



ADP Algebra I & II End-of-Course Exams Constructed-Response General Guidelines



The following are general guidelines for constructed-response items on the ADP Algebra I and II End-of-Course Exams. These guidelines are to help students understand what is expected of their responses on these items.

1. EXPECTATIONS OF RESPONSES

A student's response consists of the answer to the item, as well as any information requested of them. As such, when a student is asked to show or explain their work, justify their answer, explain their reasoning, etc., credit is given for a correct strategy or justification, in addition to credit for a correct answer. It is possible to receive credit for one without the other.

When a student crosses out their response, that part of the response will not be considered when evaluating student work. By crossing out the work, the student has indicated that he/she does not consider the work part of his/her response.

Students should label their responses with the section of the item with which the work is associated. For example, work for Part A should be labeled "Part A" so that it is understood what work is associated with which section.

Future parts of an item can receive credit for appropriate work and answers based on a misconception in an earlier part of the item (follow through) as long as the item is not simplified (e.g., quadratic problem made linear) in the earlier part. The student's response must be at an appropriate content level and related to the benchmark.

If the answer for Part A is considered wrong and there is **no work** in Part B (where Part B asks for work), and the answer shown in Part B follows the correct procedure expected in Part B with an answer that is determined using the incorrect answer in Part A, Part B will not receive any credit—no credit for strategy or answer.

In an item where it is appropriate for a student to round the response, the rounding should occur at the end of the section (end of problem or end of Part A), not at each step in the problem.

2. CALCULATOR USE

When an item requires students to show or explain a strategy, a student response of "I plugged it into my calculator" or an equivalent response does not earn credit for the strategy. The student must explain how the calculator was used, either by indicating key entries or by describing the calculation or solution process in enough detail to be duplicated in order to earn credit for the strategy. Appropriate calculator functionality should be used to provide answers as precise as possible to earn full credit, such as using a "calculate" functionality over a "trace" functionality.

3. VERIFICATION STRATEGIES

When an item requires students to show or explain their work and the student uses a "guess and check" strategy, the student must show more than one trial and verify the correct response to earn credit for the strategy. If more than one answer is required by the item, then more than one trial must be shown for each solution, with verification of all answers.

4. UNITS OF MEASUREMENT

When an item, or part of an item, refers to only one particular unit of measure (e.g., inches, degrees Celsius, etc.) throughout the entire item or part, the response to that item or part does not need to restate the unit in the answer in order to earn credit for the answer. Also, if the question is phrased in terms of a particular unit, the answer will be considered to be in that measurement, unless otherwise indicated by the student.

However, in a case where multiple units of measure are referenced in the item, or part of the item, or the unit of measurement would change in the answer (e.g., area: feet to square feet), the student response must include the appropriate units (or change of units) to earn credit for the answer to that item or part.

5. GRAPHING ITEMS

When creating a graph, student responses should address the entire domain and range of the function, including but not limited to appropriate end points of piece-wise functions and arrows on the ends of lines, if necessary. The restricted domain of a function should be considered when creating a graph, such as time not being negative.

For items where a student is required to graph, axes and scales should be labeled. If the item is written in a context, the labels and scales must be appropriate within the context of the item, including units (e.g., dollars, seconds, etc).

6. FOLLOW GIVEN DIRECTIONS

When an item gives specific instructions to a student about the format of the answer, the student must respond to the item in that format to earn credit for the answer. For example:

- round to the correct decimal place, when specified;
- label both axes and their scales in graphs (including a scale of 1) when required; and
- if an equation is asked for, an equation, not an expression, must be given.