What does the response actually show?

A department calibration guide for all 12 Regents exam titles on the 2027 schedule.

Start with one common question

Two teachers read the same anonymous response independently. Each identifies the observable move and the criterion it meets. Only then do they propose why the student responded that way. A follow-up task distinguishes competing explanations.

Choose a department

Algebra I	Pages 4–5
Geometry	Pages 6–7
Algebra II	Pages 8–9
English Language Arts	Pages 10–11
Global History and Geography II	Pages 12–13
U.S. History and Government	Pages 14–15
Life Science: Biology	Pages 16–17
Earth and Space Sciences	Pages 18–19
Physical Science: Chemistry	Pages 20–21
Physical Science: Physics	Pages 22–23
Physical Setting/Chemistry	Pages 24–25
Physical Setting/Physics	Pages 26–27

What was available

Math model-response sets and ELA and history anchor papers publish student responses with state ratings. The six science profiles use question-specific official criteria. Their possible student errors are hypotheses for a local check. All A/B rehearsal responses in this guide were written for calibration.

No Burgard student responses were supplied for this run. The local record opens empty. The source analysis and facilitator rehearsals can be used immediately in private review.

Which patterns recur?

The denominator for the mathematics comparison is the number of released forms containing selected examples.

Algebra I and Geometry • inference after a calculation

First-sentence commentary on examples below full credit mentions justification or conclusions on 7 of 8 Algebra I forms and 5 of 5 Geometry forms. Some mentions recognize a correct justification in an otherwise incomplete response. The case pages identify where a justification was specifically missing.

Algebra II • rate and interpretation

Both current Algebra II releases contain commentary on examples below full credit mentioning interpretation or context. The June lung-capacity and August cooling examples isolate two skills: obtaining an interval rate and explaining what the number describes.

ELA • evidence selection and explanation

In June text analysis, the reader had to infer a link after long quotations. In August argument writing, citations were present even when the evidence did little for the claim. Ask one question about relevance and another about reasoning.

History • the claim, the setting and the evidence

The January U.S. short essay makes a defensible causal link while omitting context. An August civic essay recognizes outside information but uses it weakly. January and August Global II anchors both contain reasonable ideas that needed stronger historical support.

Science • compound one-credit criteria

The June Biology claim about algal growth, the Chemistry claim about reaction time, and the Physics helmet decision each require a supported judgment. The evidence that counts is discipline-specific. Other science items instead require a diagram, comparison, calculation or mechanism.

What the counts mean

The math index contains 1,400 machine-located scored examples in 15 response sets. It indexes score labels with a question locator. Tagging searches the first commentary sentence on less-than-full-credit examples. Curated anchors and text matching cannot estimate how often candidates make an error. See the linked case pages for direct evidence.

Run the calibration meeting

Bring one common task, the relevant scoring pages, and a small set of eligible anonymous classroom responses.

0–4 min Set the criterion

Select one demand narrow enough to locate in a response. Record the task version and what support students received. Keep a separate count of absences, blanks, illegible responses and work completed with help.

4–9 min Read the released work

For math or humanities, cover the printed level and commentary if practical. Two readers record an independent rating and point to the evidence. Reveal NYSED’s judgment and inspect a higher anchor on the same task. For science, read the criterion and use the labeled A/B rehearsal for a contrast.

9–16 min Read anonymous local work

Use codes that exist only for this meeting. Remove names, IDs, teacher names and identifying narratives before review. Each rater independently codes the same criterion as shown, partial, absent from an interpretable attempt, or insufficient evidence. A correct oral explanation after prompting belongs to a separate observation.

16–21 min Resolve or retain uncertainty

Compare the two codes and their evidence. Preserve the original judgments. Record a consensus only if the readers can point to the same work under the same criterion. When a mismatch persists, retain it as unresolved and clarify the criterion before teaching to a supposed deficit.

21–25 min Decide and check transfer

Select one response-specific question and one changed task. If the student explains the idea after a neutral cue, test independent transfer before assigning conceptual reteaching. If several eligible samples show the same error, model that step and return to the full task.

Read the local record

Within one case, task version and support condition, report exact agreement as matching initial codes divided by paired interpretable ratings. Report the number of excluded or unresolved responses. A cohort conclusion needs actual local responses and a documented selection method.

Algebra I

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q35 / 3/6

Check both constraints

The response established the two equations and checked the proposed values against only one. Compare the complete example on pages 77–78.

Test this possibility. The student may think one true receipt verifies a pair, or may have stopped after one check.

Ask: If one receipt works and the second fails, what can you conclude about the proposed prices?

Exam task · Response · PDF p. 89 · State commentary · Higher anchor

JANUARY 2026 / Q30 / 1/2

Translate a boundary

The algebra was consistent with the inequality the student wrote. The starting inequality differed from the situation.

Test this possibility. The barrier may be interpreting the spending limit rather than solving the inequality.

Ask: Would spending exactly the budget work? What about one dollar more?

Exam task · Response · PDF p. 38 · State commentary · Higher anchor

AUGUST 2026 / Q33 / 3/4

Restrict a graph to its context

The response extended the graph beyond the axes in a way the scorer identified as inconsistent with the context.

Test this possibility. A familiar graph-drawing routine may have overridden the physical limits.

Ask: What would a point in the extension mean in the story? Could that event happen?

Exam task · Response · PDF p. 61 · State commentary · Higher anchor

Algebra I

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

ALG1-1 / Two receipts

Three coffees and two teas cost $12. Two coffees and four teas cost $16. Define variables, write both equations, and test a friend's claim that both drinks cost $2.50. Find the two prices and verify them.

Focal request

Test the price claim against both receipts and give one verdict. Use the two receipts in the Studio task below.

Response A

At $2.50 each, the first order would cost $12.50. That rules the claim out.

Response B

At $2.50 each, the receipts would be $12.50 and $15 instead of $12 and $16. The proposed pair fails both checks.

What the pair distinguishes

A gives a logically sufficient counterexample to reject the claim. B shows both receipt checks. If the local criterion asks only for a valid disproof, both demonstrate it. If it explicitly asks for both checks, only B shows both. Respect the actual prompt.

A fresh transfer check

Change the claim to $2 per coffee and $3 per tea. Ask what evidence is now required to confirm it.

Evidence of transfer

Transfer is demonstrated when both constraints are checked to validate a solution and a single failure is recognized as enough to reject one.

Geometry

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q35 / 5/6

Finish a coordinate proof

The student calculated slopes, including work on the continuation page, but omitted the conclusion establishing the trapezoid.

Test this possibility. The reasoning may be implicit. A slope calculation alone does not show whether the geometric definition is understood.

Ask: Which sides do the slopes tell you are parallel, and which definition does that establish here?

Exam task Response · PDF p. 120 State commentary Higher anchor

AUGUST 2026 / Q33 / 3/4

Match a reason to a proof step

The scorer isolated an incorrect reason at step nine. This is a narrower problem than an entirely invalid proof.

Test this possibility. The student may know the relationship but choose a theorem whose hypotheses have not been established.

Ask: What must already be true to use the reason you wrote at this line?

Exam task Response · PDF p. 71 State commentary Higher anchor

AUGUST 2026 / Q35 / 4/6

Support each classification separately

The parallelogram and nonrectangle conclusions were incomplete. The same paper contains evidence of progress toward the larger proof.

Test this possibility. The writer may treat an initial classification as sufficient for every later claim.

Ask: What fact would exclude a rectangle after you have established a parallelogram?

Exam task Response · PDF p. 105 State commentary Higher anchor

Geometry

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

GEO-2 / From coordinates to a proof

Plot A(0,0), B(4,0), C(6,3), D(2,3). Prove ABCD is a parallelogram and decide whether it is a rectangle. Give a reason for both results.

Focal request

Use the four points in the Studio task. Decide whether they make a parallelogram. Focus on the step from slopes to the classification.

Response A

AB and CD have slope 0. BC and AD have slope 3/2.

Response B

AB ∥ CD because both are horizontal. BC ∥ AD because both have slope 3/2. Both pairs of opposite sides are parallel, so ABCD is a parallelogram.

What the pair distinguishes

A supplies the calculation evidence. B uses both pairs and a sufficient condition. Ask A to finish the argument orally before inferring a gap in geometric knowledge.

A fresh transfer check

Move D to (1,3). Which parallel relationship survives? Does the old classification still follow?

Evidence of transfer

Names the pairs, tests the changed slopes, and revises the classification when one pair fails.

Algebra II

Three calibration cases • Observed in selected released student work

JUNE 2026 / Q36 / 5/6

Interpret a rate in context

A high-credit response still lost precision in its explanation because it omitted the physical context. The task models lung capacity.

Test this possibility. A student may calculate a rate and omit the quantities, direction or time interval it describes.

Ask: What changes, per unit of what, over which interval in this model?

Exam task · Response · PDF p. 85 · State commentary · Higher anchor

AUGUST 2026 / Q34 / 2/4

Connect a cycle to its parameter

The response gave an incorrect period and an incorrect value of the associated function parameter B.

Test this possibility. A horizontal distance between unlike points may have been read as a full cycle. A parameter slip is also possible.

Ask: Point to two consecutive matching phases. How does their separation determine B in radians?

Exam task · Response · PDF p. 64 · State commentary · Higher anchor

AUGUST 2026 / Q36 / 4/6

Separate interpretation from precision

The commentary identifies two distinct issues: an incomplete interpretation and early rounding in the final calculation.

Test this possibility. A response can have both an explanation gap and a calculator-precision issue. One does not establish the other.

Ask: Repeat the threshold calculation with stored precision. Now explain the earlier rate without changing its numerical value.

Exam task · Response · PDF p. 89 · State commentary · Higher anchor

Algebra II

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

ALG2-1 / Explain an interval rate

A cooling model is T(t) = 20 + 60(0.5)^(t/10), where t is minutes and T is °C. Find average rate of change from 0 to 20 minutes. Interpret its sign and explain whether it represents the rate every minute.

Focal request

Explain what the calculated interval rate means in the cooling model.

Response A

The answer is −2.25. It goes down.

Response B

Over the first 20 minutes the temperature falls by 2.25 °C per minute on average. The model does not imply the same drop every minute.

What the pair distinguishes

A shows the sign’s direction but leaves the quantities and interval implicit. B identifies units, interval and average behavior. This is a criterion about interpretation, separate from whether the calculation is correct.

A fresh transfer check

For T(t)=20+60(0.5)^(t/10), compare the first ten minutes with the next ten. Explain why both rates differ from the overall one.

Evidence of transfer

Gives −3 and −1.5 °C/min and explains that equal time intervals produce different temperature drops.

English Language Arts

Three calibration cases • Observed in selected released student work

AUGUST 2026 / Part 2 / Level 2 of 6

Choose evidence that supports the claim

Anchor 2A uses a recognizable citation format. The rater nevertheless found a disconnect between the evidence and the writer’s position.

Test this possibility. The writer may select sources by shared topic rather than the point each source can establish.

Ask: If a reader accepted your evidence, why would that make your particular recommendation more persuasive?

Exam task · Response · PDF p. 9 · State commentary · Higher anchor

JUNE 2026 / Part 3 / Level 3 of 4

Make the reader’s inference explicit

In anchor 3B, lengthy quotations carry more of the response than the writer’s short explanations. The reader has to supply the interpretive step.

Test this possibility. The student may understand the passage orally but omit how the author’s choice develops the central idea.

Ask: Which few words from the quotation do the most work, and what do they make the reader understand?

Exam task · Response · PDF p. 9 · State commentary · Higher anchor

AUGUST 2026 / Part 3 / Level 2 of 4

Move from defining craft to analyzing it

Anchor 2B defines a writing strategy. The selected evidence offers an implicit connection, while the central idea closely follows the introduction.

Test this possibility. Knowing a literary term may be masking a need to explain its effect in this passage.

Ask: Change the highlighted words to plain language. What does the reader lose?

Exam task · Response · PDF p. 17 · State commentary · Higher anchor

English Language Arts

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

ELA-4 / Analyze a craft choice

Original passage: “The bakery sign came down on Tuesday. On Wednesday a pale rectangle hovered over the door. By Friday, whenever a stranger asked where the bakery was, I pointed at the shape of what was missing.” State a central idea and analyze how one writing strategy develops it using two details.

Focal request

Explain how the pale rectangle left by a removed bakery sign helps develop a central idea.

Response A

The author uses imagery. Imagery helps us picture the rectangle on the wall.

Response B

The sign is gone, yet its outline is what the narrator points to. Making the absence visible shows how a neighborhood keeps remembering a place after it closes.

What the pair distinguishes

A identifies and defines a strategy; B connects a specific image and action to an interpretation. A different central idea is acceptable when specific details warrant it.

A fresh transfer check

Replace the rectangle detail with “the sign was gone.” What meaning becomes harder to convey, and why?

Evidence of transfer

Explains a change in meaning through a specific choice of language, without needing a more complex name for the strategy.

Global History and Geography II

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q35 / Level 2 of 5

Substantiate an analytical conclusion

The anchor includes useful conclusions and some outside information, but the commentary finds too few historical facts supporting the analysis.

Test this possibility. A plausible generalization may be substituting for specific historical evidence.

Ask: Which group, action or consequence would let another reader test this conclusion?

Exam task | Response · PDF p. 37 | State commentary | Higher anchor

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AUGUST 2026 / Q35 / Level 1 of 5

Demonstrate endurance across contexts

The paper names scarcity and touches the task components, but develops the issue in a limited regional setting with few details.

Test this possibility. The student may recognize the issue but have difficulty building a second developed example or connecting it over time.

Ask: Where else can you show this issue, who experienced it, and what persisted or changed?

Exam task | Response · PDF p. 39 | State commentary | Higher anchor

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AUGUST 2026 / Q35 / Level 3 of 5

Integrate outside knowledge with sources

The anchor uses documents and historical references to explain exploitation. The scorer calls for more facts to develop its discussion.

Test this possibility. The next need may be selecting a precise supporting detail rather than adding another topic.

Ask: Which outside fact would make this particular document interpretation more convincing?

Exam task | Response · PDF p. 33 | State commentary | Higher anchor

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Global History and Geography II

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

GLOBAL2-6 / Build an enduring-issue paragraph

Three teaching summaries: imperial authorities control trade access; factory owners set the workday; colonial salt laws provoke organized protest. Choose an enduring issue, explain it using evidence from at least two summaries, and add a historically grounded outside example. Explain how the issue persisted or changed.

Focal request

Explain how unequal power can persist across two examples in the Studio task.

Response A

Colonial officials controlled salt. Factory owners controlled time. Both were powerful.

Response B

Salt rules gave colonial officials influence over an ordinary purchase. Factory schedules gave employers influence over workers' daily time. In each case control of a necessity limited someone else's choices, through a different institution.

What the pair distinguishes

A identifies two examples and a label. B explains how each mechanism affects people and connects them. Both are short rehearsals; neither is a full Regents enduring-issues essay.

A fresh transfer check

Offer a third case in which people organized to resist a rule. What changed and what aspect of the issue persisted?

Evidence of transfer

Builds an evidence-supported comparison that identifies people, a mechanism, and change or continuity.

U.S. History and Government

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q29 / Level 2 of 5

Distinguish context from relationship

This short essay successfully connects the documents through cause and effect but omits the historical setting required by the task.

Test this possibility. The student may be treating the relationship itself as sufficient historical context.

Ask: What was already happening before these documents, and why did it matter to their creation?

Exam task · Response · PDF p. 14 · State commentary · Higher anchor

AUGUST 2026 / Q30 / Level 1 of 5

Evaluate reliability for a specific purpose

The response uses the document’s language about presidential power but leaves reliability and the historical setting unaddressed.

Test this possibility. A writer may confuse what an author argues with what that document can establish for a historian.

Ask: What would Nixon’s veto message be especially useful evidence for? What claim would need corroboration?

Exam task · Response · PDF p. 33 · State commentary · Higher anchor

AUGUST 2026 / Q37 / Level 2 of 5

Apply outside information to civic outcomes

The civic essay reaches some accurate conclusions about Chinese immigration. The commentary identifies outside knowledge that is present but insufficiently applied.

Test this possibility. The writer may list relevant facts without using them to judge the extent of a civic change.

Ask: Which fact changes your judgment about what the policy accomplished or whom it affected?

Exam task · Response · PDF p. 62 · State commentary · Higher anchor

U.S. History and Government

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

USHG-2 / Read a photograph as evidence

An invented photograph description shows marchers carrying “Votes for Women” signs outside a government building. A newspaper selected the image for its front page. Identify an inference supported by the scene and one claim it cannot support. Explain why the editor's choice matters.

Focal request

Evaluate what the simulated suffrage-march photograph could establish about public support.

Response A

The newspaper has bias, so the photograph is unreliable.

Response B

The signs support a claim that people organized publicly for suffrage. One selected street scene cannot establish the proportion of Americans who supported it.

What the pair distinguishes

A names a possible source limitation with no inquiry attached. B states a claim the image supports and a different claim that requires broader evidence.

A fresh transfer check

Would the source be useful for studying the editor’s choices? What comparison would strengthen that inference?

Evidence of transfer

Judges usefulness for a specific historical question and identifies what a second source could verify.

Life Science: Biology

Three calibration cases • Official criteria with hypotheses for anonymous local work

JUNE 2026 / Q8 / 1 credit criterion

Connect ecosystem evidence to an outcome

Q8 calls for a validity judgment supported by evidence linking runoff, algal growth, oxygen and the organisms the system can support.

Test this possibility. A local response may name the trend but omit how the change affects consumers.

Ask: What happens to oxygen as algae increase, and why does that matter to consumers?

Exam task Official scoring criterion · PDF p. 3

JUNE 2026 / Q14 / 1 credit criterion

Explain population change over generations

The guide connects inherited variation in roe deer to differential survival, reproduction and a later population shift.

Test this possibility. Test for an individual-acclimation explanation if the response only says the deer adapted.

Ask: Did one deer change during its life, or did a trait become more frequent across generations? What would distinguish these accounts?

Exam task Official scoring criterion · PDF p. 4

JUNE 2026 / Q32 / 1 credit criterion

Defend a design judgment with its trade-off

The guide accepts either verdict on transporting bees when the explanation supports the chosen judgment.

Test this possibility. Choosing an unexpected side does not establish a misconception. The issue may be an unsupported design decision.

Ask: Which benefit or cost mattered most to your decision? What change would reverse it?

Exam task Official scoring criterion · PDF p. 7

Life Science: Biology

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

BIO-4 / Explain selection with a counterexample

In two fictional insect populations the dark-color trait is inherited. On dark bark, its frequency changes from 20% to 45% to 62% across three generations. On pale bark it stays near 20%. Propose a selection explanation and one observation that would test it.

Focal request

Use the inherited dark-color trait and the three generations of data in the Studio task to explain the increase.

Response A

The insects needed to hide on the dark tree, so more of them turned dark.

Response B

If dark insects were less often eaten, they could leave more offspring carrying dark color. That could raise its frequency over generations; survival by color would test the explanation.

What the pair distinguishes

A places change within individuals and treats need as a causal mechanism. B uses inherited variation and differential reproduction and marks its explanation as testable. The frequency data do not themselves prove predation.

A fresh transfer check

Suppose a dark insect and a pale insect survive equally often but dark insects leave more offspring. What could happen to frequency?

Evidence of transfer

Uses differential reproduction even when survival is held constant and distinguishes a possible mechanism from an observed value.

Earth and Space Sciences

Three calibration cases • Official criteria with hypotheses for anonymous local work

JUNE 2026 / Q14 / 1 credit criterion

Link a circulation change to weather

The guide requires both a change in the polar jet stream pattern and a corresponding weather change.

Test this possibility. A student may describe the map correctly but stop before explaining the weather consequence.

Ask: Trace the air movement toward the region. How does that change local conditions?

Exam task Official scoring criterion · PDF p. 5

JUNE 2026 / Q30 / 1 credit criterion

Track two Earth systems

The point requires two systems and two accurate descriptions of urbanization’s effect on the water cycle.

Test this possibility. A repeated term such as runoff may hide that only one system or one effect has been addressed.

Ask: Where did the water go? Which second system gained or lost water, and by what process?

Exam task Official scoring criterion · PDF p. 7

JUNE 2026 / Q46 / 1 credit criterion

Connect transit duration to a model

The guide specifies an acceptable duration range for each star and requires an explanatory relationship. It distinguishes the star 16B from the planet 16b.

Test this possibility. A reversal may be a labeling or graph-reading issue rather than a misconception about orbital motion.

Ask: Point to each dip and read its duration. Which object is crossing which disk?

Exam task Official scoring criterion · PDF p. 9

Earth and Space Sciences

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

ESS-6 / Make a watershed decision

Two sites are compared under the same modeled storm. Site A sends 60% of rain quickly to a stream and peaks at 18 m³/s. Site B sends 35% quickly and peaks at 10 m³/s. Recommend a change to reduce A's peak, explain the mechanism, and identify one limitation.

Focal request

For the modeled storm, explain how a permeable surface could change the pathway and peak flow at Site A.

Response A

It will fix flooding because the ground is better.

Response B

More water could infiltrate or be held temporarily instead of reaching the stream immediately. Slower delivery could lower the discharge peak under this storm.

What the pair distinguishes

A predicts an outcome without a pathway and overstates certainty. B links a surface change to a process and a measurable outcome. A local student who sketches this accurately may need support expressing the link in words.

A fresh transfer check

If the soil were already saturated, which link in the explanation would weaken?

Evidence of transfer

Names the affected process and adjusts the prediction using the new condition.

Physical Science: Chemistry

Three calibration cases • Official criteria with hypotheses for anonymous local work

JUNE 2026 / Q15 / 1 credit criterion

Conserve atoms using coefficients

The guide requires the balanced reaction. An equivalent display is checked against the item’s coefficient conditions.

Test this possibility. A student may alter subscripts to balance counts, thereby changing the substances.

Ask: Count atoms on both sides. Which change alters the number of particles without changing their identities?

Exam task Official scoring criterion · PDF p. 5

JUNE 2026 / Q28 / 1 credit criterion

Use comparative evidence for a rate claim

The item requires a refutation supported by numerical evidence about reaction time. A comparison can be shown by two data pairs or appropriate comparative language.

Test this possibility. A temperature value by itself may be accurate but leave reaction time and its direction unstated.

Ask: At the higher temperature, what happened to the time for the same endpoint? Which numbers show it?

Exam task Official scoring criterion · PDF p. 7

JUNE 2026 / Q37 / 1 credit criterion

Compare measured values with a threshold

The guide links its safety judgment about the exam samples to their concentrations relative to the supplied limit. It accepts a supported comparison without requiring both numbers to be recopied.

Test this possibility. A student may repeat the word safe without relating the samples to the criterion.

Ask: What limit did the prompt give, and on which side of it does each sample fall?

Exam task Official scoring criterion · PDF p. 8

Physical Science: Chemistry

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

CHEM_NEW-4 / Interpret a reaction-rate curve

Each gas collector starts at 0 mL and finishes at 40 mL. At 20 seconds a room-temperature trial has 14 mL and a warmer trial has 25 mL. Reactant amounts are equal. Compare initial-interval average rates and explain the difference using collisions.

Focal request

Use the first 20 seconds of both trials to justify a rate comparison.

Response A

The warmer trial made 25 mL. That proves heat speeds it up.

Response B

Both trials started at zero. In the same 20 s the warm trial made 25 mL and the other made 14 mL. Its interval rate was higher, 1.25 versus 0.70 mL/s.

What the pair distinguishes

A cites a valid measurement but supplies no comparator. B controls the interval and compares measurable rates. Neither requires assuming that the instantaneous rate was constant.

A fresh transfer check

Supply 30 mL after 30 s and 28 mL after 20 s. Which first-interval average rate is higher?

Evidence of transfer

Compares quantities per time and identifies 1.4 mL/s as greater than 1.0 mL/s, despite the smaller total volume.

Physical Science: Physics

Three calibration cases • Official criteria with hypotheses for anonymous local work

JUNE 2026 / Q4 / 1 credit criterion

Represent a force with direction and magnitude

The accepted response combines a downward arrow with a net force from 1.4 through 1.5 N. Exact placement on the dot is flexible.

Test this possibility. An accurate magnitude can coexist with confusion between motion direction and net-force direction.

Ask: If the object is moving one way, must its acceleration point that way? Which direction does the net force indicate here?

Exam task Official scoring criterion · PDF p. 4

JUNE 2026 / Q20 / 1 credit criterion

Select the design using the relevant peak

The guide requires Helmet 3 and an explanation based on its smaller maximum force or acceleration in the impact comparison.

Test this possibility. A student may choose the right helmet by appearance or conflate peak force with total impulse.

Ask: Which table entry establishes the smallest maximum acceleration? How does that relate to force for the same mass?

Exam task Official scoring criterion · PDF p. 6

JUNE 2026 / Q25 / 1 credit criterion

Construct the image with rays

The guide requires a constructed, inverted image between F and 2F. A correct word describing orientation supplies only part of the graphical evidence.

Test this possibility. The student may recall the image rule without being able to construct its position.

Ask: Which two rays determine the tip of the image? Where should they cross?

Exam task Official scoring criterion · PDF p. 7

Physical Science: Physics

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

PHYS_NEW-1 / Two force curves, one change in motion

A padded cart and a rigid cart carry the same mass and strike identical barriers at the same speed. For a simplified comparison, force pulses are rectangular: 120 N for 0.06 s and 240 N for 0.03 s. Compare impulses and peak forces. Explain what this model predicts about padding.

Focal request

Decide what differs between the two force pulses in the Studio task.

Response A

The 240 N pulse changes momentum more because the force is larger.

Response B

Both rectangles have area 7.2 N·s. They give the same magnitude of momentum change. The 240 N pulse has a higher peak and lasts half as long.

What the pair distinguishes

A uses peak height alone. B distinguishes peak force from impulse. A second task with a triangular pulse can test whether the student understands area or recalls a rectangle formula.

A fresh transfer check

Replace the 240 N rectangle by a triangular pulse with the same peak and duration. Does the momentum change stay the same?

Evidence of transfer

Uses the triangle’s 3.6 N·s area to revise the momentum comparison and keeps peak force separate.

Physical Setting/Chemistry

Three calibration cases • Official criteria with hypotheses for anonymous local work

JUNE 2026 / Q58 / 1 credit criterion

Account for transferred electrons

The guide describes an equality between the number of electrons lost by beryllium and gained by fluorine.

Test this possibility. A student may know which species loses electrons but miss the quantitative relationship.

Ask: Count electrons lost and gained for the whole reaction. How can the totals be checked?

Exam task Official scoring criterion · PDF p. 4

JUNE 2026 / Q68 / 1 credit criterion

Separate element identity from isotope mass

Both europium isotopes have 63 protons. The guide distinguishes their neutron counts.

Test this possibility. A student may interpret the mass-number change as a change in charge or element identity.

Ask: What must stay fixed for both atoms to be europium? What can change?

Exam task Official scoring criterion · PDF p. 6

JUNE 2026 / Q80 / 1 credit criterion

Explain dynamic equilibrium

The guide describes equilibrium through equal forward and reverse reaction rates.

Test this possibility. A local answer claiming equal amounts or stopped reactions suggests a question about rate versus quantity.

Ask: Can two containers have different numbers of particles while particles transfer at equal rates?

Exam task Official scoring criterion · PDF p. 8

Physical Setting/Chemistry

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

CHEM_LEG-2 / Use electron accounting

A neutral chlorine atom has atomic number 17 and mass number 35. It gains one electron. Give protons, neutrons, and electrons before and after. Explain the charge without changing the isotope.

Focal request

For chlorine-35 gaining one electron, say what changes and what stays fixed.

Response A

It has one extra negative charge, so its mass number is now 36.

Response B

It still has 17 protons and 18 neutrons. Its electrons increase from 17 to 18, giving charge −1. Its mass number stays 35.

What the pair distinguishes

A recognizes the charge change but includes the extra electron in mass number. B distinguishes nuclear composition from electron count. Check the same distinction with isotope notation.

A fresh transfer check

Compare neutral chlorine-37 with chlorine-35 carrying one negative charge. Which has more neutrons and which has more electrons?

Evidence of transfer

Tracks protons, neutrons and electrons independently across both changes.

Physical Setting/Physics

Three calibration cases • Official criteria with hypotheses for anonymous local work

JUNE 2026 / Q55 / 1 credit criterion

Recognize equivalent energy methods

The guide illustrates spring energy using an elastic-energy equation or triangular area. Q55 and Q56 have a linked rule for errors in units.

Test this possibility. A student using the force-distance graph may understand the physics even when their notation differs from the equation exemplar.

Ask: What quantity does the area represent? How do N·m and joules relate?

Exam task Official scoring criterion · PDF p. 4

JUNE 2026 / Q73 / 1 credit criterion

Trace a carried-forward circuit result

The guide permits a calculation consistent with the prior equivalent resistance. Q73 and Q74 limit repeated penalties for unit errors.

Test this possibility. Several incorrect numerical answers may arise from one earlier resistance error.

Ask: Using your own resistance, show how you would calculate current. What changes if the resistance value is supplied?

Exam task Official scoring criterion · PDF p. 8

JUNE 2026 / Q79 / 1 credit criterion

Measure refraction from the normal

The guide accepts a refracted ray within two degrees of 27° from the normal.

Test this possibility. A drawing error may come from measuring against the surface, or from placing the protractor inaccurately.

Ask: Mark zero on the protractor where it meets the normal. Which line is the reference for this angle?

Exam task Official scoring criterion · PDF p. 10

Physical Setting/Physics

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

PHYS_LEG-3 / Use a parallel-circuit check

Two resistors of 6 Ω and 3 Ω are connected in parallel across an ideal 12 V source. Find branch currents and total current. Infer equivalent resistance and check whether its size is sensible.

Focal request

A learner first writes an incorrect equivalent resistance of 9 Ω for the parallel network. Look only at the following current calculation, then return to the circuit model.

Response A

Using my 9 Ω value, I = 12 V / 9 Ω = 1.33 A.

Response B

The branches are 2 A and 4 A. Total current is 6 A, which gives 12 V / 6 A = 2 Ω.

What the pair distinguishes

A uses Ohm’s law consistently with a wrong upstream value. B also models the parallel branches correctly. When coding local learning, distinguish the circuit error from downstream reasoning. For an official item follow its own carry-forward provisions.

A fresh transfer check

Give 2 Ω as the equivalent resistance. Ask the learner to recalculate total current and explain why the equivalent resistance is below 3 Ω.

Evidence of transfer

Calculates 6 A using the supplied value, then explains the extra current path independently.

Anonymous work review

Use one sheet per task, focal criterion and support condition. Keep student work in its existing approved location.

Exam and task version

Observable criterion

Response selection method and support condition

Sample	Rater A	Rater B	Consensus	Recognizable evidence
R1				
R2				
R3				
R4				
R5				
R6				

Codes: shown • partial • absent in an interpretable attempt • insufficient evidence. Keep absent learners out of the attempted-work denominator. Leave consensus unresolved while raters disagree.

Eligible paired ratings / exact matches

Possible interpretation and competing explanation

Chosen next task / evidence that would change the decision

Does the demand recur?

Five comparisons use another administration. Current Physics uses a second question on its one available public form.

Life Science: Biology / BIO-C3

A separate item asks how a treatment schedule may affect survival of a bee colony. Evaluate duration and timing as constraints. The two items illustrate ecological decision-making under different conditions.

Second item • 2026-01 • Q32 **Scoring guide • p. 7**

Earth and Space Sciences / ESS-C2

This guide requires a negative effect and the resulting change to an Earth system. It corroborates the need to show an effect and its consequence, although the June task requires two systems.

Second item • 2026-01 • Q42 **Scoring guide • p. 9**

Physical Science: Chemistry / CHEM_NEW-C2

The second item pairs a claim about ionization energy and conductivity with evidence. Carry over the need for support; select data appropriate to the new variables.

Second item • 2026-08 • Q15 **Scoring guide • p. 4**

Physical Science: Physics / PHYS_NEW-C2

Another item on the same public form requires a refutation supported by voltage, current and constant resistance. It shows a second justification demand within one form.

Second item • 2026-06 • Q32 **Scoring guide • p. 8**

Physical Setting/Chemistry / CHEM_LEG-C3

A second administration likewise describes equilibrium by equal forward and reverse reaction rates. This is repeated criterion evidence. Frequency of the equal-concentration error is unknown.

Second item • 2026-08 • Q76 **Scoring guide • p. 9**

Physical Setting/Physics / PHYS_LEG-C2

The earlier form allows a consistent result carried forward from preceding questions. Examine the current item’s wording and trace the learner’s dependency chain before discussing reteaching.

Second item • 2025-06 • Q53 **Scoring guide • p. 4**