Broken Into More Specific

A1.1.1.1.1: Compare and/or order any real numbers (rational and irrational may be mixed).

Conceptually compare and/or order any real numbers…. (The current statement makes it seem misleadingly simple. The example is clearly shows that students are going beyond simple comparison.)

Either remove the words order any real number and change to just comparing real numbers on a number line or with inequalities. This eligible content is too vague and needs more specificity or it needs changed all together.

The concept of rational numbers should be taught separate from the concept of irrational numbers. Two separate subjects within algebra

There needs to be a better indication that this type of question will be asked and it is not just ordering these types of numbers on a number line.

A1.1.1.1.2:
Simplify square roots (e.g., √24 = 2√6).

Explain why sq rt (24) is 2 sq rt(6) because calculators do the simplification now. (Is this that necessary of a skill for all students?)

Simplify Square roots (How do square roots further simplify.)

Simplify square roots (just numbers). Simplify square roots (including variables).

A1.1.1.2.1: Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.

Find the GCF for sets of monomials. (This IS appropriate for algebra 1, as it leads to factoring. Finding the LCM is both outdated and unnecessary.)

A1.1.1.3.1: Simplify/evaluate expressions involving properties/laws of exponents, roots and/or absolute value to solve problems (exponents should be integers from -10 to 10).

Separate at the commas. (These topics conceptually fall into different content areas.)

Simplify/evaluate expressions involving properties and laws of exponents, on bases that are rational numbers and using integral exponents. Simplify/evaluate expressions with absolute value. (It is not necessary to work with properties of exponents on irrational numbers until geometry or algebra 2.)

Simplify/evaluate expressions using the properties/laws of exponents to solve problems. (Exponents should be integers from -10 to 10.) Simplify//evaluate expressions using absolute value to solve problems.

Statement 1: Simplify/evaluate expressions involving properties/laws of exponents and roots (exponents should be integers from -10 to 10). Statement 2: Simplify/evaluate expressions involving absolute value.

There should be two separate questions. The question is testing two topics.

A1.1.1.4.1: Use estimation to solve problems.

This should specify areas that the estimation should occur.

What type of problems? Addition, Subtraction, Multiplication, Division, Exponents, Roots, Linear Equations, ETC?

A1.1.1.5.1: Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).

Add or subtract polynomial expressions and express answers in simplest form. Multiply polynomial expressions and express answers in simplest form. The multiplication will include nothing larger than a binomial multiplied by a trinomial.

At its basic level we should be assessing the core skills of adding, subtracting, andmultiplyingpolynomials. To obtain a true assessment of who can perform theses skills, we

should be assessing the core skill, not the higher order skills. Higher order skills do not assess a students basic ability to solve an algebra problem. (Students should be able to solve the task at hand, not necessarily work backwards to find the missing coefficient. I find it unfair to have them take a skill and have them work backwards. The student may not see how to do it backwards, but this does not mean they could not perform the regular skill. Algebra is very abstract, assessing a higher order skill does not assess a students ability to perform the regular math operation. Not every student will reach the higher order thinking level of skills math. If this was the case then everyone who is graduating from high school would become an engineer or a scientist. Assessment of the core skill is what this entire Keystone assessment should be about. This is exactly why students in college have a wide array of choices for majors. You do not need to be an expert in Algebra to become a nurse and vice versa.)

Keep the statement the same if the examples actually reflect what the statement says. Otherwise split it up to reflect what the examples are actually expecting.

The question is asking for multiplication, combining like terms and then find the missing value. There are too many questions within one question.

A1.1.1.5.2:
Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form ax^2+bx+c where a is equal to 1 after factoring out all monomial factors).

this problem should be broken down for students to better prove their work

A1.1.1.5.3: Simplify/reduce a rational algebraic expression.

Already show factoring to students in the statement of the problem especially for 3rd degree polynomials.

Too much factoring involved. Appropriate for an advanced student, but not for a grade level student learning factoring during this course.

A1.2.3.1.1: Calculate and/or interpret the range, quartiles and interquartile range of data.

Graphical representation of data is better representation for students, especially for those

students with reading limitations/disabilities.

A1.2.3.2.1: Estimate or calculate to make predictions based on a circle, line, bar graph, measures of central tendency, or other representations.

Make predictions based on a circle, line, or bar graph. Calculate measures of central tendency using various representations.

The way this is written is fine but during a high stakes exam, there is a lot of words that could mess a child up (More equations, less words.)

A1.2.3.3.1: Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal or percent).

Break up into AND compound probabilities (dependent and independent) and into OR probabilities (exclusive and inclusive). (AND and OR are the two compound probabilities, seperate them.)

A1.1.2.1.3: Interpret solutions to problems in the context of the problem situation (linear equations only).

I think that they should specify they expect the students to interpret. The eligible content is too vague.

my son was an A student in algebra, ahead of his class. He was not tested, however, till 2 years after taking algebra. How is the test then a fair assessment of his ability, if given 2 years after he took algebra??

A1.1.3.2.1: Write and/or solve a system of linear inequalities using graphing (limit systems to 2 linear inequalities).

Include a question like this in the open ended section so that it can be graded for partial credit. (A student may understand the concept but make a simple sign mistake which earns them no credit for the question.)

A1.2.1.1.3: Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table).

Identify the domain of a relation presented as ordered pairs, a graph, or a table (may include identifying values NOT in the domain) Identify the range of a relation presented as ordered pairs, a graph, or a table (may include identifying values NOT in the range)

A1.2.1.2.1: Create, interpret and/or use the equation, graph or table of a linear function.

Create a linear function given a graph and/or table. Interpret an equation, graph, or table of a linear function. Use an equation, graph, or table of a linear function to solve problems. (There are many objectives in this one content. They should be placed in separate content areas when they require multiple tasks to be understood.)

A1.2.2.1.4: Determine the slope and/or y-intercept represented by a linear equation or graph.

See below (I doubt many kids will get this correct. It's been a long time since I took Algebra, but if I rearrange the line to y=mx+b I see that the y-intercept at 0 cups is 15 so it would be 15 gallons. I am assuming that this answer is correct, but I was never asked to solve an equation like that when I was 13-15 years of age, I may not have been able to make that leap during a high-stakes test.)

Different Grade

A1.1.1.1.1: Compare and/or order any real numbers (rational and irrational may be mixed).

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A1.1.1.1.2:

Simplify square roots (e.g., √24 = 2√6).

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A1.1.1.2.1: Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.

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A1.1.1.3.1: Simplify/evaluate expressions involving properties/laws of exponents, roots and/or absolute value to solve problems (exponents should be integers from -10 to 10).

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A1.1.1.4.1: Use estimation to solve problems.

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A1.1.1.5.1: Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).

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A1.1.1.5.2:

Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form ax^2+bx+c where a is equal to 1 after factoring out all monomial factors).

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A1.1.1.5.3: Simplify/reduce a rational algebraic expression.

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A1.2.3.1.1: Calculate and/or interpret the range, quartiles and interquartile range of data.

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A1.2.3.2.1: Estimate or calculate to make predictions based on a circle, line, bar graph, measures of central tendency, or other representations.

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A1.2.3.2.2: Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).

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A1.2.3.2.3: Make predictions using the equations or graphs of best-fit lines of scatter plots.

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A1.2.3.3.1: Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal or percent).

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A1.1.2.1.1: Write, solve and/or apply a linear equation (including problem situations).

8

A1.1.2.1.2: Use and/or identify an algebraic property to justify any step in an equation solving process (linear equations only).

10

8

A1.1.2.1.3: Interpret solutions to problems in the context of the problem situation (linear equations only).

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A1.1.2.2.1: Write and/or solve a system of linear equations (including problem situations) using graphing, substitution and/or elimination (limit systems to 2 linear equations).

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A1.1.2.2.2: Interpret solutions to problems in the context of the problem situation (systems of 2 linear equations only).

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12

A1.1.3.1.1: Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).

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A1.1.3.1.2: Identify or graph the solution set to a linear inequality on a number line.

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A1.1.3.1.3: Interpret solutions to problems in the context of the problem situation (limit to linear inequalities).

10

A1.1.3.2.1: Write and/or solve a system of linear inequalities using graphing (limit systems to 2 linear inequalities).

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A1.1.3.2.2: Interpret solutions to problems in the context of the problem situation (systems of 2 linear inequalities only).

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9

A1.2.1.1.1: Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

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A1.2.1.1.2: Determine if a relation is a function given a set of points or a graph.

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A1.2.1.1.3: Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table).

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A1.2.1.2.1: Create, interpret and/or use the equation, graph or table of a linear function.

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A1.2.1.2.2: Translate from one representation of a linear function to another (graph, table and equation).

9

A1.2.2.1.1: Identify, describe and/or use constant rates of change.

8

A1.2.2.1.2: Apply the concept of linear rate of change (slope) to solve problems.

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A1.2.2.1.3:
Write or identify a linear equation when given

- **the graph of the line**
- **2 points on the line, or**
- **the slope and a point on a line,**

(Linear equation may be in point-slope, standard and/or slope-intercept form).

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A1.2.2.1.4: Determine the slope and/or y-intercept represented by a linear equation or graph.

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A1.2.2.2.1: Draw, find and/or write an equation for a line of best fit for a scatter plot.

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Rewritten

A1.1.1.1.1: Compare and/or order any real numbers (rational and irrational may be mixed).

Compare and or order any real numbers on the number line.

Compare and/or order any real numbers (rational and irrational may be mixed with numbers only). (The sample question used expressions in an inequality. Students are just learning about the numbers and have difficulty thinking of all possible values for the choice of numbers for the expression. To do a good job, the question takes a lot of time and a very strong understanding of theory.)

Compare and/or order any real numbers (rational and irrational may be mixed) including unknown quantities (The sample test question contains variables. The wording of the Eligible Content statement makes it seem like this would be the sample problem: Order these from least to greatest: 7/5, sqrt(2), 1.41414141…., 1.4, 13/9)

Compare and/or order any variable expressions that, when computed, yield real numbers.

Just give them a list of rational and irrational numbers and ask them to plot them on a number

line from least to greatest. I would not even ask my Algebra II students a question like this. It is way above and beyond the scope of Algebra I curriculum. (Not in the Algebra I curriculum.)

Compare and/or order any real numbers ON A NUMBER LINE (rational and irrational numbers may be mixed) (The eligible content sample question is beyond the scope of an Algebra I student. The number sense needed for comparing numbers should not require Algebra I students to consider all possible cases in such an abstract manner. It is a good question for a student in a higher mathematics course (Algebra II, for example))

A1.1.1.1.2:
Simplify square roots (e.g., $\sqrt{24} = 2\sqrt{6}$).

Analyze square roots. (The current statement makes it seem misleadingly simple. The example is clearly shows that students are going beyond simple calculation and simplification.)

Just ask a question like you did in the example!! Ask them to simplify the square root of 24. The sample question is taking it too far and is too difficult. (Not in the Algebra I curriculum. Students struggle enough simplifying radicals, just ask them a straight forward questions, such as simplifying the square root of 24 or 50.)

Simplify square roots (e.g., square root of 24 = 2 times the square root of 6 with numbers only and no expressions) (The sample question is something that one would rarely need to do. It doesn't demonstrate the understanding of radicals and is contrived.)

sqrt(50)=xsqrt(2) What is x? OR sqrt(50) simplifies to xsqrt(2). What is x?

A1.1.1.2.1: Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.

Find the Greatest Common Factor (GCF) and or the Least Common Multiple (LCM) for sets of monomials (exponents should be integers from 1 to 10)

Make the numbers smaller. These large numbers are impractical. Factoring out a GCF is used as the first step in factoring later and we would never give such high ridiculous numbers. LCM is used to add or subtract fractions or rational expressions, or solve rational expressions, and

again, would never use such high numbers. (Too difficult for lower students. Out of the scope of Algebra I curriculum and impractical for the later skills in Algebra II LCM and GCF are needed for.)

The numbers should be changed to 45 and 30. (The numbers will take too long to factor. The same concept can be measured with smaller numbers.)

A1.1.1.3.1: Simplify/evaluate expressions involving properties/laws of exponents, roots and/or absolute value to solve problems (exponents should be integers from -10 to 10).

2(2)^-2

It is unclear as to the extent to which roots are to be simplified. (It is unclear as to how roots are to be simplified/evaluated. The example provided is appropriate. However, simplifying things like (Rt (27) + 3 Rt (75)) / 6 are more of an Algebra 2 topic. It is unclear as to whether or not these types of problems are included.)

Simplify this question. (Applies multiple properties, out of the scope of Algebra I curriculum, I would not even ask this in Algebra II.)

Solve problems by simplifying and/or evaluating expressions involving the one or more of the following: properties or laws of exponents, roots, absolute value (exponents should be integers from -10 to 10). (I'm not a math teacher so maybe the standard more straightforward than it appears, but the standard seems wordy and confusing, especially when the sample question is very simple.)

A1.1.1.4.1: Use estimation to solve problems.

Use basic mathematical operations and estimation to solve problems (The phrase "use estimation" is very vague in this sense. The sample questions used that focus on estimation require students to understand how basic operations are used in solving problems more so than simple estimation.)

Use estimation to solve problems such as...

A1.1.1.5.1: Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).

Add, subtract, and or multiply polynomial expressions. (Simplest form is NOT related to being able to perform the procedure. These are two different ideas)

Add, subtract, and/or multiply polynomial expressions. (Do not include problems where students have to find the value of another variable imbedded in the problem. The EC says to simplify the expressions, not to create values to make them true, i.e. solving.)

Analyze operations of polynomial expressions(express answers... (The current statement makes it seem misleadingly simple. The example is clearly shows that students are going beyond simple operations.)

Have down what you did (I feel like the test should have writen out what they did to make the expression symplified.)

I have no rewrite just some thoughts below. (I thought this was a simple problem, because I did half of it and then instantly saw that it had to be one of the answers. (Also, I took 4 college-level calculus classes and used applied math in my employment, and my children are doing this type of math right now and ALWAYS have questions because they are doing the crazy Discovery math.) Nonetheless, even though I knew the answer, I finished the problem to verify as a form of checking, which took some time. If our children MUST take these tests (and believe me I am going to try to OPT out, and my kids a great at math), then they should be straight forward and easy. A lot of kids that have appropriate knowledge of algebra will fail these tests and there will be a generation of smart people that will have very low self-esteem, hate math, and then proceed to pass that on to their children. We have seen this process starting already! I think that all adults in the schools and government should take the Keystone tests BEFORE they are released to the children and see how many would have had to remain in high-school or would not have been admitted into college because of them. If this MUST be done, let's keep it simple.)

Just given them two polynomial expressions and ask them to add, subtract, multiply and/or distribute. A question like this is worded funny and does not assess the standard. (A more straight forward question asking them to do operations with polynomials would better test this eligible content. This question is testing something else besides just their ability to multiply.)

remove the +2 from the trinomial.

See below (There should be no multiplication bigger than a binomial times a binomial in Algebra 1.)

A1.1.1.5.2:
Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form ax^2+bx+c where a is equal to 1 after factoring out all monomial factors).

(trinomials limited to the form ax^2+bx+c where a is equal to 1). (Factoring out monomial factors is in the Algebra 2 curriculum.)

Eliminate "Where a is equal to 1 after factoring out all monomial factors." Include factoring any type of trinomials and factoring sum/difference of two cubes. (Eliminate the statistic standards and include more types of factoring and situational problems that require factoring to find the solution. Including problems where one factor is not a possible solution, where students must why the answer works for the problem.)

Factor algebraic expressions, including difference of squares, trinomials, and grouping. (There is no need to limit to a leading coefficient of 1 if the students will have to factor expressions where the leading coefficient is not 1 in Algebra 2. This standard should also include factoring by grouping so the students are introduced to this concept before Algebra 2 as well.)

Just ask the students to factor the expression rather than choose one of the factors. (It is confusing and different than what we ask in our curriculum. It doesn't set the students up to succeed.)

why does a have to be 1? Kids should be able to factor this where the coefficient a could be anything

A1.1.1.5.3: Simplify/reduce a rational algebraic expression.

Add, subtract, multiply, and or divide rational expressions. (NEVER SAY REDUCE. We do not reduce fractions, we rewrite them in equivalent forms.)

Level and degree of skill is not clear (Too broad of a statement)

Problem OK (Relatively easy if the children are properly taught how to pull out common factors. I am not sure if every child would see this and putting that X does not equal -4, -2, 0 is confusing. Let's let the teacher decide who knows algebra! Not a test where kids are times and can't ask questions.)

Simplify rational algebraic expressions. (Reduce would be to minimize the amount of something. While the evaluated expression may look "smaller", the actual value of the expression does not lose value from its initial form to its form after it is evaluated.)

The statement should inform the reader whether or not the eligible content includes adding, subtracting, or multiplying rational expressions.

A1.2.3.1.1: Calculate and/or interpret the range, quartiles and interquartile range of data.

I can't because I've passed upper level calculus and still have no idea what this means, or a use for it. (This concept is unnecessarily complicated.)

Show a picture of the box and whisker

A1.2.3.2.1: Estimate or calculate to make predictions based on a circle, line, bar graph, measures of central tendency, or other representations.

change the answer options. 20 & 25 are too close (unnecessary confusion for a proficiency test.)

How many students of the next 80 are likely to select basketball?

A1.2.3.2.2: Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).

Analyze data, etc, etc, from scatter plots. (Box and whisker graphs, stem and leaf plots and measures of central tendency are unused difficult to read and completely irrelevant.)

Some of these topics could go to 8th grade except the scatter plots. Also some of the central tendency displays are very rarely used in the real world.

A1.2.3.2.3: Make predictions using the equations or graphs of best-fit lines of scatter plots.

Again, the answer choices are extremely close. Is the intent to determine if a student understands a line of best fit, or to trick them? Depending upon the points used, students could choose 2 of the 4 answer choices.

Answers are too close together.

The graph is not detailed enough to get the exact values of the paired data coordinates to get a line of best fit to calculate the results required. Precision is missing. Too much of an error is created using estimation. If you require a line of best fit, use a table to give the paired data. If you are going to give a graph such as the example that lacks precision, then require a line of fit and ensure the answers provide sufficient spread to account for variation in the equation.

A1.2.3.3.1: Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal or percent).

Calculate probabilities of compound events (e.g. calculate probability of multiple events taking place, overlapping events, events involving or) and represent as a fraction, decimal, or percent. (The definition of "red and blue" is vague. Does it mean red and blue AT THE SAME TIME or red AND THEN blue? These are different concepts, each one important in mathematics, but students need to have clear wording on questions in order to fully comprehend the question.)

Find probabilities for independent compound events (e.g., find the probability of red and blue, find the probability of red or blue) and represent as a fraction, decimal, or percent.

It should include a table of possibilities. It should include a picture of two dice being rolled.

This is a compound event probability question. It is too difficult for Algebra I. (This should be re-written to be a singular probability event. Compound events can be addressed in Algebra II and Probability and Statistics.)

A1.1.2.1.1: Write, solve and/or apply a linear equation (including problem situations).

Answer should be given as t=65-(8 X 4) (If the problem is asking for t, then it should be solved for t. Plus there Is very little realism to this problem, which will confuse the kids if they solve it first and then check their equation (which I did) -- who makes more in tips than they do in salary?)

A1.1.2.1.2: Use and/or identify an algebraic property to justify any step in an equation solving process (linear equations only).

Identify the property Jenny used.

A1.1.2.1.3: Interpret solutions to problems in the context of the problem situation (linear equations only).

Hamburgers cost $2 and hotdogs cost $1. (We should be measuring whether students know the ordered pair stands for number of hamburgers/hotdogs or price.)

Suggestions below (After I looked up the definition of an "ordered pair" just to verify that I got this correct, I had to read the story several times and compare it to the answers and problem. From what I understand, the point of this problem is to make sure a child can interpret a simple word problem. This is a confusing way to just say that a boy spends $10 to buy hotdogs and hamburgers. Using the equation below, how many hamburgers (x) and hotdogs (y) did he buy? What do the coefficients of x and y represent or what is the cost for one hotdog and one hamburger?)

A1.1.2.2.1: Write and/or solve a system of linear equations (including problem situations) using graphing, substitution and/or elimination (limit systems to 2 linear equations).

Remove the word problem and just give two equations and solve for x (The equations are fine for OCCASIONAL class use, but for high-stake tests where kids are nervous, just let them solve a math problem so they don't have to read the question and worry if they mis-interpreted something.)

Write and/or solve a system of linear equations (including problem situations). Methods used can be graphing, substitution, elimination, or another strategy. (Students should not be

instructed to solve a system using a specific method. They should be permitted to choose their method of choice.)

A1.1.2.2.2: Interpret solutions to problems in the context of the problem situation (systems of 2 linear equations only).

Make this one more like the previous one. (Trying to hard to make this a logic puzzle.)

Remove the word problem and just give two equations and solve for x (The equations are fine for OCCASIONAL class use, but for high-stake tests where kids are nervous, just let them solve a math problem so they don't have to read the question and worry if they mis-interpreted something.)

A1.1.3.1.1: Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).

Add quadratics, then good

Write or solve compound inequalities and/or graph their solution sets on a number line (when do you use absolute value inequalities?)

Write or solve compound inequalities and/or graph their solution sets on a number line (does NOT include absolute value inequalities) (Absolute value inequalities belong in algebra 2.)

Write or solve compound inequalities and/or graph their solution sets on a number line. (I think the students conceptual are not ready for absolute value inequalities yet.)

A1.1.3.1.2: Identify or graph the solution set to a linear inequality on a number line.

Give the equation and make the solutions 4 graphs to choose from. (The student should only have to solve one inequality and select an answer, not solve 4 inequalities to find the one that matches the graph.)

A1.1.3.1.3: Interpret solutions to problems in the context of the problem situation (limit to linear inequalities).

make false answer "a." more obvious incorrect answer, say, "205" (I realize the correct answer is "d.", However, a student who understands how to solve the relationship wil get confused. This appears to be a trick question. Whereas, I don't believe trick questions have a place in proficiency tests.)

Interpret solutions to linear inequalities in the context of a problem situation.

A1.1.3.2.1: Write and/or solve a system of linear inequalities using graphing (limit systems to 2 linear inequalities).

How do you write a system of inequalities using graphing---that does not make sense. Solve a system of linear inequalities using graphing. (Limit the system to 2 linear inequalities)

A1.1.3.2.2: Interpret solutions to problems in the context of the problem situation (systems of 2 linear inequalities only).

Interpret solutions to problems involving systems of 2 linear inequalitie.

Rewrite as a compound inequality

Too much reading necessary to solve this problem.

A1.2.1.1.1: Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

Analyze a set of data for the existence of a pattern and represent the pattern using an algebraic expression (As a mathematics teacher, I am not quite sure why it is necessary for a pattern to be represented graphically. Finding subsequent terms and a representation should suffice.)

Statement is fine. (If you are going to ask this type of question, then recursive and explicit formulas need to be provided on the formula sheet for arithmetic and geometric sequences.)

The statement should be rewritten using smaller numbers and the data should be presented in a table format.

A1.2.1.1.2: Determine if a relation is a function given a set of points or a graph.

Determine if a continuous relation is a function given a set of points or a graph. (Does not need to include step functions, as these are not introduced until algebra 2. Also do not need to use set notation. When giving points, use a table or ordered pairs.)

Determine if a relation is a function given the equation, table, or graph. (Equations, tables, and graphs are the three main representations in which you will find math.)

Use continuous functions not piecewise functions.

A1.2.1.1.3: Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table).

Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table). (Please do NOT use step functions!)

Do not use piecewise functions.

A1.2.2.1.1: Identify, describe and/or use constant rates of change.

Identify, describe, and or use constant rates of change (slopes).

A1.2.2.1.2: Apply the concept of linear rate of change (slope) to solve problems.

Apply the concept of linear rate of change (slope) to solve algebraic, linear problems. (Does not include geometric connections, such as similar triangles.)

Draw the slope on a Cartesian plane. (The question is being asked backwards.)

Take the triangle out of the picture. It is not needed and confusing.

Too difficult. Ask a question about a grade of a road, such as 6%, and interpret that using rise over run. (This type of question throws off lower students who do understand slope but cannot apply it in this context. They can do this in Geometry and Algebra II. Ask a more basic Algebra I

slope interpretation question.)

A1.2.2.1.3:
Write or identify a linear equation when given

- **the graph of the line**
- **2 points on the line, or**
- **the slope and a point on a line,**

(Linear equation may be in point-slope, standard and/or slope-intercept form).

Student should be able to put answer into any form as long as it is the right equation

A1.2.2.1.4: Determine the slope and/or y-intercept represented by a linear equation or graph.

Analyze an equation, represented by a linear equation or graph, to extract the meaning of slope and y-intercept (The current statement makes it seem misleadingly simple. The example is clearly shows that students are going beyond simple "location" of slop and y-intercept)

Determine the slope and or y-intercept represented by an equation, graph, or table. (Equations, graphs, and tables...)

Interpret the slope and/or y-intercept represented by a linear function (The eligible content sample questions reaches far beyond simply determining the slope and y-intercept. It requires students to interpret what each is defined as. If those are the example questions required for demonstrating understanding, the eligible content should reflect that in a more specific manner.)

Say "plastic cups" or "glasses", instead of just "cups" ("cups" could be interpreted as as 8 oz. cups for fluid measure, thus unnecessarily confusing the test taker)

A1.2.2.2.1: Draw, find and/or write an equation for a line of best fit for a scatter plot.

Draw, identify, and/or write an equation for a line of best fit for a scatter plot. (The word "find" is very vague. If students are given a line and they are to match it to a graph, they are identifying a line.)

Estimate the line of best fit on a scatter plot with a linear equation. (finding the line of best fit is regression and above the level of this course. All we can do is estimate the line of best fit.)

Have the graph labeled to represent the equations.

The statement is fine, but the answer choices are very close in terms of y-intercepts. IS the question designed with intent to evaluate student understanding of a line of best fit or to trick them. Depending on the two points chosen to determine the line, every student could in fact have different lines of best fit, even when choosing two points in the given criteria.

Should Be Deleted

A1.1.1.1.1: Compare and/or order any real numbers (rational and irrational may be mixed).

Common Core should be testing students on basic Math.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

I feel like there is no reason to know weather or not a number is rational or not. You can tell what it is just by looking at it. In school when my class went over these kinds of questions most kids would just say with a decimal or without one. You could be using that class time to do something that the kids actually don't understand and need to learn.

If kids are to learn this they should start in kindergarten and not start in 11th. Grade.

not appropriate for algebra students

Students are taught to order/compare real numbers without variables.

This doesn't describe the students understanding of real numbers. This question somewhat describes a students understanding of equality in an equation, but is too difficult and would take too long during a high-stakes test. After spending a lot of time plugging random positive and negative integers into this problem, my only guess is that the answer is D. It took a while and

guessing.

This is a multi-step logical thinking problem. It is a very hard problem for a student just learning the rules for exponents.

This is a question that should not be used to decide if a student is ready to leave HS

This is not used in standard life.

A1.1.1.1.2:
Simplify square roots (e.g., √24 = 2√6).

alg 2 content

calculators do this automatically

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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Irrelivent to life.

Most students who take the Algebra1 Keystone are in 9th grade, and DO NOT have the higher cognitive skills needed to solve such a problem.

Reducing square roots is an antiquated process that should not be taught.

Simplifying square roots is not particularly useful. It is a computation that is not a test of any math concept . I

This is a problem that requires logical thinking skills. It is very tough for a student who is just beginning to understand radicals. It involves more than just simplifying square roots.

This is not needed for students until they reach geometry. There is no context for this in algebra 1.

A1.1.1.2.1: Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.

Can't this standard be tested through the factoring objectives later on?

Factoring algebraic expressions incorporates GCF. Least Common Multiple can be assessed in the PSSA math jr high standards.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

GCF and LCM Should be used in context and not just required on its own.

I am not sure there is tremendous value in having students findi the GCF or LCM of monomials. Most of the Keystone content is real world and application based. I don't see how this ties into the flow of the Keystone's or how it can relate to the real world.

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Not relevant to standard life

This knowledge is not useful in higher level math.

Too nerve wracking. Initially looks complex, but all the child had to do is look at the variables. If they stop there, it doesn't show any real knowledge of how to break down the number, which is the more complex problem.

Why is this an important set of skills to graduate from high school?

Doesn't really have any application to real life.

A1.1.1.3.1: Simplify/evaluate expressions involving properties/laws of exponents, roots and/or absolute value to solve problems (exponents should be integers from -10 to 10).

could be done on a calculator without comprehension

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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A1.1.1.4.1: Use estimation to solve problems.

Estimation is a good tool, but not a math skill which requires a proficient understanding.

Estimation isn't a skill that most students know how to use or apply in any situation. Students tend to problem solve exactly as the information is given. Testing estimation isn't testing their ability to complete math at an Algebra 1 level.

Estimation should NOT be tested, EVER. It is a fine tool for the classroom to help with making sure an answer makes sense. If this is a high-stake, timed test, precious time is wasted reading the problem and trying to figure out what it is asking. MANY children will do the estimation SEVERAL different ways just to make sure that one answer wasn't better than the other. While some children will get the "real" answer and round to the nears number presented. My children have gotten answers WRONG on tests by doing this, when I spoke to the teacher, I was told IF they had estimated, they would not get that answer. These are the children that are taking these tests, so they are going to be double and triple checking for tricks. The beauty of estimation as a tool in real life is that one can choose to over estimate and underestimate, depending on the purpose. In business and math testing, exact numbers should be determined. This should be asked as a straight-forward problem.

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It is nearly impossible to assess whether students are using estimation skills. Most students will simply compute the actual answer and then choose the answer choice that is closest to theirs.

Its not that estimation isn't an important skill for students to have. It is a skill that students should master. However, in real world application problems and science classes/experiments -- precision in measuring is highly needed, therefore, I believe there should be less focus on

estimation, and more focus on the exact answer/solution.

Students are able to use a calculator, therefore estimation is not really what the students are completing.

The answer may vary depending on what place value you round too. Also, some answer choices are too close together.

There are no clear rules for estimation given the particular problem presented. If a student can solve the problem, simply let them solve the problem.

These skill should be already learned.

This belongs in the PSSA math content area

This is a VERY IMPORTANT skill that each student uses (or should) to do every problem on a math test. Good students are asking themselves whether an answer is reasonable or not while completing any math problem. But, I don't think it should be a skill that is assessed. On a high stakes test like the Algebra Keystone Exam the students are so geared up to "get the right answer" but then there's this one question on the test where you don't want them to get the right answer. I think it's unfair. Take a look at the sample problem: A theme park charges $52 for a day pass and $110 for a week pass. Last month, 4,432 day passes were sold and 979 week passes were sold. Which is the closest estimate of the total amount of money paid for the day and week passes for last month? A. $300,000 B. $400,000 C. $500,000 D. $600,000 The correct answer is easy for almost every kid to find: 4432(52)+979(110)=$338,154. But then they have to chose an estimated (wrong) answer and they start worrying (should I round up? round down? - did I even do it right? my answer isn't there) Is it really fair to ask a kid to estimate that when they have a calculator sitting right in front of them and EVERY OTHER QUESTION on the test is looking for a precise answer? For stronger students, this is no big deal – but to the kids who struggle and second guess themselves – I think this type of question is unfair. And, like I said, estimation is an inherent trait on every math test, so I don't think it's necessary to include in the eligible content.

too vague

Why should we make kids learn how to round, make them learn the correct info, not rounding

Without specific directions, proper estimation can be done yet not the same for each student. If included, specific directions should be given as to how they want the answer estimated. The place value, etc. would be appropriate.

A1.1.1.5.1: Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).

All keystone testing in mathematics is ridiculous when your kid is in 11th. Grade and has been taught one way his entire life now he needs to change how he was taught.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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Not relevant for standard living

Poor instructions.

This has nothing to do with real life.

To confusing for the students. Why is this knowledge necessary.

A1.1.1.5.2:
Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form ax^2+bx+c where a is equal to 1 after factoring out all monomial factors).

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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more of an algebra 2 skill students do not master this by a May test in algebra 1

This is good for some students, but when you consider that ALL students must pass the Keystone to graduate, I do not think this belongs on the Algebra 1 test. I think this should be an Algebra 2 concept. I know PA has it's own common core (different from CCSS) - but we do not delineate between grade or course levels for our "high school" math standards. If you look at the CCSS (Common Core State Standards) on this site http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf they view this as an Algebra 2 topic. See p. 9 under "Arithmetic with Polynomials and Rational Expressions" where they list "Understand the relationship between zeros and factors of polynomials" as an Algebra 2 topic.

When your kids having problems in this and can't get help he needs from his school it a bunch of crap.

This and A1.1.1.5.3 are the only anchors that utilizes quadratics. Students are required to factor, but they are not required to graph quadratics or to solve quadratic equations. Therefore, there aren't any applications to factoring. Students have a difficult time developing any sort of connection with factoring. I believe that all quadratics should be left for Algebra 2. I know PA has it's own common core (different from CCSS) - but we do not delineate between grade or course levels for our "high school" math standards. If you look at the CCSS (Common Core State

Standards) on this site
http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf they view this as an
Algebra 2 topic. See p. 9 under "Arithmetic with Polynomials and Rational Expressions" where
they list "Understand the relationship between zeros and factors of polynomials" as an Algebra
2 topic.

A1.1.1.5.3: Simplify/reduce a rational algebraic expression.

Addressed in Algebra II. At least make it much simpler and take out the restrictions. It only
confuses students.

For those students NOT pursuing a career in a math/science related field, where is this
applicable?

How many people in state office know how to do this problem? How many times will the
average student use this after leaving HS

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statements about each category. Typical of our state to make this site difficult for a parent to
leave feedback. Students are being taught to the test instead of getting a quality education.
This testing is ridiculous. The state is expecting every student to excel in each category instead
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advanced at every test is unattainable. You are setting goals that are absolutely out of touch
and causing unacceptable stress on students. My son does not excel in Math. In fact, he
struggles. The fact that he has to repeat this testing twice a year until he passes has him feeling
that he is stupid and that is far from the truth. You have shaken his confidence and made him
feel that he is below average. What you are doing to my son is unacceptable! RETHINK this
testing!!!

put in alg 2

Seriously. Why does a high school student need this???

should not include trinomials

Simplifying rational expressions is Algebra 2 content. The regular Algebra 1 student can't

comprehend simplifying rational expressions yet.

This is another one that's good for some students, but when you consider that ALL students must pass the Keystone to graduate, I do not think this belongs on the Algebra 1 test. I think this should be an Algebra 2 concept. I know PA has it's own common core (different from CCSS) - but we do not delineate between grade or course levels for our "high school" math standards. If you look at the CCSS (Common Core State Standards) on this site http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf they view this as an Algebra 2 topic. See p. 9 under "Arithmetic with Polynomials and Rational Expressions" where they list "Rewrite rational expressions. (Linear and quadratic denominators)" as an Algebra 2 topic.

This skills is not necessary for algebra 1. Traditionally, this has been an algebra 2 skill.

This and A1.1.1.5.2 are the only anchors that utilizes quadratics. Students are required to factor, but they are not required to graph quadratics or to solve quadratic equations. Therefore, there aren't any applications to factoring. Students have a difficult time developing any sort of connection with factoring. I believe that all quadratics should be left for Algebra 2. I know PA has it's own common core (different from CCSS) - but we do not delineate between grade or course levels for our "high school" math standards. If you look at the CCSS (Common Core State Standards) on this site http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf they view this as an Algebra 2 topic. See p. 9 under "Arithmetic with Polynomials and Rational Expressions" where they list "Understand the relationship between zeros and factors of polynomials" as an Algebra 2 topic.

A1.2.3.1.1: Calculate and/or interpret the range, quartiles and interquartile range of data.

Algebra Keystone should be algebra only. There is too much material for the students to cover for the Keystone exam. Statistics should not be included. My concern is that our curriculum is "a mile wide and an inch deep."

box and whisker plots are irrelevant

For those students NOT pursuing a career in a math/science related field, where is this applicable?

i don't understand the benefit of the concept of "inter quartile"

I took 4 years of calculus in college and then used applied calculus in my Engineering job. I have NEVER used interquartile.

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Not algebra

There are too many statistic standards on the Alg Keystone.

This can be addressed in Probability and Statistic courses.

This is not an algebraic concept. I teach these concepts in a senior Probability and Statistics class. Again, to truly understand these concepts, the cognitive ability must be more mature than 14-16 years old.

This is not taught in Algebra 1.

This is tested so much in the younger grades. It does not need to be tested again.

when do you use a box and whisker plot in the real world?

I do not understand the relationship this content has with Algebra 1 concepts

A1.2.3.2.1: Estimate or calculate to make predictions based on a circle, line, bar graph, measures of central tendency, or other representations.

Algebra Keystone should be algebra only. There is too much material for the students to cover in this course for the Keystone exam. Statistics should not be included. My concern is that our curriculum is "a mile wide and an inch deep."

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There are statistics questions on the PSSA in jr high. The Alg Keystone does not need them.

This is not algebra

This is statistical analysis which also includes multi-steps to arrive at the answer. Again the cognitive ability of students ages 14-16 is not at this level.

This is tested so much in the younger grades. It does not need to be tested again.

A1.2.3.2.2: Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).

Algebra Keystone should be algebra only. There is too much material for the students to cover in this course for the Keystone exam. Statistics should not be included. My concern is that our curriculum is "a mile wide and an inch deep."

Box and whisker plots are not used in the real world

I took 4 years of calculus in college and then used applied calculus in my Engineering job. I have NEVER used a leaf and stem plot (I do not even recall learning about them). I remember my children did learn about them briefly at some point in their education, but I am SURE they will not remember how to interpret this during a high-stakes exam.

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Stem and leaf plots are obsolete.

There are enough statistics on the PSSA in jr high. The Alg Keystone should be just Algebra standards

these type of plots are useless for understanding any concepts

This is not algebra

This is statistical analysis, not Algebra. There is plenty of opportunity for students to be exposed to statistical analysis throughout high school, not in an Algebra 1 course.

This should not be on an Algebra test, especially because it is tested so much in the younger grades.

This statement closely resembles the above eligible content (A1.2.3.2.1). These statements should be formed into one content area.

when was the last time you saw a box-and-whisker plot?

A1.2.3.2.3: Make predictions using the equations or graphs of best-fit lines of scatter plots.

(My children will definitely overthink this one.) Is the weight of a dog leveling off at this point? If the dog is done growing, they would chose 27, or if its growing is slowing, then max 32. If it is just hitting puberty, will it gain weight like a human and jump up to its maximum ideal weight which may be 36? These are questions that people with Scientific brains pose. Math should be less ambiguous.

Addressed in Algebra II.

Algebra Keystone should be algebra only. There is too much material for the students to cover in this course for the Keystone exam. Statistics should not be included. My concern is that our curriculum is "a mile wide and an inch deep."

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The choices are too close together and based off of a students line of best fit, there really could be 2 possible answers that are within reason.

A1.2.3.3.1: Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal or percent).

Alg Keystone has too many statistics standards.

Algebra Keystone should be algebra only. There is too much material for the students to cover in this course for the Keystone exam. Statistics should not be included. My concern is that our curriculum is "a mile wide and an inch deep."

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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I'm against all of this keystone stuff, not all kids are made for this.

Most of this is not required for everyday life

not algebra

not an algebra 1 skill

Probability is not algebra. There is time in other courses to expose students to probability in a more meaningful way.

Probability should not be on an Algebra test

This is not testing algebraic concepts. It is a fun game that should be included in a puzzle book, but will confuse a kid because they are already nervous because they are taking a high-stake test, and the answer is so easy that it is more a logic question. Plus, they will first have to think that a number cube is simply a dice.

A1.1.2.1.1: Write, solve and/or apply a linear equation (including problem situations).

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When your kid isn't going to college he shouldn't have to learn this stuff

A1.1.2.1.2: Use and/or identify an algebraic property to justify any step in an equation solving process (linear equations only).

"Algebraic property " could be anything unless the students are taught a list of algebraic properties. If they can solve the problem they will be using an "algebraic property."

A correct answer is a correct answer and can often be reached through many methods.

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Justifying reasoning using properties is better addressed in Geometry.

not necessary

not relevant, as long as students can solve the problem they shouldn't have to know the name of the steps they are taking to get there

Reciting properties is an outdated and low level-thinking skill.

There is no reason for the average student to know the actual names of the properties. There just isn't.

They should learn how to do the problem, not the reason.

This is a verbal explanation of a problem that most kids will know how to do but may not remember what the property name is. In real life, knowing how to do the problem is more important than remembering a definition. Let's test math knowledge. (I had to google the definitions to make sure I got this answer correct even though I know how to do this problem.

A1.1.2.1.3: Interpret solutions to problems in the context of the problem situation (linear equations only).

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A1.1.2.2.1: Write and/or solve a system of linear equations (including problem situations) using graphing, substitution and/or elimination (limit systems to 2 linear equations).

For those students NOT pursuing a career in a math/science related field, where is this

applicable?

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Solving a system of equations uses many skills at once, and again, students who are between 14-16 years old DO NOT have the cognitive abilities to apply 2-3 steps. I have tutored college students who struggle systems of equations.

too hard

This should be taught in Algebra 2

A1.1.2.2.2: Interpret solutions to problems in the context of the problem situation (systems of 2 linear equations only).

For those students NOT pursuing a career in a math/science related field, where is this applicable?

feel that he is below average. What you are doing to my son is unacceptable! RETHINK this testing!!!

If they can solve it, they should be able to interpret.

Just ask the students to solve the system. Ask them how many roses and carnations should be bought. All of the extra work throws off a lower student who is not normally asked to interpret the results in our curriculum. A student could solve the system correctly and not know how to figure out how to interpret the results. This is addressed better in Algebra II.

Students will not realize they must first solve the system of equations before answering.

A1.1.3.1.1: Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).

Even w a bachelors degree I can't solve this.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

I don't remember how to solve this, and I never had to use anything like this. I don't remember my older child ever learning this.

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Most people I know didn't understand this when it was done in school so the schools need to

spend more time on this subject.

A1.1.3.1.2: Identify or graph the solution set to a linear inequality on a number line.

???????

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This in my opinion is useless, i didn't really learn anything out of these problems.

A1.1.3.1.3: Interpret solutions to problems in the context of the problem situation (limit to linear inequalities).

Complex, confusing, too many words in the question and answer. I am still hung up on who is going to carry that many baseball -- most kids would rather have the money go to a social fund.

I think that this is better addressed in Algebra II.

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feel that he is below average. What you are doing to my son is unacceptable! RETHINK this testing!!!

Should already know how to interpret.

Too vague. What would qualify as a correct answer?

A1.1.3.2.1: Write and/or solve a system of linear inequalities using graphing (limit systems to 2 linear inequalities).

Again, multi-step problems involving systems, graphing, and shading...too many steps for the cognitive level of most 14-16 year olds.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

How many times after HS would a student need this.

I feel like this is not needed to know when growing up.

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put in alg 2

why are there so many questions about inequalities?

A1.1.3.2.2: Interpret solutions to problems in the context of the problem situation (systems of 2 linear inequalities only).

Address in Algebra II.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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Systems of equations and/or inequalities are beyond the functioning of most 14-16 year olds cognitive ability.

This concept is not taught in Algebra 1.

What is a Tyreke? I suggest that you use common names when making these problems. I have NEVER seen that name. I do not have time to read this problem or figure it out. Once again, inequalities?! If someone is going to tip, they can simply estimate a certain round for each $10 and make sure they can afford to pay for it.

A1.2.1.1.1: Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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should be limited to linear patterns only

This is not taught in Algebra 1.

Who would use this after HS.

A1.2.1.1.2: Determine if a relation is a function given a set of points or a graph.

Couldn't they all be? It's been a long time, but would it just need an x and y coordinate to be a function one to be a function of another? I may be missing a definition-related concept here.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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Not sure what proficiency skill this proves

Seems like advanced math

Students work with linear functions only and are not ready to think of functions of various forms.

What is a relation?

whether a relation is a function has no real world value

A1.2.1.1.3: Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table).

????

Address in algebra II.

Can our elected officers provide the end result of this. I highly doubt it.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

I have always seen "functions", "domains", and "ranges" in pre-calculus courses.

I have NO idea what this is asking.

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linear only or deleted

not relevant to the real world

A1.2.1.2.1: Create, interpret and/or use the equation, graph or table of a linear function.

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A1.2.1.2.2: Translate from one representation of a linear function to another (graph, table and equation).

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struggles. The fact that he has to repeat this testing twice a year until he passes has him feeling that he is stupid and that is far from the truth. You have shaken his confidence and made him feel that he is below average. What you are doing to my son is unacceptable! RETHINK this testing!!!

A1.2.2.1.1: Identify, describe and/or use constant rates of change.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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A1.2.2.1.2: Apply the concept of linear rate of change (slope) to solve problems.

For those students NOT pursuing a career in a math/science related field, where is this applicable?

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testing!!!

This is not a rate of change problem. It is multiplication by a fraction and then realizing that I need to subtract the answers.

A1.2.2.1.3:
Write or identify a linear equation when given

- **the graph of the line**
- **2 points on the line, or**
- **the slope and a point on a line,**

(Linear equation may be in point-slope, standard and/or slope-intercept form).

????

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Point slope form should be addressed in Algebra II

A1.2.2.1.4: Determine the slope and/or y-intercept represented by a linear equation or graph.

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This application is not taught in Algebra 1.

A1.2.2.2.1: Draw, find and/or write an equation for a line of best fit for a scatter plot.

???

Addressed in Algebra II.

answer depends on which two points are chosen

Based off of the scatter plot and line of best fit, it is somewhat vague in regards to determining the best fit line because the equations are too close in regards to a proper determination, The other option would be not to make it clearer in regards to the options that can be chosen from so there is less confusion.

I cannot recall if there is a concrete way to determine the equation of a best fit line. Or whether kids can plug a few numbers into a graphing calculator (which we did not use). If there isn't and it's eye-balling, then this should be removed. The slopes are too close (less than 1) and the y-intercept will cause kids to self-doubt. If you want to test kids abilities to determine the formula of a line, then use a line, not a best-fit line from a wide scatter plot. This is a high stakes test, not a placement test, and kids should be able to answer concrete questions.

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I work for UPS and I can't even figure this out.

The line of best fit is a estimate, the choice of answers are too similar.

Suggested Eligible Content

that should be done in 2nd grade

We should use the national standards wording and coding

Measurement standards from CCSS. Why are students not tested on whether they can convert units (needed in science) and other areas of the measurement standards. Why is algebra 1 Keystone the marker for high school education when many take this in 8th grade?!? It should be geometry keystone for high school. Geometry takes into account algebra 1 and algebra 2 content.

Students should be able to solve quadratic equations that are at least factorable possible even ones that require the quadratic formula.

Being proficient in the Algebra I Eligible Content assures students have a working understanding of Algebra I concepts, theories and applications.

consumer math

One to one functions, imaginary numbers, liniar programming

I think you need to teach basic math again

I explained what material should be added by expanding the standard A.1.1.1.5.2 on factoring.

Some of these sample questions do not reflect all of the possible content that could covered under a single assessment anchor.

Solve quadratic equations by graphing, factoring, and/or using the quadratic formula.

should have problems using "rate X time = distance"

When we go on to the keystones, there are usually random questions thrown in that we haven't even learned and the wording is usually horrible on stuff we have learned. I would also appreciate it if you made it easier for kids who have learning disabilities like I do (ADHD) to make it a little easier for us to concentrate on the test. Silence never does most of us good, we need music or something.

These are fine for those intending to go to a four-year institution. However, many of our students with SLD and those who have ID but are higher functioning but do not qualify for PASA, there is too much material. Some of my students would be able to learn this material, but not at the pace that the PA Dept. of Ed seems to be forcing the districts to run. (And it is the Dept of Ed, not the school districts, that are causing this.) If you truly want to draft real standards to prepare students for adult life, get out of your offices and spend actual time (not 5 minute visits to AP classrooms)... and develop tests that are not "one size fits none".

Too much emphasis on graphing, slope, than true thought provoking algebra

THIS PROVIDES LITTLE ROOM FOR COMMENT ABOUT THE OVERALL KEYSTONE TESTS. AS A PARENT OF A CHILD WHO HAS TAKEN THE ALGEBRA 1 EXAM FOR THE THIRD TIME, THE DEPT. OF EDUCATION SEEMS TO HAVE A DRAWN A LINE IN THE SAND TO IMPLY THAT EVERY CHILD SHOULD REACH A CERTAIN LEVEL OF SKILL TO GRADUATE. DID THE DEPT. DO ANY STUDIES IN A VARIED SAMPLE OF SCHOOL DISTRICTS TO SEE IF THESE TESTS ARE ACTUALLY PASSIBLE BY 100% OF THE STUDENT BODY, I RECEIVED A LETTER THAT MY CHILD WOULD HAVE TO DO A PROJECT BECAUSE HE DID NOT PASS THE ALGEBRA 1 TEST FOR A SECOND TIME. I THEN RECEIVED A SECOND LETTER THAT HE COULD TAKE THE TEST FOR A THIRD TIME BECAUSE THERE WAS NOT FUNDING FOR THE PROJECT. AS WE KNOW NOT EVERYONE IS A GOOD TEST TAKER, SO WE HAVE A PROJECT FOR THOSE WHO

CANNOT PASS THE EXAM, WELL NOT YET. I HAVE NOT READ ANY KEYSTONE TEST RESULTS FOR ALGEBRA 1 STATEWIDE. IT WOULD BE NICE TO KNOW WHAT PERCENT OF FRESHMAN ARE PASSING THE EXAM. IT WOULD SEEM TO ME THAT THE DEPT. DOES NOT HAVE A WELL THOUGHT OUT PLAN COMPLETE WITH IF/THEN POLICIES THAT CAN BE IMPLEMENTED ON TIMELY FASHION. WHEN I SPEAK WITH MY CHILD'S GUIDANCE COUNSLER OR MATH TEACHER THEY SEEM TO IMPLY THAT THEIR LOSS FOR ANSWERS COME FROM A LACK OF DIRECTION FROM THE STATE. IN MY OPINION, OTHER MEASURES OF ACADEMIC PERFORMANCE SHOULD BE MEASURED. MY CHILD FINISHED HIS FRESHMAN YEAR WITH 90% IN HONORS ALGEBRA, WHAT ELSE DOES HE NEED TO GRADUATE. IF THE DEPT. DOES NOT HAVE A PLAN B TOGETHER, DO NOT START PLAN A. THANK YOU FOR YOUR TIME.

I would like to see more word (story) problems. Can a student think logically and put together the steps necessary to solve the problem. Consecutive number problems, rate/time/distance, age problems, etc.

give answer to sample question and explain why