

# **Next Generation NY Math Rehearsal<sup>®</sup> Plus Instruction**

**Scoring Rubrics  
Grades 3–8  
and Standards  
Distribution**



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# Breakdown of Standards by Test Session

## Grade 3 Criteria for Success

Based, in part, on Informal Mathematics Inventory (IMI) criteria.

Level	Raw Score (points)	Score (percentage)	Understanding
4	40–44	90–100%	Thorough Understanding
3	29–39	65–89%	Satisfactory Understanding
2	18–28	40–64%	Limited Understanding
1	0–17	0–39%	Minimal Understanding

## Grade 3 Content Emphases

The Learning Standards for Mathematics are divided into domains, clusters within domains, and then standards. The test points are divided as shown below.

Domain	Percent of Test Points
Operations and Algebraic Thinking	31-43%
Number and Operations in Base Ten	7-14%
Number and Operations – Fractions	18-29%
Measurement and Data	21-32%
Geometry	2-8%

## Grade 3: Instruction

Question	3.OA	3.NBT	3.NF	3.MD	3.G
1	3.OA				
2			3.NF		
3	3.OA				
4				3.MD	
5		3.NBT			
6			3.NF		
7					3.G
8	3.OA				
9				3.MD	
10			3.NF		
11 (2pt)	3.OA				
12 (2pt)					3.G
13 (2pt)				3.MD	
<b>Total Points</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>

### Grade 3: Test 1, Session 1

Question	3.OA	3.NBT	3.NF	3.MD	3.G
1	3.OA				
2		3.NBT			
3		3.NBT			
4					3.G
5		3.NBT			
6	3.OA				
7			3.NF		
8			3.NF		
9				3.MD	
10	3.OA				
11				3.MD	
12			3.NF		
13			3.NF		
14			3.NF		
15			3.NF		
16	3.OA				
17	3.OA				
18	3.OA				
19	3.OA				
20					3.G
21				3.MD	
22	3.OA				
23				3.MD	
24	3.OA				
25	3.OA				
<b>Total Points</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>2</b>

### Grade 3: Test 1, Session 2

Question	3.OA	3.NBT	3.NF	3.MD	3.G
1	3.OA				
2	3.OA				
3	3.OA				
4		3.NBT			
5				3.MD	
6 (2pt)			3.NF		
7 (2pt)			3.NF		
8 (2pt)			3.NF		
9 (1pt)			3.NF		
10 (2pt)	3.OA				
11 (2pt)	3.OA				
12 (2pt)				3.MD	
13 (2pt)				3.MD	
14 (2pt)				3.MD	
15 (2pt)				3.MD	
<b>Total Points</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>0</b>

### Grade 3: Test 2, Session 1

Question	3.OA	3.NBT	3.NF	3.MD	3.G
1	3.OA				
2			3.NF		
3				3.MD	
4	3.OA				
5	3.OA				
6				3.MD	
7	3.OA				
8	3.OA				
9					3.G
10	3.OA				
11		3.NBT			
12	3.OA				
13	3.OA				
14			3.NF		
15				3.MD	
16	3.OA				
17	3.OA				
18			3.NF		
19	3.OA				
20			3.NF		
21	3.OA				
22				3.MD	
23			3.NF		
24			3.NF		
25				3.MD	
<b>Total Points</b>	<b>12</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>1</b>

### Grade 3: Test 2, Session 2

Question	3.OA	3.NBT	3.NF	3.MD	3.G
1				3.MD	
2			3.NF		
3		3.NBT			
4		3.NBT			
5		3.NBT			
6 (1pt)					3.G
7 (2pt)			3.NF		
8 (1pt)			3.NF		
9 (2pt)	3.OA				
10 (2pt)				3.MD	
11 (2pt)	3.NF				
12 (2pt)				3.MD	
13 (2pt)	3.OA				
14 (2pt)	3.OA				
<b>Total Points</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>

## Grade 4 Criteria for Success

Based, in part, on Informal Mathematics Inventory (IMI) criteria.

Level	Raw Score (points)	Score (percentage)	Understanding
4	46–51	90–100%	Thorough Understanding
3	33–45	65–89%	Satisfactory Understanding
2	20–32	40–64%	Limited Understanding
1	0–19	0–39%	Minimal Understanding

### Grade 4 Content Emphases

The Learning Standards for Mathematics are divided into domains, clusters within domains, and then standards. The test points are divided as shown below.

Domain	Percent of Test Points
Operations and Algebraic Thinking	15-25%
Number and Operations in Base Ten	20–30%
Number and Operations – Fractions	20-30%
Measurement and Data	9-14%
Geometry	13-23%

### Grade 4: Instruction

Question	4.OA	4.NBT	4.NF	4.MD	4.G
1			4.NF		
2	4.OA				
3	4.OA				
4				4.MD	
5		4.NBT			
6			4.NF		
7				4.MD	
8			4.NF		
9	4.OA				
10				4.MD	
11				4.MD	
12 (1pt)		4.NBT			
13 (2pt)					4.G
14 (2pt)					4.G
<b>Total Points</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>

**Grade 4: Test 1, Session 1**

Question	4.OA	4.NBT	4.NF	4.MD	4.G
1	4.OA				
2			4.NF		
3				4.MD	
4			4.NF		
5					4.G
6		4.NBT			
7			4.NF		
8					4.G
9	4.OA				
10			4.NF		
11		4.NBT			
12			4.NF		
13				4.MD	
14	4.OA				
15		4.NBT			
16			4.NF		
17	4.OA				
18			4.NF		
19		4.NBT			
20					4.G
21	4.OA				
22		4.NBT			
23					4.G
24	4.OA				
25		4.NBT			
26	4.OA				
27		4.NBT			
28					4.G
29		4.NBT			
30				4.MD	
<b>Total Points</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>5</b>

**Grade 4: Test 1, Session 2**

Question	4.OA	4.NBT	4.NF	4.MD	4.G
1		4.NBT			
2			4.NF		
3			4.NF		
4			4.NF		
5		4.NBT			
6 (1pt)				4.MD	
7 (2pt)		4.NBT			
8 (1pt)					4.G
9 (2pt)		4.NBT			
10 (2pt)			4.NF		
11 (2pt)			4.NF		
12 (2pt)			4.NF		
13 (2pt)	4.OA				
14 (2pt)		4.NBT			
<b>Total Points</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>1</b>



**Grade 4: Test 2, Session 1**

Question	4.OA	4.NBT	4.NF	4.MD	4.G
1	4.OA				
2					4.G
3			4.NF		
4	4.OA				
5			4.NF		
6		4.NBT			
7	4.OA				
8				4.MD	
9			4.NF		
10		4.NBT			
11			4.NF		
12	4.OA				
13		4.NBT			
14			4.NF		
15					4.G
16	4.OA				
17		4.NBT			
18	4.OA				
19		4.NBT			
20	4.OA				
21		4.NBT			
22					4.G
23				4.MD	
24		4.NBT			
25		4.NBT			
26			4.NF		
27	4.OA				
28					4.G
29		4.NBT			
30			4.NF		
<b>Total Points</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>4</b>

**Grade 4: Test 2, Session 2**

Question	4.OA	4.NBT	4.NF	4.MD	4.G
1				4.MD	
2			4.NF		
3					4.G
4			4.NF		
5				4.MD	
6 (1pt)					4.G
7 (1pt)	4.OA				
8 (1pt)					4.G
9 (2pt)				4.MD	
10 (2pt)			4.NF		
11 (3pt)		4.NBT			
12 (2pt)		4.NBT			
13 (2pt)				4.MD	
14 (2pt)			4.NF		
<b>Total Points</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>3</b>

## Grade 5 Criteria for Success

Based, in part, on Informal Mathematics Inventory (IMI) criteria.

Level	Raw Score (points)	Score (percentage)	Understanding
4	46–51	90–100%	Thorough Understanding
3	33–45	65–89%	Satisfactory Understanding
2	20–32	40–64%	Limited Understanding
1	0–19	0–39%	Minimal Understanding

### Grade 5 Content Emphases

The Learning Standards for Mathematics are divided into domains, clusters within domains, and then standards. The test points are divided as shown below.

Domain	Percent of Test Points
Operations and Algebraic Thinking	0%
Number and Operations in Base Ten	25–35%
Number and Operations—Fractions	34–44%
Measurement and Data	22–32%
Geometry	2–7%

### Grade 5: Instruction

Question	5.OA	5.NBT	5.NF	5.MD	5.G
1				5.MD	
2		5.NBT			
3				5.MD	
4			5.NF		
5				5.MD	
6					5.G
7		5.NBT			
8		5.NBT			
9		5.NBT			
10 (2pt)				5.MD	
11 (2pt)			5.NF		
12 (1pt)					5.G
13 (1pt)					5.G
<b>Total Points</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>

### Grade 5: Test 1, Session 1

Question	5.OA	5.NBT	5.NF	5.MD	5.G
1			5.NF		
2				5.MD	
3			5.NF		
4		5.NBT			
5		5.NBT			
6			5.NF		
7			5.NF		
8				5.MD	
9			5.NF		
10			5.NF		
11		5.NBT			
12			5.NF		
13		5.NBT			
14		5.NBT			
15		5.NBT			
16			5.NF		
17		5.NBT			
18		5.NBT			
19			5.NF		
20				5.MD	
21				5.MD	
22		5.NBT			
23		5.NBT			
24				5.MD	
25			5.NF		
26				5.MD	
27				5.MD	
28					5.G
29					5.G
30					5.G
<b>Total Points</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>3</b>

### Grade 5: Test 1, Session 2

Question	5.OA	5.NBT	5.NF	5.MD	5.G
1				5.MD	
2		5.NBT			
3			5.NF		
4			5.NF		
5			5.NF		
6 (2pt)				5.MD	
7 (2pt)				5.MD	
8 (2pt)			5.NF		
9 (2pt)			5.NF		
10 (2pt)				5.MD	
11 (2pt)		5.NBT			
12 (2pt)		5.NBT			
13 (2pt)			5.NF		
14 (2pt)		5.NBT			
15 (2pt)			5.NF		
16 (2pt)			5.NF		
<b>Total Points</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>0</b>

### Grade 5: Test 2, Session 1

Question	5.OA	5.NBT	5.NF	5.MD	5.G
1				5.MD	
2				5.MD	
3				5.MD	
4			5.NF		
5				5.MD	
6				5.MD	
7		5.NBT			
8			5.NF		
9					5.G
10			5.NF		
11				5.MD	
12			5.NF		
13		5.NBT			
14					5.G
15			5.NF		
16		5.NBT			
17		5.NBT			
18				5.MD	
19		5.NBT			
20					5.G
21		5.NBT			
22			5.NF		
23			5.NF		
24			5.NF		
25				5.MD	
26				5.MD	
27			5.NF		
28		5.NBT			
29			5.NF		
30		5.NBT			
<b>Total Points</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>3</b>

### Grade 5: Test 2, Session 2

Question	5.OA	5.NBT	5.NF	5.MD	5.G
1		5.NBT			
2		5.NBT			
3			5.NF		
4			5.NF		
5		5.NBT			
6 (2pt)				5.MD	
7 (1pt)				5.MD	
8 (2pt)			5.NF		
9 (1pt)		5.NBT			
10 (1pt)		5.NBT			
11 (2pt)				5.MD	
12 (2pt)			5.NF		
13 (1pt)		5.NBT			
14 (1pt)		5.NBT			
15 (2pt)			5.NF		
16 (2pt)			5.NF		
<b>Total Points</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>5</b>	<b>0</b>

## Grade 6 Criteria for Success

Based, in part, on Informal Mathematics Inventory (IMI) criteria.

Level	Raw Score (points)	Score (percentage)	Understanding
4	49–54	90–100%	Thorough Understanding
3	35–48	65–89%	Satisfactory Understanding
2	22–34	40–64%	Limited Understanding
1	0–21	0–39%	Minimal Understanding

### Grade 6 Content Emphases

The Learning Standards for Mathematics are divided into domains, clusters within domains, and then standards. The test points are divided as shown below.

Domain	Percent of Test Points
Ratios and Proportional Relationships	21–30%
The Number System	17–26%
Expressions, Equations, and Inequalities	25–43%
Geometry	14–24%
Statistics and Probability	0%

### Grade 6: Instruction

Question	6.RP	6.NS	6.EE	6.G	6.SP
1			6.EE		
2	6.RP				
3			6.EE		
4		6.NS			
5				6.G	
6				6.G	
7			6.EE		
8				6.G	
9	6.RP				
10 (2pt)			6.EE		
11 (2pt)			6.EE		
12 (1pt)			6.EE		
13 (2pt)			6.EE		
<b>Total Points</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>3</b>	<b>0</b>

**Grade 6: Test 1, Session 1**

Question	6.RP	6.NS	6.EE	6.G	6.SP
1			6.EE		
2				6.G	
3				6.G	
4		6.NS			
5			6.EE		
6			6.EE		
7	6.RP				
8			6.EE		
9		6.NS			
10	6.RP				
11	6.RP				
12				6.G	
13	6.RP				
14	6.RP				
15	6.RP				
16	6.RP				
17	6.RP				
18				6.G	
19				6.G	
20			6.EE		
21	6.RP				
22	6.RP				
23			6.EE		
24			6.EE		
25	6.RP				
26		6.NS			
27				6.G	
28	6.RP				
29			6.EE		
30			6.EE		
<b>Total Points</b>	<b>12</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>0</b>

**Grade 6: Test 1, Session 2**

Question	6.RP	6.NS	6.EE	6.G	6.SP
1		6.NS			
2			6.EE		
3			6.EE		
4	6.RP				
5			6.EE		
6				6.G	
7 (1pt)			6.EE		
8 (2pt)				6.G	
9 (2pt)	6.RP				
10 (2pt)		6.NS			
11 (2pt)		6.NS			
12 (2pt)				6.G	
13 (2pt)		6.NS			
14 (2pt)			6.EE		
15 (1pt)			6.EE		
16 (2pt)			6.EE		
17 (2pt)	6.RP				
18 (1pt)			6.EE		
19 (2pt)			6.EE		
<b>Total Points</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>5</b>	<b>0</b>

**Grade 6: Test 2, Session 1**

Question	6.RP	6.NS	6.EE	6.G	6.SP
1			6.EE		
2			6.EE		
3				6.G	
4			6.EE		
5			6.EE		
6				6.G	
7				6.G	
8			6.EE		
9			6.EE		
10	6.RP				
11	6.RP				
12		6.NS			
13				6.G	
14	6.RP				
15		6.NS			
16	6.RP				
17			6.EE		
18		6.NS			
19		6.NS			
20				6.G	
21			6.EE		
22	6.RP				
23				6.G	
24		6.NS			
25	6.RP				
26	6.RP				
27		6.NS			
28				6.G	
29		6.NS			
30	6.RP				
<b>Total Points</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>0</b>

**Grade 6: Test 2, Session 2**

Question	6.RP	6.NS	6.EE	6.G	6.SP
1			6.EE		
2			6.EE		
3			6.EE		
4		6.NS			
5	6.RP				
6				6.G	
7 (2pt)			6.EE		
8 (1pt)				6.G	
9 (1pt)				6.G	
10 (1pt)				6.G	
11 (2pt)		6.NS			
12 (1pt)			6.EE		
13 (2pt)			6.EE		
14 (1pt)	6.RP				
15 (2pt)	6.RP				
16 (2pt)				6.G	
17 (2pt)				6.G	
18 (2pt)	6.RP				
19 (2pt)				6.G	
20 (1pt)			6.EE		
21 (1pt)			6.EE		
22 (1pt)			6.EE		
23 (2pt)			6.EE		
<b>Total Points</b>	<b>6</b>	<b>3</b>	<b>13</b>	<b>10</b>	<b>0</b>

## Grade 7 Criteria for Success

Based, in part, on Informal Mathematics Inventory (IMI) criteria.

Level	Raw Score (points)	Score (percentage)	Understanding
4	50–56	90–100%	Thorough Understanding
3	36–49	65–89%	Satisfactory Understanding
2	22–35	40–64%	Limited Understanding
1	0–21	0–39%	Minimal Understanding

### Grade 7 Content Emphases

The Learning Standards for Mathematics are divided into domains, clusters within domains, and then standards. The test points are divided as shown below.

Domain	Percent of Test Points
Ratios and Proportional Relationships	24–33%
The Number System	16–25%
Expressions and Equations	26–39%
Geometry	2–7%
Statistics and Probability	12–21%

### Grade 7: Instruction

Question	7.RP	7.NS	7.EE	7.G	7.SP
1	7.RP				
2			7.EE		
3		7.NS			
4	7.RP				
5	7.RP				
6		7.NS			
7		7.NS			
8 (2pt)			7.EE		
9 (2pt)	7.RP				
10 (2pt)			7.EE		
<b>Total Points</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>



### Grade 7: Test 1, Session 1

Question	7.RP	7.NS	7.EE	7.G	7.SP
1			7.EE		
2	7.RP				
3	7.RP				
4				7.G	
5			7.EE		
6	7.RP				
7			7.EE		
8	7.RP				
9		7.NS			
10	7.RP				
11					7.SP
12			7.EE		
13	7.RP				
14		7.NS			
15					7.SP
16		7.NS			
17			7.EE		
18		7.NS			
19		7.NS			
20	7.RP				
21			7.EE		
22			7.EE		
23					7.SP
24			7.EE		
25			7.EE		
26	7.RP				
27	7.RP				
28			7.EE		
29			7.EE		
30			7.EE		
31		7.NS			
32	7.RP				
<b>Total Points</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>3</b>

### Grade 7: Test 1, Session 2

Question	7.RP	7.NS	7.EE	7.G	7.SP
1			7.EE		
2	7.RP				
3	7.RP				
4			7.EE		
5					7.SP
6			7.EE		
7 (3pt)			7.EE		
8 (2pt)					7.SP
9 (2pt)			7.EE		
10 (2pt)		7.NS			
11 (2pt)	7.RP				
12 (3pt)	7.RP				
13 (2pt)	7.RP				
14 (2pt)	7.RP				
15 (2pt)		7.NS			
16 (2pt)		7.NS			
17 (2pt)		7.NS			
<b>Total Points</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>3</b>

**Grade 7: Test 2, Session 1**

Question	7.RP	7.NS	7.EE	7.G	7.SP
1			7.EE		
2		7.NS			
3	7.RP				
4		7.NS			
5		7.NS			
6	7.RP				
7			7.EE		
8	7.RP				
9			7.EE		
10	7.RP				
11	7.RP				
12					7.SP
13	7.RP				
14			7.EE		
15	7.RP				
16				7.G	
17	7.RP				
18			7.EE		
19		7.NS			
20			7.EE		
21			7.EE		
22			7.EE		
23			7.EE		
24		7.NS			
25			7.EE		
26			7.EE		
27					7.SP
28			7.EE		
29			7.EE		
30	7.RP				
31					7.SP
32			7.EE		
<b>Total Points</b>	<b>9</b>	<b>5</b>	<b>14</b>	<b>1</b>	<b>3</b>

**Grade 7: Test 2, Session 2**

Question	7.RP	7.NS	7.EE	7.G	7.SP
1			7.EE		
2		7.NS			
3	7.RP				
4				7.G	
5					7.SP
6				7.G	
7 (1pt)	7.RP				
8 (2pt)			7.EE		
9 (2pt)		7.NS			
10 (2pt)		7.NS			
11 (2pt)			7.EE		
12 (2pt)		7.NS			
13 (2pt)	7.RP				
14 (2pt)	7.RP				
15 (2pt)					7.SP
16 (2pt)					7.SP
17 (2pt)	7.RP				
18 (2pt)	7.RP				
19 (2pt)	7.RP				
20 (1pt)	7.RP				
<b>Total Points</b>	<b>13</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>5</b>

## Grade 8 Criteria for Success

Based, in part, on Informal Mathematics Inventory (IMI) criteria.

Level	Raw Score (points)	Score (percentage)	Understanding
4	50–56	90–100%	Thorough Understanding
3	36–49	65–89%	Satisfactory Understanding
2	22–35	40–64%	Limited Understanding
1	0–21	0–39%	Minimal Understanding

### Grade 8 Content Emphases

The Learning Standards for Mathematics are divided into domains, clusters within domains, and then standards. The test points are divided as shown below.

Domain	Percent of Test Points
The Number System	2–9%
Expressions, Equations, and Inequalities	28–41%
Functions	16–25%
Geometry	28–41%
Statistics and Probability	4–11%

### Grade 8: Instruction

Question	8.NS	8.EE	8.F	8.G	8.SP
1			8.F		
2		8.EE			
3				8.G	
4		8.EE			
5			8.F		
6					8.SP
7				8.G	
8			8.F		
9 (1pt)	8.NS				
10 (2pt)				8.G	
11 (1pt)			8.F		
12 (1pt)			8.F		
13 (1pt)			8.F		
14 (1pt)			8.F		
<b>Total Points</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>

### Grade 8: Test 1, Session 1

Question	8.NS	8.EE	8.F	8.G	8.SP
1				8.G	
2					8.SP
3			8.F		
4				8.G	
5					8.SP
6		8.EE			
7				8.G	
8			8.F		
9		8.EE			
10				8.G	
11			8.F		
12				8.G	
13					8.SP
14			8.F		
15		8.EE			
16				8.G	
17	8.NS				
18			8.F		
19		8.EE			
20			8.F		
21		8.EE			
22				8.G	
23			8.F		
24					8.SP
25			8.F		
26				8.G	
27		8.EE			
28		8.EE			
29				8.G	
30					8.SP
31			8.F		
32				8.G	
<b>Total Points</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>5</b>

### Grade 8: Test 1, Session 2

Question	8.NS	8.EE	8.F	8.G	8.SP
1		8.EE			
2		8.EE			
3		8.EE			
4	8.NS				
5		8.EE			
6		8.EE			
7 (1pt)		8.EE			
8 (2pt)				8.G	
9 (2pt)		8.EE			
10 (2pt)				8.G	
11 (2pt)			8.F		
12 (2pt)		8.EE			
13 (2pt)		8.EE			
14 (2pt)				8.G	
15 (1pt)		8.EE			
16 (1pt)			8.F		
17 (1pt)			8.F		
<b>Total Points</b>	<b>1</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>0</b>

### Grade 8: Test 2, Session 1

Question	8.NS	8.EE	8.F	8.G	8.SP
1		8.EE			
2			8.F		
3				8.G	
4		8.EE			
5			8.F		
6			8.F		
7					8.SP
8				8.G	
9				8.G	
10		8.EE			
11	8.NS				
12			8.F		
13				8.G	
14		8.EE			
15		8.EE			
16			8.F		
17				8.G	
18		8.EE			
19			8.F		
20		8.EE			
21					8.SP
22					8.SP
23		8.EE			
24				8.G	
25		8.EE			
26				8.G	
27				8.G	
28		8.EE			
29	8.NS				
30			8.F		
31			8.F		
32				8.G	
<b>Total Points</b>	<b>2</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>3</b>

### Grade 8: Test 2, Session 2

Question	8.NS	8.EE	8.F	8.G	8.SP
1					8.SP
2		8.EE			
3		8.EE			
4		8.EE			
5		8.EE			
6				8.G	
7 (2pt)		8.EE			
8 (2pt)			8.F		
9 (2pt)				8.G	
10 (2pt)			8.F		
11 (2pt)		8.EE			
12 (2pt)			8.F		
13 (2pt)		8.EE			
14 (2pt)					8.SP
15 (1pt)					8.SP
16 (2pt)		8.EE			
17 (2pt)				8.G	
18 (2pt)				8.G	
<b>Total Points</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>4</b>

# Scoring Rubrics (Grades 3–8)

## 1-Credit Constructed-Response Rubric

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**1 Credit** A 1-credit response is a *correct answer* to the question which indicates a thorough understanding of mathematical concepts and/or procedures.

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**0 Credits\*** A 1-credit response is a correct answer to the question which indicates a thorough understanding of mathematical concepts and/or procedures.

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## 2-Credit Constructed-Response Holistic Rubric

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**2 Credits** A 2-credit response includes the correct solution to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.

This response

- indicates that the student has completed the task correctly, using mathematically sound procedures
  - contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures
  - may contain inconsequential errors that do not detract from the correct solution and the demonstration of a thorough understanding
- 

**1 Credit** A 1-credit response demonstrates only a partial understanding of the mathematical concepts and/or procedures in the task.

This response

- correctly addresses only some elements of the task
  - may contain an incorrect solution but applies a mathematically appropriate process
  - may contain the correct solution but required work is incomplete
- 

**0 Credits\*** A 0-credit response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.

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\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

### 3-Credit Constructed-Response Holistic Rubric

<b>3 Credits</b>	<p>A 3-credit response includes the correct solution(s) to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none"> <li>• indicates that the student has completed the task correctly, using mathematically sound procedures</li> <li>• contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures</li> <li>• may contain inconsequential errors that do not detract from the correct solution(s) and the demonstration of a thorough understanding</li> </ul>
<b>2 Credits</b>	<p>A 2-credit response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none"> <li>• appropriately addresses most but not all aspects of the task using mathematically sound procedures</li> <li>• may contain an incorrect solution but provides sound procedures, reasoning, and/ or explanations</li> <li>• may reflect some minor misunderstanding of the underlying mathematical concepts and/or procedures</li> </ul>
<b>1 Credit</b>	<p>A 1-credit response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none"> <li>• may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete</li> <li>• exhibits multiple flaws related to misunderstanding of important aspects of the task, misuse of mathematical procedures, or faulty mathematical reasoning</li> <li>• reflects a lack of essential understanding of the underlying mathematical concepts</li> <li>• may contain the correct solution(s) but required work is limited</li> </ul>
<b>0 Credits*</b>	<p>A 0-credit response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.</p>

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

The following scoring policies must be applied while scoring the mathematics tests for all grades 3–8. The rubrics for the constructed-response questions are designed to provide a systematic, consistent method for awarding credit. Each response must be rated carefully using the teacher’s professional judgment and knowledge of mathematics. Any directions about acceptable formats of answers must be followed (e.g., decimal number, rounding, simplest form, in terms of  $\pi$ ). If the answer format for a question is not specified, mathematically equivalent solutions should be awarded credit. Please see the scoring materials for further details on acceptable answer formats specific to individual questions.

### ***2023 1-Credit Constructed-Response Mathematics Scoring Policies***

1. The student is ***not*** required to show work for a 1-credit constructed-response question, therefore, any work shown will ***not*** be scored. A clearly identified correct response should still receive full credit.
2. If the student clearly identifies a correct answer but fails to write that answer in the answer space, the student should still receive full credit.
3. If the student provides one legible response (and one response only), the rater should score the response, even if it has been crossed out.
4. If the student has written more than one response but has crossed some out, the rater should score only the response that has ***not*** been crossed out.
5. If the student provides more than one response but does not indicate which response is to be considered the correct response and none have been crossed out, the student shall not receive credit.
6. If the student does not provide the answer in the form as directed in the question, the student will not receive credit.
7. In questions requiring number sentences, the number sentences must be written horizontally.
8. When measuring angles with a protractor, there is a  $\pm 5$  degrees deviation allowed of the true measure.
9. Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted). This is not to be confused with a score of zero wherein the student does respond to part or all of the question, but that work results in a score of zero.





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