

SED Update November 2012

Assessment

The 3-8 Testing Guides are out. These grade-level booklets explain the structure of the revised tests.

Speaking and listening will no longer be included in the new versions of the 3-8 ELA assessments because the way it had been done previously was not aligned to the Standards. Guidance and sample rubrics for speaking, listening, presenting, and viewing will eventually be distributed (but not soon) because this is still important. The exclusion of this from the assessments doesn't mean that these skills are unimportant. Rather, they are very important. The inauthentic nature of standardized testing makes it problematic to assess.

Plans are being made to provide training in the new assessments, including their scoring. Training will be provided to the Network Team in late January or early February who will, in turn, train the field.

Don't forget the [calculator and ruler rules](#) for the 2013 math tests (see last bullet):

- Grades 3-8 students must have the use of a ruler for the entire test.
- Grades 4-8 students must have the use of a protractor for the entire test.
- Grades 3-5 students will not have the use of calculators.
- Grade 6 students must have the use of a four-function calculator with a square root key or a scientific calculator for books 2 & 3. (Schools may choose which type they purchase.)
- Grades 7 & 8 students must have the use of a scientific calculator for books 2 & 3.
- **Note (this is a change): calculators will not be permitted for Book 1, grades 6-8.**

Curriculum

The [discussion](#) about Global Studies continues. There are a few options that the Board of Regents is considering:

- Thematic approach: In this option, Unit of Study 1 would be a foundational course concentrating on building skills in economics, geography, civics and world history; Unit of Study 2 would be a thematic approach to contemporary world history and geography; or
- Chronological approach: Unit of Study 1 would address the Neolithic Revolution to the Age of Enlightenment (approximately 8000 BCE to 1600); Unit of Study 2 would address the Age of Enlightenment to present (approximately 1600 to present). This is the current practice in most districts; or
- Chronological approach: Unit of Study 1 would address the Neolithic Revolution to the end of the Napoleonic Period (approximately 8000 BCE to 1815); Unit of Study 2 would address 1815 to the present. This option would narrow the scope of the study of the classical civilizations in Unit 1.

In any case, the exam would only cover the second year. Until additional funding was located there would not be a state assessment for the first year. The next step is to seek public comment about the options (January-ish) with framework revision occurring in the spring (presented to the Regents in April). A new version of the Regents exam would be targeted for June 2016. Subsequently, a unified K-12 social studies field guide will be developed.

Curriculum modules have started to roll out. This year, for P-2 ELA, the focus is on listening and learning. There is [stuff](#) that is very good in them and there are some assumptions that the vendor has that are not necessarily appropriate to all contexts. Images and workbooks will be available for teachers to use if a district chooses. By mid-October this will be all up. In year two there will be student skills development (decoding, etc.) that is intended to get students to a grade-level reading place by 3rd grade. For 3-5 ELA, [materials](#) are rolling out now. 6-12 ELA [units](#) have just started to appear. These are not necessarily a comprehensive set, but isolated examples.

Math curriculum modules are not yet ready.. A few [samples](#) of things are available and a few more were unveiled this week at the Network team Institute.. *It is important to understand that just because things are posted at nysed.gov or engageny.org it does not mean that the curriculum resources are required.*

[Appendix A](#) of the Common Core State Standards (CCSS) for Mathematics groups the standards at the high school level into two alternative pathways or sets of courses. Beginning with a first administration next school year (June 2014), New York State has announced that it will be developing Regents Examinations in mathematics aligned with the *Traditional Pathway* detailed starting on page 8 of this document. Recently, PARCC provided Model Content [Frameworks](#), Mathematics, Version 2.0. A final version of this PARCC document is expected to be released within the next two weeks. In this framework, some adjustments were made to the placement of some of the standards within the first three high school Common Core mathematics courses in the Traditional Pathway - Algebra I, Geometry, and Algebra II. The arrangement of the standards within these courses is shown on page 55. SED is carefully studying this new framework and emphases in order to determine if and how the document will be used in developing the new Common Core Regents Exams in mathematics to be administered next school year.

Graduation and Credentials

Students who first enter grade nine in September 2009 and thereafter who complete all course work and testing [requirements](#) for the Regents diploma with advanced designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents examinations in science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

The Board of Regents adopted, by emergency action, changes to the safety net (45-54 with conditions). This goes into effect this year.

A new [chart](#) that summarizes graduation requirements has been prepared.