

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
86	100	5
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
57	75	4
56	75	4
55	75	4
54	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	64	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.

Algebra Regents Scores 2013

Lei Huang

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name 'Lei Huang'.

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2012-2013 College Admissions Data Sourcebook West Edition , **2012-2013 College Admissions Data Sourcebook Northeast Edition** , **Resisting Reform** Kjersti VanSlyke-Briggs,Elizabeth Bloom,Danielle Boudet,2015-04-01 This book is a poignant celebration of grassroots empowerment as our contributors people who just a short time ago thought of themselves as ordinary citizens document their call to action when their children and their profession are on the line Practicing teachers and parents who see the direct impact of education reform on young people and are looking for straightforward and accessible information to help them understand what is happening and acquire the tools for resistance will find direction in this text Providing inspiration as well as practical guidance on how to become active in reclaiming education this book covers topics including the corporate takeover of education high stakes testing Common Core Standards teacher preparation grassroots activist responses and much more Data Analytics and Adaptive Learning Patsy D. Moskal,Charles D. Dziuban,Anthony G. Picciano,2023-08-25 Data Analytics and Adaptive Learning offers new insights into the use of emerging data analysis and adaptive techniques in multiple learning settings In recent years both analytics and adaptive learning have helped educators become more responsive to learners in virtual blended and personalized environments This set of rich illuminating international studies spans quantitative qualitative and mixed methods research in higher education K 12 and adult continuing education contexts By exploring the issues of definition and pedagogical practice that permeate teaching and learning and concluding with recommendations for the future research and practice necessary to support educators at all levels this book will prepare researchers developers and graduate students of instructional technology to produce evidence for the benefits and challenges of data driven learning *STEM Education Reform in Urban High Schools* Margaret A. Eisenhart,Lois Weis,2022-08-16 STEM Education Reform in Urban High Schools gives a nuanced view of the obstacles marginalized students face in STEM education and explores how schools can better support STEM learners Reporting the results of a nine year ethnographic study the book chronicles the outcomes of various STEM education reforms in eight public high schools with nonselective admissions policies and high proportions of low income and minoritized students four schools in Denver Colorado and four in Buffalo New York Margaret A Eisenhart and Lois Weis follow the educational experiences of high ability students from each school tracking the students high school to college to career trajectories Through interviews with students educators and parents as well as classroom and campus observations the authors identify patterns in the educational paths of students who go on to great success in STEM occupations and those who do not They discuss common mechanisms that undermine the stated goals of STEM programming opportunity structures that are inequitable erosion of program quality and diversion of resources as well as social and cultural constructs the figured worlds of STEM that exclude many minoritized students with potential for success from the STEM pipeline On a broader scope the book explores how and why STEM education reform efforts fail and succeed With an eye toward greater

access to STEM learning the authors show how lessons of past measures can inform future STEM initiatives **2012-2013 College Admissions Data Sourcebook Southeast Edition , Critical Theory, Methods, and Design in Educational Research** Lois Weis,Michelle Fine, Two of the foremost educational researchers chronicle their 30 year collaboration across tumultuous shifts in educational studies bearing witness to cumulative inequities in schools and urban communities Weis and Fine examine critical research designs with young people from elite working class and impoverished class fractions as well as across racial and ethnic groups including those experiencing structural dispossession and those enjoying privilege Curated to be useful to today s students and future generations of scholars the volume chronicles the sustained impacts of unjust state systems and dives into vibrant fissures in which the imagination flourishes and possibilities grow Chapters explore rich linkages of theory and methods knotty questions of collaboration partnership and ethics and designs that trace social relations over time and space A newly developed introduction and conclusion bookend six previously published chapters many coauthored with a range of colleagues animating research studies with a broad range of young people and young adults navigating the uneven landscapes of education in urban America Book Features Details linked to research methodologies including multi site longitudinal ethnography and longitudinal ethnographic interviews as well as participatory action research that the authors among others have advanced in critical educational studies Provides examples of educational research that interrogate inequities and document radical possibilities by race class gender immigration status and sexuality Examines projects that have been designed alongside and by vibrant research teams from across schools prisons youth movements and public and private educational P 16 plus settings Interrogates how the authors evolved innovative research methods and ethics attentive to studying up mapping national youth led surveys participatory inquiry behind bars and with middle school students Offers educational designs that address inequities in STEM education and outcomes and the impact of state violence on young people as well as methods for understanding structural arrangements youth identities and on the ground research for justice **Most Likely to Succeed** Tony Wagner,Ted Dintersmith,2015-08-18 An urgent call for the radical re imagining of American education so that we better equip students for the realities of the twenty first century

Stories of Caring School Leadership Mark A. Smylie,Joseph F. Murphy,Karen Seashore Louis,2020-07-29 Real life examples to inform and inspire caring in your leadership practices The practice of caring is essential to effective schooling Published as a companion to Caring School Leadership this comprehensive resource of powerful real life stories will make clear the connection between caring leadership and student academic success and well being Stories of Caring School Leadership includes a guide for using the stories in self directed reflection and learning for educators practicing in schools and professional preparation programs Readers will find stories that will help aspiring and practicing leaders reflect upon and further develop caring as a quality of their leadership affirm the importance of caring as a fundamental quality of school leadership provide examples of caring school leadership in action that can be analyzed reflected upon and used to develop

practice Stories have the power to inform and inspire The stories in this book are evidence of what is possible when caring leadership is practiced in our schools 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

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