

Regents Examination in Algebra I – June 2022

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

(Use for the June 2022 exam only.)

Raw Score	Scale Score	Performance Level
86	100	5
85	99	5
84	97	5
83	96	5
82	95	5
81	94	5
80	93	5
79	92	5
78	91	5
77	90	5
76	89	5
75	88	5
74	88	5
73	87	5
72	86	5
71	86	5
70	86	5
69	85	5
68	84	4
67	84	4
66	84	4
65	83	4
64	83	4
63	83	4
62	82	4
61	82	4
60	82	4
59	81	4
58	81	4

Raw Score	Scale Score	Performance Level
57	81	4
56	81	4
55	80	4
54	80	4
53	80	4
52	80	4
51	79	3
50	79	3
49	79	3
48	78	3
47	78	3
46	78	3
45	77	3
44	77	3
43	77	3
42	76	3
41	76	3
40	75	3
39	75	3
38	74	3
37	74	3
36	73	3
35	72	3
34	72	3
33	71	3
32	70	3
31	69	3
30	68	3
29	67	3

Raw Score	Scale Score	Performance Level
28	66	3
27	65	3
26	64	2
25	63	2
24	61	2
23	60	2
22	59	2
21	57	2
20	56	2
19	55	2
18	52	1
17	50	1
16	48	1
15	46	1
14	44	1
13	42	1
12	40	1
11	37	1
10	34	1
9	32	1
8	29	1
7	26	1
6	23	1
5	19	1
4	16	1
3	12	1
2	8	1
1	4	1
0	0	1

Nys Jan 2integrated Algebra Scoring Guide

L Darling-Hammond



Nys Jan 2integrated Algebra Scoring Guide:

Discipline Problems Tadashi Dozono,2024-05-07 Angel a Black tenth grader at a New York City public school self identifies as a nerd and likes to learn But she s troubled that her history classes leave out events like the genocide and dispossession of Indigenous people in the Americas presenting a sugar coated image of the United States that is at odds with her everyday experience The history I learned in school is simpler she says The world I live in is a lot more complex Angel like every student interviewed in Discipline Problems has been identified by teachers as a troublemaker a student whose behavior disrupts classroom norms and interferes with instruction But her critiques of the curriculum she s taught speak to her curiosity and insight crucial foundations for understanding history Like many students who have been marginalized by systemic racism in American schools she exposes the shortcomings of her classrooms academic environments by challenging both the content and the methods of her education All too often these challenges are framed as troublemaking and the students are disciplined for acting out instead of being rewarded for their intellectual engagement Tadashi Dozono a professor of education and former high school social studies teacher takes seriously the often overlooked critiques that students of color who get labeled as troublemakers direct toward their high school history curriculum He reinterprets troublemaking usually cast as a behavioral deficit as an intellectual asset and form of reasoning that challenges the disciplining reason of classrooms where whiteness is valued over the histories and knowledge of people of color Dozono shows how what are traditionally framed as discipline problems can be seen through a different lens as responses to educational practices that marginalize non white students Discipline Problems reveals how students of color seek out alternate avenues for understanding their world and imagines a pedagogy that champions the curiosity intellect and knowledge of marginalized learners *Resources in Education* ,2000

A Big Apple for Educators: New York City's Experiment with Schoolwide Performance Bonuses Julie A. Marsh,Matthew G. Springer,Daniel F. McCaffrey,Kun Yuan,Scott Epstein,2011-07-15 For three school years from 2007 to 2010 about 200 high needs New York City public schools participated in the Schoolwide Performance Bonus Program whose broad objective was to improve student performance through school based financial incentives An independent analysis of test scores surveys and interviews found that the program did not improve student achievement perhaps because it did not motivate change in educator behavior **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1970 *Setting Performance Standards* Gregory J. Cizek,2012-03-22 Setting standards of performance is a ubiquitous task in education licensure certification and credentialling It is found in elementary schooling the professions commercial applications and governmental and private organizations It is one of the most complex controversial and vexing issues facing specialists and policy makers today This second edition solidifies Setting Performance Standards as the only book providing a comprehensive profile of both the issues and the how to methods that define this thorny field Four chapters have been removed 11 chapters have been added 2

chapters have major revisions and all chapters have been updated Comprehensive Part I provides a conceptual overview of standard setting and its overarching issues Part II provides practical how to information on the newest standard setting methods Part III provides information and advice on persistent and potential challenges in standard setting Practical Part II the heart of the book reviews 16 of the newest standard setting methods far more than any other book Expertise Most of the well known authors from the 1st edition return with authors of equal stature contributing new chapters

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