Regents Examination in Algebra I (Common Core) – August 2015

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

(Use for the August 2015 exam only.)

Raw Score	Scale Score	Performance Level
85	99	5
84	97	5
83	96	5
82	95	5
81	93	5
80	92	5
79	91	5
78	90	5
77	89	5
76	87	5
75	86	5
74	85	5
73	84	4
72	83	4
71	83	4
70	82	4
69	81	4
68	80	4
67	80	4
66	79	4
65	78	4
64	78	4
63	77	4
62	77	4
61	76	4
60	76	4
59	76	4
58	75	4

Raw Score	Scale Score	Performance Level
56	75	4
55	75	4
5-4	74	4
53	73	3
52	73	3
51	73	3
50	72	3
49	72	3
48	72	3
47	72	3
46	71	3
45	71	3
44	71	3
43	71	3
42	70	3
41	70	3
40	70	3
39	69	3
38	69	3
37	69	3
36	68	3
35	68	3
34	67	3
33	67	3
32	66	3
31	66	3
30	65	3
29	64	2

Raw Score	Scale Score	Performance Level
28	6-4	2
27	63	2
26	62	2
25	61	2
24	60	2
23	59	2
22	58	2
21	57	2
20	55	2
19	54	1
18	52	1
17	51	1
16	49	1
15	47	1
14	45	1
13	43	1
12	41	1
-11	38	1
10	36	1
9	33	1
8	30	1
7	27	1
6	24	1
5	21	1
4	17	1
3	13	1
2	9	1
1	5	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.

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potential for education research to transform everyday practices the ways policies can move and adapt across local spaces and the actors and factors needed to sustain changes More than just about dropout prediction the book provides a frame to interrogate transformations in US education and public policy Social scientists education leaders and nonprofit professionals will find in the book helpful concepts to reveal the subtle dynamics shaping American schools **English Learners in** STEM Subjects National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Board on Science Education, Committee on Supporting English Learners in STEM Subjects, 2018-12-28 The imperative that all students including English learners ELs achieve high academic standards and have opportunities to participate in science technology engineering and mathematics STEM learning has become even more urgent and complex given shifts in science and mathematics standards As a group these students are underrepresented in STEM fields in college and in the workforce at a time when the demand for workers and professionals in STEM fields is unmet and increasing However English learners bring a wealth of resources to STEM learning including knowledge and interest in STEM related content that is born out of their experiences in their homes and communities home languages variation in discourse practices and in some cases experiences with schooling in other countries English Learners in STEM Subjects Transforming Classrooms Schools and Lives examines the research on ELs learning teaching and assessment in STEM subjects and provides guidance on how to improve learning outcomes in STEM for these students This report considers the complex social and academic use of language delineated in the new mathematics and science standards the diversity of the population of ELs and the integration of English as a second language instruction with core instructional programs in STEM **A - B.** ,1992 Student-staff Directory University of Minnesota, 1981 Who's who in Frontier Science and Technology ,1984 Who's who in Commerce and Industry ,1955 A Treatise on Algebraic Plane Curves Julian Lowell Coolidge, 2004-01-01 A thorough introduction to the theory of algebraic plane curves and their relations to various fields of geometry and analysis Almost entirely confined to the properties of the general curve and chiefly employs algebraic procedure Geometric methods are much employed however especially those involving the projective geometry of hyperspace 1931 edition 17 illustrations Algebraic Curves Robert John Walker, 1962 Lectures on Curves on an Algebraic Surface David Mumford, 1966-08-21 These lectures delivered by Professor Mumford at Harvard in 1963 1964 are devoted to a study of properties of families of algebraic curves on a non singular projective algebraic curve defined over an algebraically closed field of arbitrary characteristic The methods and techniques of Grothendieck which have so changed the character of algebraic geometry in recent years are used systematically throughout Thus the classical material is presented Complex Algebraic Curves Frances Clare Kirwan, 1987 from a new viewpoint

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