetry but *not* line symmetry?
- (1) **H**                                         (3) **T**  
(2) **S**                                         (4) **X**
- 11 Which expression is equivalent to  $x^{-4}$ ?
- (1)  $\frac{1}{x^4}$                                         (3)  $-4x$   
(2)  $x^4$                                         (4) 0
- 12 If  $x^3 < x < \frac{1}{x}$ , then  $x$  could be equal to
- (1) 1    (3)  $\frac{6}{5}$   
(2) 5    (4)  $\frac{1}{5}$

**Use this space for  
computations.**

**13** Which statement is logically equivalent to the statement “If you are an elephant, then you do not forget”?

- (1) If you do not forget, then you are an elephant.
- (2) If you do not forget, then you are not an elephant.
- (3) If you are an elephant, then you forget.
- (4) If you forget, then you are not an elephant.

**14** What is the sum, in degrees, of the measures of the interior angles of a pentagon?

- (1) 180
- (2) 360
- (3) 540
- (4) 900

**15** How many different three-member teams can be selected from a group of seven students?

- (1) 1
- (2) 35
- (3) 210
- (4) 5,040

**16** What is the multiplicative inverse of  $\frac{3}{4}$ ?

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

**17** Sean knows the length of the base,  $b$ , and the area,  $A$ , of a triangular window in his bedroom. Which formula could he use to find the height,  $h$ , of this window?

- (1)  $h = 2A - b$
- (2)  $h = \frac{A}{2b}$
- (3)  $h = (2A)(b)$
- (4)  $h = \frac{2A}{b}$

**Use this space for  
computations.**

**18** The expression  $-|-7|$  is equivalent to

- (1) 1                                      (3) 7  
(2) 0                                      (4) -7

**19** In Ms. Wright's English class, 16 students are in band, 7 students play sports, 3 students participate in both activities, and 9 students are not in band and do not play sports. How many students are in Ms. Wright's English class?

- (1) 10                                      (3) 29  
(2) 26                                      (4) 35

**20** What is the solution set for the equation  $x^2 - 5x + 6 = 0$ ?

- (1)  $\{-6, 1\}$                               (3)  $\{-2, -3\}$   
(2)  $\{6, -1\}$                               (4)  $\{2, 3\}$

**21** If the midpoints of the sides of a triangle are connected, the area of the triangle formed is what part of the area of the original triangle?

- (1)  $\frac{1}{4}$                                       (3)  $\frac{3}{8}$   
(2)  $\frac{1}{3}$                                       (4)  $\frac{1}{2}$

**22** Which equation represents a line that is parallel to the line whose equation is  $2x + 3y = 12$ ?

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

Use this space for computations.

23 When  $3x^2 - 8x$  is subtracted from  $2x^2 + 3x$ , the difference is

- (1)  $-x^2 + 11x$                       (3)  $-x^2 - 5x$   
(2)  $x^2 - 11x$                         (4)  $x^2 - 5x$

24 The coordinates of point  $R$  are  $(-3,2)$  and the coordinates of point  $T$  are  $(4,1)$ . What is the length of  $\overline{RT}$ ?

- (1)  $2\sqrt{2}$                               (3)  $4\sqrt{3}$   
(2)  $5\sqrt{2}$                               (4)  $\sqrt{10}$

25 A student council has seven officers, of which five are girls and two are boys. If two officers are chosen at random to attend a meeting with the principal, what is the probability that the first officer chosen is a girl and the second is a boy?

- (1)  $\frac{10}{42}$                                   (3)  $\frac{7}{14}$   
(2)  $\frac{2}{7}$                                     (4)  $\frac{7}{13}$

26 Which expression has the *smallest* value?

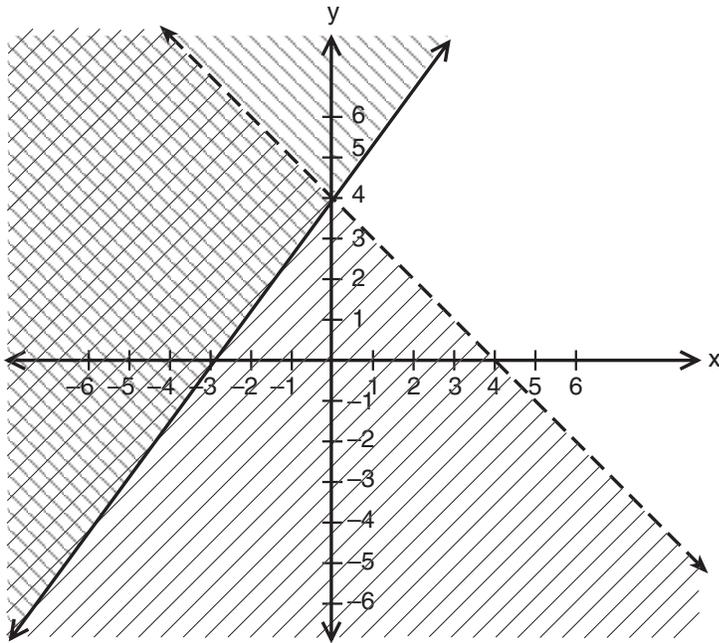
- (1)  $-\pi$                                   (3)  $\frac{-16}{5}$   
(2)  $-\sqrt{10}$                               (4)  $-3.02$

27 How many points are equidistant from two parallel lines and also equidistant from two points on one of the lines?

- (1) 1                                        (3) 3  
(2) 2                                        (4) 4

28 Which point is in the solution set of the system of inequalities shown in the accompanying graph?

Use this space for computations.



- (1) (0,4)
- (2) (2,4)
- (3) (-4,1)
- (4) (4,-1)

29 Expressed in simplest form,  $(3x^3)(2y)^2(4x^4)$  is equivalent to

- (1)  $24x^{12}y^2$
- (2)  $24x^7y^2$
- (3)  $48x^{12}y^2$
- (4)  $48x^7y^2$

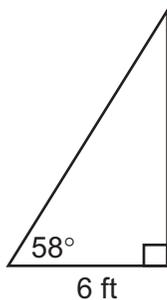
30 When  $\sqrt{72}$  is expressed in simplest  $a\sqrt{b}$  form, what is the value of  $a$ ?

- (1) 6
- (2) 2
- (3) 3
- (4) 8

## 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]

- 31 In the accompanying diagram, a ladder leaning against a building makes an angle of  $58^\circ$  with level ground. If the distance from the foot of the ladder to the building is 6 feet, find, to the *nearest foot*, how far up the building the ladder will reach.



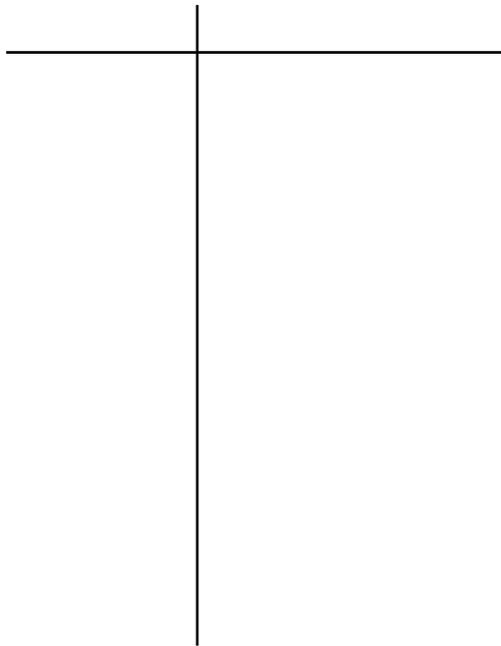
**32** Fran's favorite photograph has a length of 6 inches and a width of 4 inches. She wants to have it made into a poster with dimensions that are similar to those of the photograph. She determined that the poster should have a length of 24 inches. How many inches wide will the poster be?

**33** In rectangle  $ABCD$ ,  $AC = 3x + 15$  and  $BD = 4x - 5$ . Find the length of  $\overline{AC}$ .

**34** José wants to build a triangular pen for his pet rabbit. He has three lengths of boards already cut that measure 7 feet, 8 feet, and 16 feet. Explain why José cannot construct a pen in the shape of a triangle with sides of 7 feet, 8 feet, and 16 feet.

**35** Construct a stem-and-leaf plot listing the scores below in order from lowest to highest.

15, 25, 28, 32, 39, 40, 43, 26, 50, 75, 65, 19, 55, 72, 50



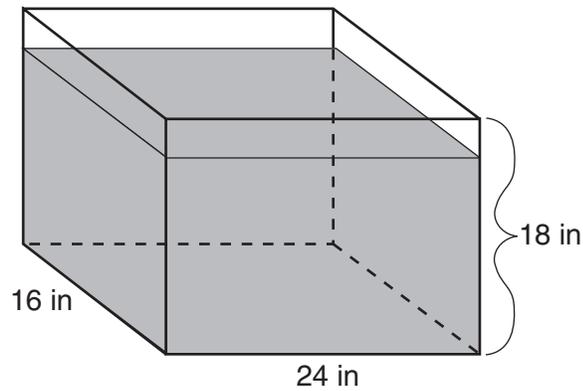
### Part III

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. [6]

36 Find all negative odd integers that satisfy the following inequality:

$$-3x + 1 \leq 17$$

**37** As shown in the accompanying diagram, the length, width, and height of Richard's fish tank are 24 inches, 16 inches, and 18 inches, respectively. Richard is filling his fish tank with water from a hose at the rate of 500 cubic inches per minute. How long will it take, to the *nearest minute*, to fill the tank to a depth of 15 inches?



(Not drawn to scale)

#### Part IV

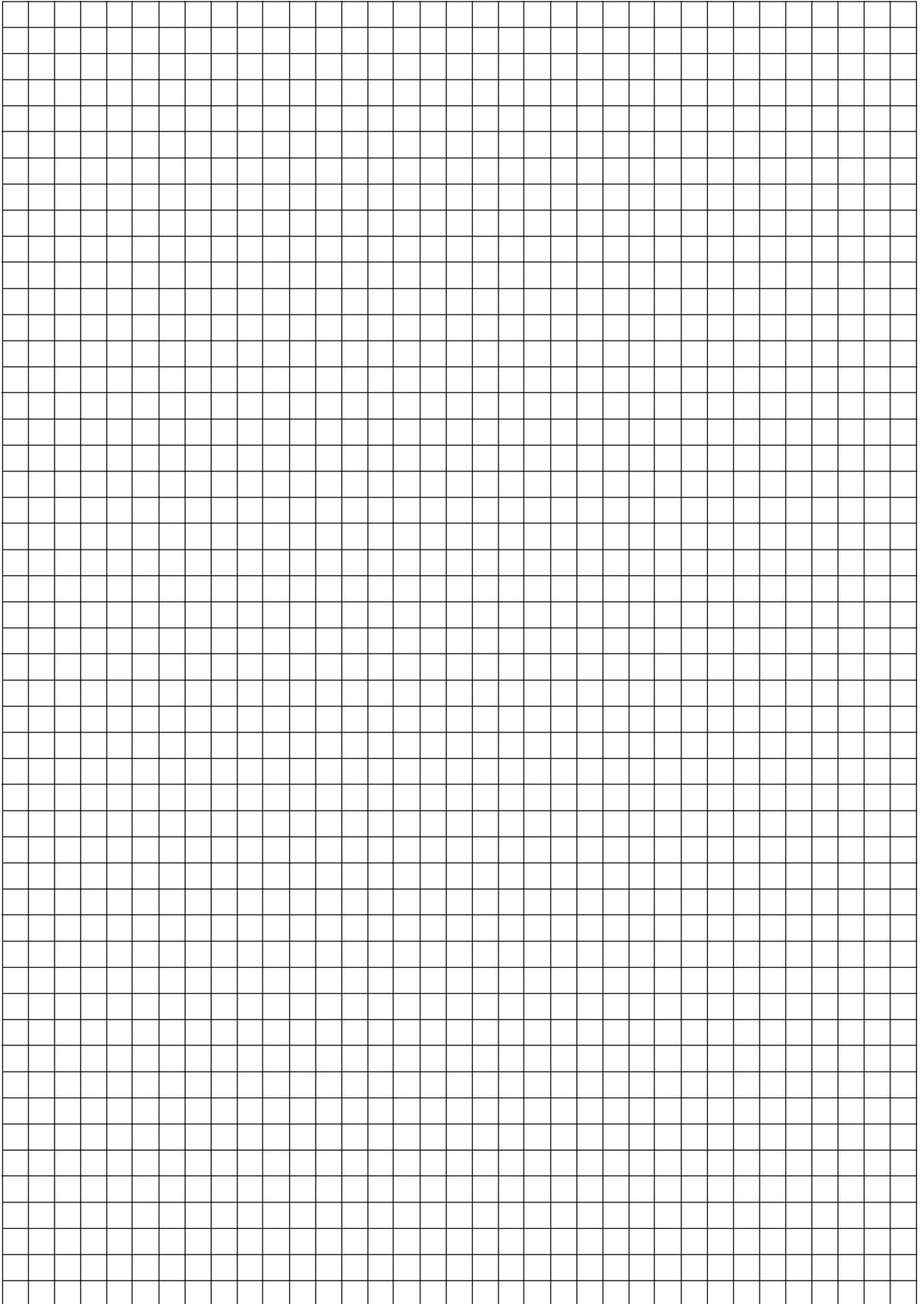
Answer all questions in this part. Each correct answer will receive 4 credits. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. For all questions in this part, a correct numerical answer with no work shown will receive only 1 credit. [8]

38 In  $\triangle ABC$ , the measure of  $\angle B$  is 21 less than four times the measure of  $\angle A$ , and the measure of  $\angle C$  is 1 more than five times the measure of  $\angle A$ . Find the measure, in degrees, of *each* angle of  $\triangle ABC$ .

**39** The tickets for a dance recital cost \$5.00 for adults and \$2.00 for children. If the total number of tickets sold was 295 and the total amount collected was \$1,220, how many adult tickets were sold? [Only an algebraic solution can receive full credit.]

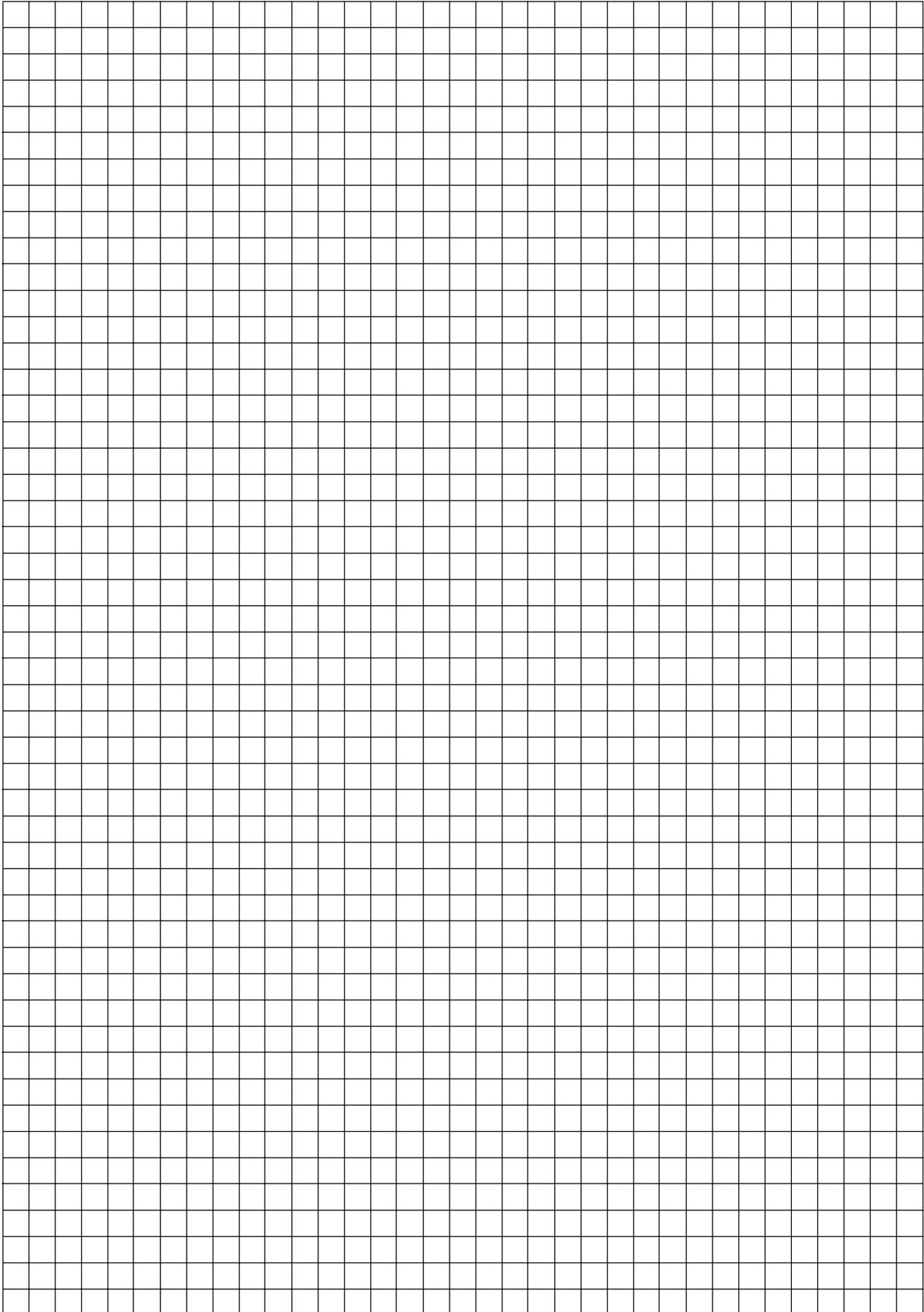
**Scrap Graph Paper — This sheet will *not* be scored.**

Tear Here



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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

MATHEMATICS A

Tuesday, January 25, 2005 — 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 30 questions in this part.

- 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 .....

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



# FOR TEACHERS ONLY

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

## MATHEMATICS A

Tuesday, January 25, 2005 — 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 that will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Tuesday, January 25, 2005. 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 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) 2	(6) 4	(11) 1	(16) 2	(21) 1	(26) 3
(2) 1	(7) 3	(12) 4	(17) 4	(22) 2	(27) 1
(3) 3	(8) 2	(13) 4	(18) 4	(23) 1	(28) 3
(4) 3	(9) 4	(14) 3	(19) 3	(24) 2	(29) 4
(5) 1	(10) 2	(15) 2	(20) 4	(25) 1	(30) 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. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link “Latest Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

### **General Rules for Applying Mathematics Rubrics**

#### **I. General Principles for Rating**

The rubrics for the constructed-response questions on the Regents Examinations in Mathematics A and Mathematics B 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 Administering and Scoring Examinations in Mathematics A and Mathematics B*, 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] 10, 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] Appropriate work is shown, but the length of the ladder is found.
- or***
- [1] 10, 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] 16, and appropriate work is shown, such as  $\frac{6}{4} = \frac{24}{x}$  or a 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] An incorrect proportion is written, but it is solved appropriately.
- or***
- [1] 16, 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*

- (33) [2] 75, and appropriate work is shown, such as  $3x + 15 = 4x - 5$ .
- [1] Appropriate work is shown, but one computational error is made.
- or**
- [1] Appropriate work is shown, but one conceptual error is made, such as showing  $\overline{AC}$  and  $\overline{BD}$  as congruent opposite sides.
- or**
- [1] A correct equation is written, but no further correct work is shown.
- or**
- [1] A correct equation is written and solved for  $x$ , but the length of  $\overline{AC}$  is not found.
- or**
- [1] An incorrect equation of equal difficulty, such as  $3x + 15 + 4x - 5 = 180$ , is solved appropriately, and an appropriate length of  $\overline{AC}$  is found.
- or**
- [1] 75, 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) [2] The statements  $7 + 8 = 15$  and  $15 \not> 16$  are written or the explanation is given that the sum of any two sides of a triangle must be greater than the third side.
- [1] An explanation is written that includes a reference to the triangle inequality, but the explanation is not complete or an incorrect conclusion is stated.
- [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*

(35) [2] A correct stem-and-leaf plot is drawn, including a key.

[1] The data are arranged correctly, but incorrect labels are written on the stem-and-leaf columns. [Columns do not need to be labeled for a full-credit response, but full credit may not be awarded if the columns are labeled incorrectly.]

*or*

[1] The data are listed in the stem-and-leaf plot, but not in ascending order.

*or*

[1] One or two of the scores are left out of the stem-and-leaf plot.

*or*

[1] Duplicate values are left out of the stem-and-leaf plot.

[0] Incorrect labels are written on the stem-and-leaf columns, and scores are left out of the plot.

*or*

[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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**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.

- (36) [3]  $-5, -3, -1$ , and appropriate work is shown, such as solving the inequality or trial and error with at least three trials and appropriate checks.
- [2] Appropriate work is shown, but one computational error is made.
- or***
- [2] Appropriate work is shown, and the inequality  $x \geq -5\frac{1}{3}$  is written, but no further correct work is shown.
- or***
- [2] The trial-and-error method is used to find the correct solutions, but only two trials and appropriate checks are shown.
- [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] The trial-and-error method is attempted and at least six systematic trials and appropriate checks are shown, but the solutions are not found.
- or***
- [1]  $-5, -3, -1$ , but no work or only one trial with an appropriate check 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*

(37) [3] 12, and appropriate work is shown, such as calculating volume =  $5,760 \text{ in}^3$  and dividing by  $500 \text{ in}^3$ .

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

*or*

[2] The volume is found incorrectly by multiplying  $24 \times 16 \times 18$ , but it is divided by 500 and rounded appropriately, resulting in an answer of 14.

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

*or*

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

*or*

[1] The volume of 5,760 is found correctly, but no further correct work is shown.

*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.

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**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.

(38) [4]  $m\angle A = 20$ ,  $m\angle B = 59$ , and  $m\angle C = 101$ , and appropriate work is shown.

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

*or*

[3] A correct equation is written and solved, and the correct measures for the angles are found, but they are not labeled or are labeled incorrectly.

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

*or*

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

*or*

[2] A correct equation is written and solved for  $x$ , but the measures of the angles are not found.

*or*

[2] An incorrect equation of equal difficulty is solved appropriately, and the three angles are found.

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

*or*

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

*or*

[1]  $m\angle A = 20$ ,  $m\angle B = 59$ , and  $m\angle C = 101$ , but no work is shown.

[0]  $m\angle A = 20$  *or*  $m\angle B = 59$  *or*  $m\angle C = 101$ , 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 – *continued*

(39) [4] 210, and appropriate work is shown, such as a system of equations or the linear equation  $5x + 2(295 - x) = 1,220$ .

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

*or*

[3] Appropriate work is shown, but the number of children's tickets is found as the answer.

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

*or*

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

*or*

[2] An incorrect equation of equal difficulty is solved appropriately.

*or*

[2] 210, but a method other than an algebraic solution is used.

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

*or*

[1] The correct system of equations or linear equation is written, but no further correct work is shown.

*or*

[1] 210, 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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**Map to Learning Standards**

<b>Key Ideas</b>	<b>Item Numbers</b>
Mathematical Reasoning	1, 13, 19
Number and Numeration	12, 16, 18, 26
Operations	5, 9, 10, 11, 23, 29, 30
Modeling/Multiple Representation	2, 6, 14, 17, 27, 33, 34, 39
Measurement	4, 8, 21, 24, 31, 32, 35, 37
Uncertainty	3, 15, 25
Patterns/Functions	7, 20, 22, 28, 36, 38

**Regents Examination in Mathematics A**

**January 2005**

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

**The *Chart for Determining the Final Examination Score for the January 2005 Regents Examination in Mathematics A*, normally located on this page, will be posted on the Department’s web site <http://www.emsc.nysed.gov/osa/> on Tuesday, January 25, 2005. Conversion charts provided for previous administrations of the Mathematics A examination must NOT be used to determine students’ final scores for this administration.**

## Regents Examination in Mathematics A January 2005

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
84	100	55	80	27	57
83	99	54	79	26	55
82	99	53	78	25	54
81	98	52	78	24	52
80	97	51	77	23	51
79	97	50	77	22	49
78	96	49	76	21	48
77	95	48	75	20	46
76	94	47	75	19	44
75	93	46	74	18	42
74	93	45	73	17	40
73	92	44	73	16	38
72	91	43	72	15	37
71	90	42	71	14	34
70	89	41	70	13	32
69	89	40	70	12	30
68	88	39	69	11	28
67	87	38	68	10	25
66	86	37	67	9	23
65	86	36	66	8	21
64	85	35	66	7	18
63	84	34	65	6	16
62	84	33	63	5	13
61	83	32	62	4	11
60	83	31	61	3	8
59	82	30	60	2	5
58	81	29	59	1	3
57	81	28	58	0	0
56	80				

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.

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 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.