



NYSED Science Update

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Fall 2020



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



NYS P-12 Science LEARNING STANDARDS

PLEASE SCAN THE QR CODE ABOVE TO BE
TAKEN TO THE NYSED SCIENCE PAGE

Contact Us

Please reference the
Recovering,
Rebuilding and
Renewing:

The Spirit of New
York's Schools

document before submitting your
specific question to our program
offices.

Please direct questions regarding the
content of this presentation:

- EMSCURRIC@nysed.gov

Please direct questions on
Assessments:

- EMSCASSESSINFO@nysed.gov

Please direct questions on Graduation
Requirements:

- EMSCGRADREQ@nysed.gov



Office of State Assessment Update



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Providing Laboratory Activities for Living Environment Part D

- **Providing Laboratory Activities for Living Environment Part D Virtually During the 2020-21 School Year**
 - [Office of State Assessment's Science: High School Webpage](#)
- Prior guidance from the Department on maintaining the integrity of the laboratory activities for Living Environment Part D prohibited their modification and electronic/virtual provision to students.
- Recognizing the variation in instruction and the widespread use of remote instruction, the Department is removing these restrictions for the 2020-21 school year.
- Permission is hereby granted to reproduce, electronically (i.e., scanned) if necessary, the Student Laboratory Packet and the Student Answer Packet in limited quantities for local use in instruction.
- *Please contact the Office of State Assessment at emscassessinfo@nysed.gov with questions on the laboratory activities.*

Tentative Dates for the 2021 Regents Examination Periods

Dates for the January 2021 Regents Examination period:

Tuesday, January 26 through Friday, January 29 – **CANCELLED** –

Please see the [memo](#) and the [FAQ](#) on the cancellation of the January 2021 Regents exams.

Dates for the June 2021 Regents Examination period:

Wednesday, June 2* (the first administration of the new Regents Examination in U.S. History and Government has been rescheduled for 2021)

For Tuesday, June 15 through Friday, June 25:

No State examinations will be administered on Friday, June 18 to allow for the weekday observance of the Juneteenth holiday.

Friday, June 25 will be a Rating Day; no State examinations will be administered on this date.

Dates for the August 2021 Regents Examination period:

Thursday, August 12 and Friday, August 13

Cancellation of January 2021 Regents Exams

On November 5th, the Board of Regents and State Education Department announced the cancellation of the January 2021 Regents exams.

Additional information can be referenced in the associated [memo](#) and [FAQ](#).



[Press Release: January 2021 Regents Exams](#)

Frequently Asked Questions Related to the Cancellation of the January 2021 New York State (NYS) High School Regents Examinations

- Eligibility
- Students with Disabilities / Multilingual (English Language) Learners
- Endorsements
- Recording / Reporting Exemptions

Eligibility

1. Are all students intending to take a January 2021 Regents Examination exempted from the associated diploma requirement?

In order to qualify for an exemption from a January 2021 Regents Examination, a student must meet one of the three following requirements:

- Be currently enrolled in a course of study that would ordinarily culminate in the taking of a January 2021 Regents Examination and earn credit for such course of study by the end of the first semester of the 2020-21 school year; or
- Between September 1, 2020 and the end of the first semester of the 2020-21 school year, successfully complete a make-up program for the purpose of earning course credit; or
- Be preparing to take a required Regents Examination in order to graduate at the end of the first semester of the 2020-21 school year.

Students granted an exemption from any examination are not required to pass such specific Regents Examination to meet the assessment requirements for any diploma type (local, Regents, or Regents diploma with advanced designation).

2. What must a student do to earn a credit in a course of study that typically culminates in a Regents Examination?

In order to earn a unit of credit, a student must master the learning outcomes of the locally developed course of study. The learning outcomes must be aligned to the full complement of NYS Learning standards for the course.

3. In order for a student to be exempted from a January 2021 Regents Examination, must the student have earned credit in the course?

Yes. In order to qualify for an exemption from a January 2021 Regents Examination, students must have earned credit in the associated course by the end of the first semester of the 2020-21 school year.

Note: If credit was awarded prior to the first semester of the 2020-21 school year, only students preparing to take a Regents Examination **in order to graduate at the end of the first semester of the 2020-21 school year** qualify for an exemption from a January 2021 Regents Examination.

Science Laboratory Requirements Waiver

Released December 2020



- Laboratory experiences are a vital component of any science course.
- Students must be prepared for the performance components of the Regents Examinations in science.
- Districts should still ensure that students are receiving quality science education that to the greatest extent possible includes laboratory experiences that prepare students for the performance components of the Regents exams.
- Schools may waive the 1,200-minute science laboratory requirement.
 - *Applies to January 2021, June 2021, and August 2021*

New Assessments



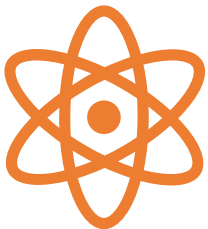
May/June 2023

Elementary Science Test
Intermediate Science Test



June 2024

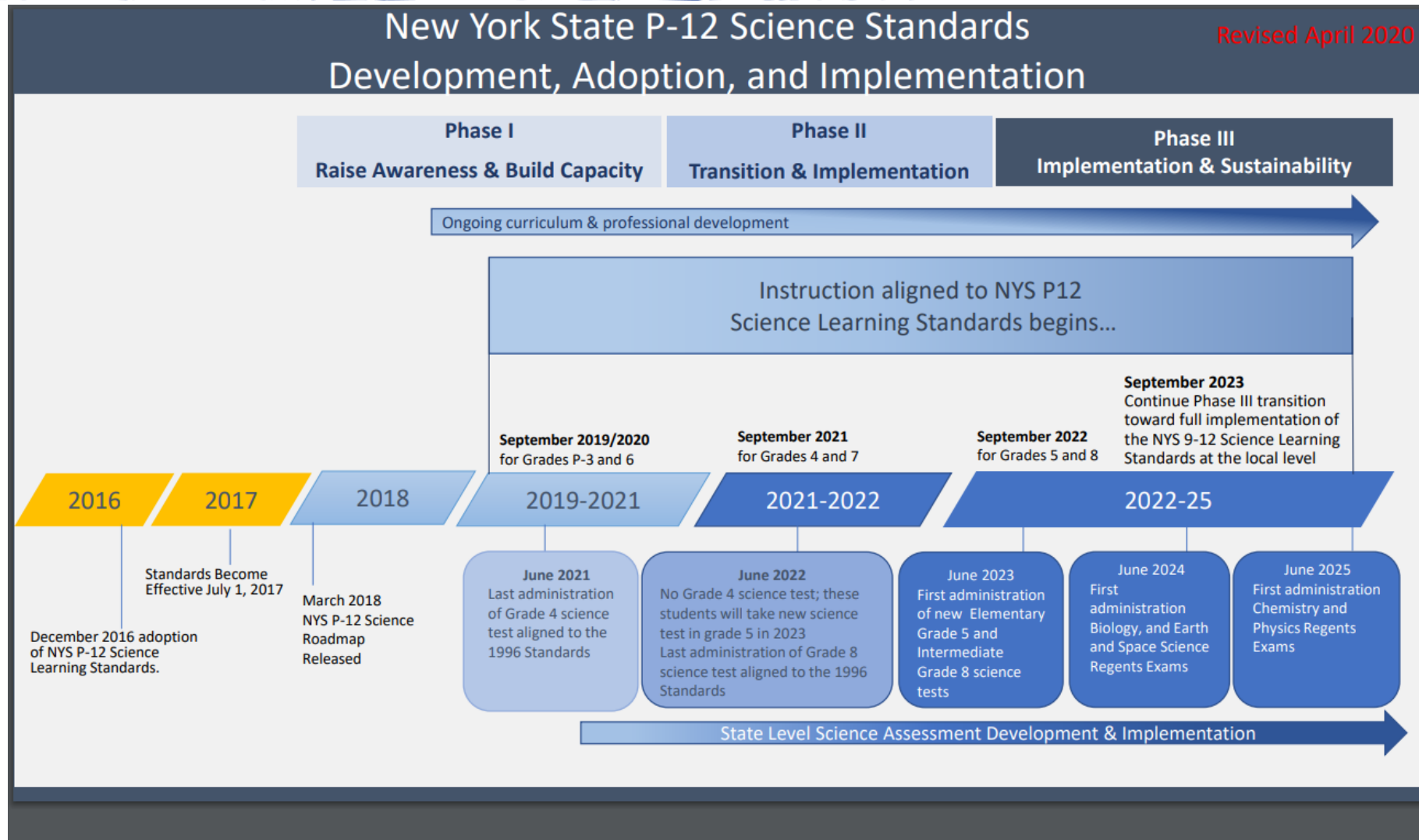
Regents Exam in Earth & Space Sciences
Regents Exam in Biology



June 2025

Regents Exam in Chemistry
Regents Exam in Physics

Science Timeline Map



Projected Release Dates For Resource Materials

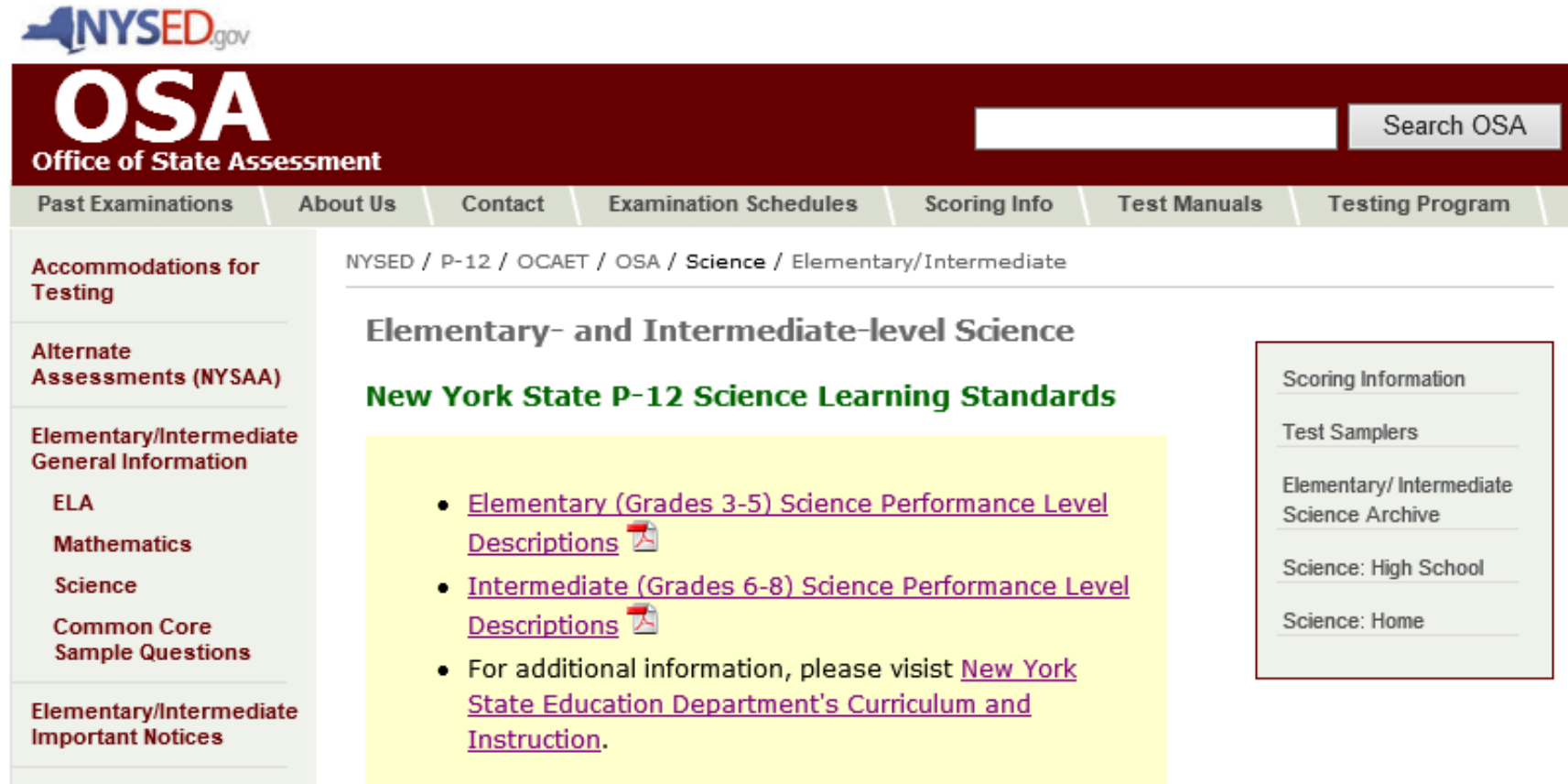


Elementary & Intermediate Science

- Performance Level Descriptions (PLDs): September 2020
 - [OSA's Elementary- and Intermediate-level Science Webpage](#)
- Claims, Evidence and Additional Materials to follow in 2020-21 School Year

We expect to follow similar plans for the release of Regents Exam development materials, relative to their first administration dates.

Release of the ELS and ILS Performance Level Descriptions (PLDs)



The screenshot displays the NYSED Office of State Assessment (OSA) website. The header features the NYSED.gov logo and the OSA title. A search bar is located in the top right. A navigation menu includes links for Past Examinations, About Us, Contact, Examination Schedules, Scoring Info, Test Manuals, and Testing Program. The main content area is titled "Elementary- and Intermediate-level Science" and "New York State P-12 Science Learning Standards". A yellow box highlights a list of links: "Elementary (Grades 3-5) Science Performance Level Descriptions", "Intermediate (Grades 6-8) Science Performance Level Descriptions", and a link to the New York State Education Department's Curriculum and Instruction. A sidebar on the left contains links for Accommodations for Testing, Alternate Assessments (NYSAA), Elementary/Intermediate General Information (ELA, Mathematics, Science, Common Core Sample Questions), and Elementary/Intermediate Important Notices. A right sidebar contains links for Scoring Information, Test Samplers, Elementary/ Intermediate Science Archive, Science: High School, and Science: Home.

NYSED.gov
OSA
Office of State Assessment

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Past Examinations | About Us | Contact | Examination Schedules | Scoring Info | Test Manuals | Testing Program

NYSED / P-12 / OCAET / OSA / Science / Elementary/Intermediate

Elementary- and Intermediate-level Science

New York State P-12 Science Learning Standards

- [Elementary \(Grades 3-5\) Science Performance Level Descriptions](#)
- [Intermediate \(Grades 6-8\) Science Performance Level Descriptions](#)
- For additional information, please visit [New York State Education Department's Curriculum and Instruction](#).

Accommodations for Testing

Alternate Assessments (NYSAA)

Elementary/Intermediate General Information

- ELA
- Mathematics
- Science
- Common Core Sample Questions

Elementary/Intermediate Important Notices

Scoring Information

Test Samplers

Elementary/ Intermediate Science Archive

Science: High School

Science: Home

Grade Level/Domain Status

Elementary and Intermediate Science:

- Items are being written by NYS educators for field testing
- Curriculum **embedded** Performance Investigations are being crafted by NYS educators

Biology, Earth and Space Sciences:

- Domain Analysis and Performance Level Descriptions (PLDs) are being workshopped by NYS educators

Chemistry, Physics:

- Claims are being workshopped by NYS educators

Updated Assessment Design Presentation

- Located on the Curriculum and Instruction Website
- Updated examples of Claims, Evidence, Domain Analysis, and Performance Level Descriptions (PLDs)



engage^{ny}
Our Students. Their Moment.

New Science Assessments Measuring the NYS P-12 Science Learning Standards



Example Draft Claim for Intermediate Science

Drafted Claim for Earth and Space Sciences:

A student can apply scientific practices, principles and technologies related to the cyclic patterns and scale properties of objects in the solar system and the role of gravity in the motions of objects within space systems, the evidence from geoscience processes and plate tectonics at varying scales to explain the history of Earth, the flow of energy that drives the cycling of Earth's materials resulting in an uneven distribution of resources, the causes for the change in weather and climate patterns, and the impact humans have on Earth's systems and the mitigation of the effects of natural hazards on humans.

*Note: this claim covers all Earth and Space Sciences (ESS) topics for grades 6-8; 15 total PEs

Example Draft Evidence

Excerpt from Claim: “...the evidence from geoscience processes and plate tectonics at varying scales to explain the history of Earth...”

Evidence: *A student demonstrates understanding of the “History of Earth” through application, evaluation, analysis, and/or synthesis using science and engineering practices, core ideas, and crosscutting concepts related to:*

- Scientific explanations using geologic evidence to organize the 4.6-billion-year-old history of Earth [MS-ESS1-4]
- Scientific explanations based on evidence for how Earth’s surface has changed at varying temporal and spatial scales [MS-ESS2-2]
- Data using geologic evidence to provide support for past plate motions [MS-ESS2-3]

Example of Draft Domain Analysis : MS-ESS1.C

Disciplinary Core Idea (DCI)

Unpacking Aspects of Disciplinary Core Idea MS-ESS1.C related to Earth's History PE:ESS1-4

Aspect of DCI	ESS1.C: The History of Planet Earth: The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale
Elaborating the meaning of key sub-ideas	<ul style="list-style-type: none">• Older rock strata and fossils are typically found at the bottom of a column with the younger and more recent rocks, fossils and events occurring near the surface (unless overturning has occurred).• Rock strata can be correlated using fossils, rock types, and/or layers of debris from catastrophic events such as volcanic eruptions and asteroid impacts.

Other domain analysis elements for the **DCI** include:

- Defining expectations for understanding (within the target grade band)
- Assessment Boundaries
- Prerequisite Knowledge
- Challenges for Students (Preconceptions/Misconceptions)
- Relevant Phenomena

Example of Draft Domain Analysis : MS-ESS1.C

Cross Cutting Concept (CCC)

Unpacking Crosscutting Concepts of Scale, Proportion, and Quantity related to PE: MS-ESS1-4

Key aspect of the concept	Scale, Proportion, and Quantity: Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. <ul style="list-style-type: none">• Develop scale models of geologic time to represent Earth's 4.6-billion-year-old history.
Intersections with practices (SEPs)	<ul style="list-style-type: none">• Analyzing and Interpreting Data recorded from observations of landforms and rock strata.• Developing and Using Models such as cross sections to be consistent with real world examples of rock layers and fossils showing changes over time.• Engaging in an Argument from Evidence to support a scale timeline using evidence from rock strata and fossil records.

Other domain analysis elements for the CCC include:

- Evidence required to demonstrate application
- Prerequisite Knowledge

Example of Draft Domain Analysis : MS-ESS1.C

Science and Engineering Practices (SEP)

Unpacking the Science Practice of Constructing Explanations and Designing Solutions related to PE: MS-ESS1-4

Key aspect of the practice	Constructing Explanations and Designing Solutions - Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. <ul style="list-style-type: none">• Construct scientific explanations for phenomena related to Earth's history using relative dating, rock strata, and fossils that provide evidence of Earth's 4.6 billion year age and changes to Earth's surface over time.
Intersections with practices (SEPs)	<ul style="list-style-type: none">• Developing and Using Models such as cross sections to be consistent with real world examples of rock layers and fossils showing changes over time.

Other domain analysis elements for the **SEP** include:

- Evidence required to demonstrate practice
- Prerequisite Knowledge

Example: Performance Level Descriptions (PLDs)

DCI	Level 4	Level 3	Level 2	Level 1
ESS1.C: The History of Planet Earth (MS-ESS1-4)	Construct a scientific explanation based on evidence from multiple sources for how the geologic time scale is used to organize Earth's 4.6-billion-year history, and determine patterns of relative age for rock strata, fossils, and past geologic events.	Construct a scientific explanation based on evidence from multiple sources for how the geologic time scale is used to organize Earth's 4.6-billion-year history.	Given a scientific explanation, use evidence from rock strata to determine that rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history.	Given evidence from rock strata, identify the explanation, from those provided, that the analysis of rock formation and the fossils they contain are used to establish relative ages of major events in Earth's history.

Stackable, Instructionally Embedded, Portable Science (SIPS) Assessments

A Grant for State Assessments from the U.S. Department of Education

- Awarded in October 2020!
- Built upon the strong theoretical and research-based foundation established in two current projects:
 - Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS)
 - The Next Generation Science Assessment project (NGSA) ,
 - Both follow the National Research Council's (NRC; 2014) recommendations for developing systems of assessments
- SIPS would apply the SCILLSS development approach to the creation of tasks that are administered across, rather than at the end of the school year
- “Common tasks,” yielding cumulative evidence would be embedded within curriculum maps that include resources to support instruction related to the tasks
- More information about the SIPS grant award from the [U.S. Department of Education's Competitive Grants for State Assessments \(CGSA\) program](#) is now available.
- Each SIPS state would contribute to the design and development of the SIPS tasks in ways that leverage and honor state-specific perspectives as well as support important cross-pollination

SIPS Assessments

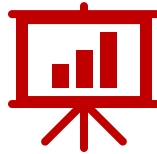
Our lead state, Nebraska, was awarded the SIPS grant from the [U.S. Department of Education's Competitive Grants for State Assessments \(CGSA\) program](#)

NYSED will:

- Ensure that the project is implemented in accordance with states' needs, including state-specific assessment characteristics, needs, and contexts
- Review and approve project planning materials, and provide final approval on all project deliverables
- Support coordination with districts and implementation of project meetings and engage local educators

Performance Component for New Assessments - ELS/ILS

No longer be administered during a specified window prior to the written assessment



Curriculum embedded investigations must be completed during the same year as the written assessment



Investigations will be sent to schools at the beginning of the year



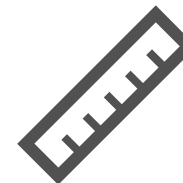
Completed Investigations contribute points to the total score of the end of year assessment



Would like to pilot in 2022 school year, with feedback via survey/email



Assess Performance Expectations (PEs) that cannot be measured on the written assessment



Curriculum embedded Investigations designed by New York State Educators is underway



Item Review Check List



Master #: _____ Date: _____ Initials: _____

Science Item Review Criteria for _____

Review the following items to identify any major red flags (¹). If you find one or more red flags, consider the purpose of the task and the evidence gathered to determine whether the item warrants further review. Also consider any support materials, such as information about the item and answer keys or rubrics that are provided to students or teachers.

Question	Yes	No
1. Does the task <u>require</u> students to perform the action(s) required in the specified PLD?		<input checked="" type="checkbox"/>
2. Does the task follow the format of the specified task model?		<input checked="" type="checkbox"/>
3. Can the specified disciplinary core idea (DCI) be linked back to a foundational phenomenon?		<input checked="" type="checkbox"/>
4. If a stimulus is provided, does it support the task (as opposed to seeming dropped in)?		<input checked="" type="checkbox"/>
5. If a stimulus is provided, is it real-world and, if taken from a source, appropriately cited?		<input checked="" type="checkbox"/>
6. Can significant portions of the task be completed successfully by using rote knowledge (e.g., definitions, prescriptive or memorized procedures only)?	<input checked="" type="checkbox"/>	
7. Do students need to use scientific reasoning to complete the task?		<input checked="" type="checkbox"/>
8. Does the task <u>require</u> students to use some understanding of the specified disciplinary core idea (DCI) to complete the task?		<input checked="" type="checkbox"/>
9. Do students <u>have to</u> use the specified science and engineering practice(s) (SEP) to successfully complete the task?		<input checked="" type="checkbox"/>
10. Do students <u>have to</u> use the specified crosscutting concept(s) (CCC) to successfully complete the task?		<input checked="" type="checkbox"/>
11. Are the dimensions integrated in the task the student must perform?		<input checked="" type="checkbox"/>
12. Is the task clear and understandable from the student perspective for all students at this grade level?		<input checked="" type="checkbox"/>
13. Are all aspects of the item scientifically accurate?		<input checked="" type="checkbox"/>
14. [MC Only] Does the item have one and only one correct answer?		<input checked="" type="checkbox"/>

- Modeled after the checklist developed by ACHIEVE (revised for NY's needs)
- Ensures that no item will go to field testing without assessing all 3 dimensions
- Checked multiple times by NYS Educators

Based on the item checklist above, make a recommendation about this item moving forward (choose one):	
<input type="checkbox"/>	Cluster is acceptable.
<input type="checkbox"/>	Cluster warrants further review.
<input type="checkbox"/>	Cluster should not be used.

Comments:

Summary Chart- What each item is tagged to:

Item #	MC/CR	PE	DCI	SEP	CCC	TM	PLD

EDUCATOR OPPORTUNITIES

Information about
opportunities to participate in
test development can be
found at:

[New York State Education
Department Teacher
Participation Opportunities](#)

References

- Harris, C. J., Krajcik, J. S., Pellegrino, J. W., & McElhaney, K.W. (2016). *Constructing assessment tasks that blend disciplinary core Ideas, crosscutting concepts, and science practices for classroom formative applications*. Menlo Park, CA: SRI International.
- Pellegrino, J. W., Wilson, M., Koenig, J., & Beatty, A. (Eds.). (2014). *Developing assessments for the Next Generation Science Standards*. Washington, DC: National Academies Press.



**RECOVERING, REBUILDING, AND RENEWING:
THE SPIRIT OF NEW YORK'S SCHOOLS**
REOPENING GUIDANCE

Reopening Guidance

Recovering, Rebuilding and Renewing:

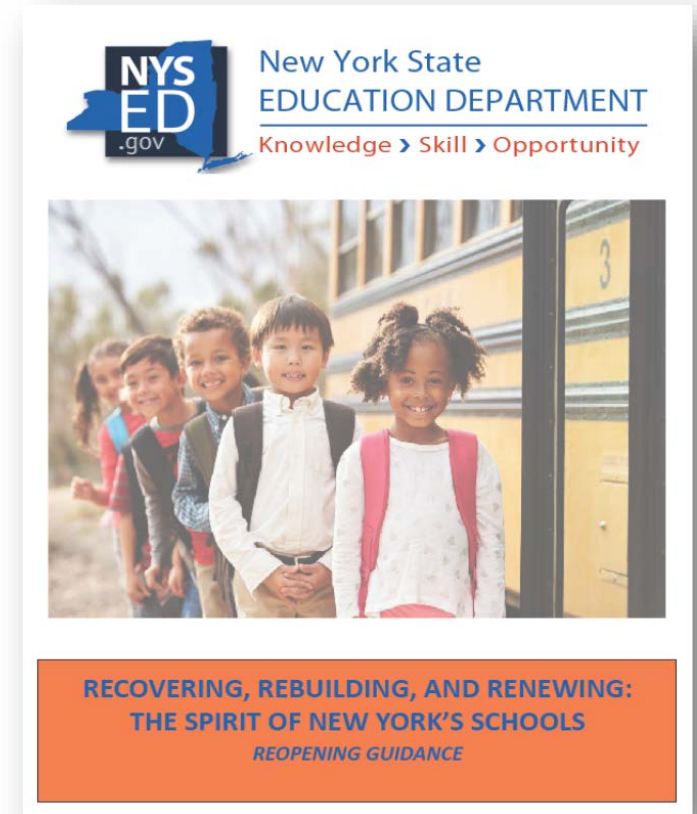
The Spirit of New York's Schools

This document is intended to provide guidance to local educational agencies (LEAs) as they plan to reopen their schools – whether instruction occurs in person, remotely, or in some combination of the two.

Please e-mail your questions to:
reopeningguidance@nysed.gov

Reopening Guidance

- “[Recovering, Rebuilding, And Renewing: The Spirit of New York’s Schools Reopening Guidance](#)” was released on July 16, 2020.
- P12 Program Offices developed “Recovering, Rebuilding, And Renewing: The Spirit of New York’s Schools Reopening Guidance: [Version 2](#)”.
- Version 2 will be available on NYSED’s [Reopening Guidance website](#).



FAQ on School Reopening Regarding Teaching and Learning

Released September 2020



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office Curriculum Instruction and Early Learning

TO: District Superintendents
Superintendents of Schools
Public School Administrators
Charter School Administrators

Date: September 23, 2020

From: Marybeth Casey, Assistant Commissioner
Curriculum Instruction and Early Learning

Re: Frequently Asked Questions and Answers on School Reopening Regarding
Teaching and Learning

The New York State Education Department's (NYSED) Office of Curriculum, Instruction and Early Learning (CIEL) has compiled the following answers to questions collected from the field regarding NYSED's July 2020 School [Reopening Guidance](#): Recovering, Rebuilding and Renewing the Spirit of New York's Schools ("reopening guidance").

[Scheduling](#)
[Unit of Study/Instruction/Unit of Credit](#)
[Academic Intervention Services](#)
[Arts](#)
[Physical Education](#)
[Athletics](#)
[Science Labs](#)
[CTE](#)

Science/Laboratory Requirement Questions (page 8):

- Q14. *What experiences can fulfill the laboratory requirements during the 2020-21 School Year?*
- Q15. *What is a school district's responsibility regarding laboratory instruction during the COVID19 time period?*

[Frequently Asked Questions and Answers on School Reopening Regarding Teaching and Learning](#)

Unit of Study Requirements

Grades 7-12

- Revised definition of “unit of study”
 - at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Key Question



Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Science – Additional Information Regarding Laboratory Experiences and Assessments



Although students must complete written reports for all laboratory experiences for courses that culminate in a science Regents Examination, schools have flexibility to determine how to conduct these activities under their continuity of learning plans.



Students must prepare satisfactory written reports of the laboratory activities which should be kept on file for ***at least six months*** following the date of the examination to provide evidence of students' completion of the activities.



For all grade levels and courses, science educators should review the relevant science Learning Standards and Core Curricula where applicable, as well as objectives of laboratory activities to determine how best to provide instruction to students dependent on the instructional model in their school's continuity of learning plan.



For all grade levels and courses, science educators should review the relevant science Learning Standards and Core Curricula where applicable, as well as objectives of laboratory activities to determine how best to provide instruction to students dependent on the instructional model in their school's continuity of learning plan.

Science Initiatives

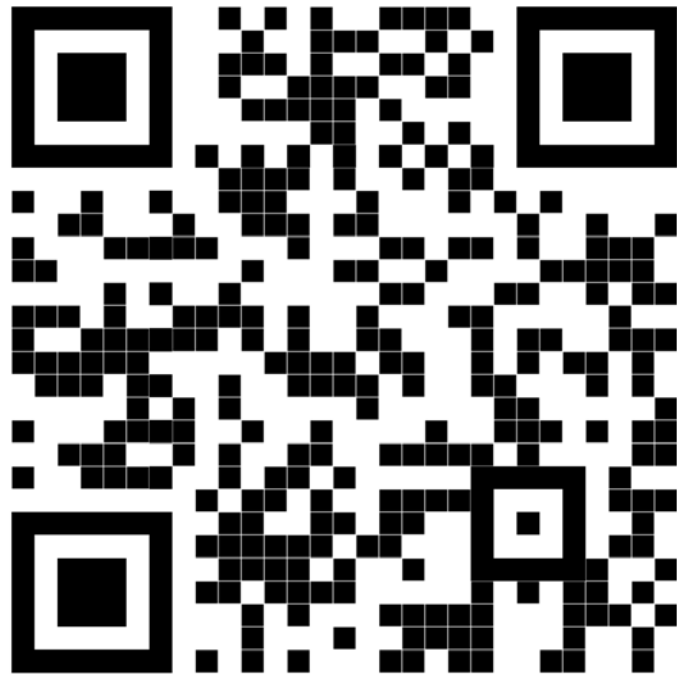
Integrating Science and Language for All Students With a Focus on English Language Learners

- The Office of Curriculum and Instruction & Office of Bilingual Education and World Languages and Dr. Okhee Lee and her team at New York University
- 7 webinars and briefs

Grant Initiatives

- SIPS - Stackable, Instructionally Embedded, Portable Science Assessments Tasks
- Smithsonian Science for Makerspaces: Address the Digital Divide by Helping Rural Students Transfer Computational Thinking Skills Along the Technology Spectrum: From No-Tech to High-Tech

NYSED COVID-19 Webpage



P-12 School Guidance



P-12 school guidance and resources are available from several sources, including NYSED, the U.S. Department of Education, the NYS Department of Health, the CDC, and the NYS Center for School Health.

Reopening Guidance



The Board of Regents and NYSED issued guidance to help guide schools as they continue to educate our students – whether in person, remotely, or some combination of the two.

Additional Guidance



Additional guidance is available for colleges and universities, licensed professionals, adult education programs, and NYSED employees.

Cultural Education



Learn about new projects, initiatives, and resources related to COVID-19 from the State Museum, State Library, and State Archives.

Science Sponsored Programs

PAEMST 2020- 2021 applications and nomination are now being accepted for educators teaching grades 7 through 12. Please visit www.PAEMST.org for more details.



[ARC/ORNL Summer 2020 Math-Science-Technology Institute for STEM Teachers and High School Students and STEM Academy for Middle School Student](https://www.arc.gov/arc-oak-ridge-summer-program/) will be announcing its dates and deadlines soon for high school students and teachers, and middle school students! Visit <https://www.arc.gov/arc-oak-ridge-summer-program/>.



National Youth Science Camp will be announcing its dates and deadlines soon for upcoming seniors. Visit <https://nysf.smapply.io/>.

PAEMST Announcement



Presidential Awards for Excellence
in Mathematics and Science Teaching

Rewarding & Inspiring Great Teaching Since 1983

CONGRATULATIONS

TO OUR NEWEST PAEMST AWARDEES!



NEW YORK 2019 Presidential Award for Excellence in Math and Science Teaching Awardees

Mathematics:

Christina Pawlowski,
Commack High School;
Commack School District,
Commack, New York.

Science:

Kelly Jakab-Muller,
Riverside High School;
Yonkers Public Schools,
Yonkers, New York.



PAEMST.ORG

PAEMST ANNOUNCEMENT



Presidential Awards for Excellence
in Mathematics and Science Teaching

Rewarding & Inspiring Great Teaching Since 1983

2020-2021 Application Award Cycle

Nomination period:
November 1st, 2020
through March 1st, 2021.

Application period:
November 1st, 2020
through April 1st, 2021.



7th – 12th grade educators
Please visit [PAEMST.ORG](https://www.paemst.org)
for more information.

Diploma Requirements Resource Updates

Coming Soon!
Parent
Resources

Updated July 2020

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies (see note #5) <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
Languages Other than English (LOTE)	1 ^(*)
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

^(*)Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) Pathways

A student must either:

- successfully complete all the requirements for the CDOS Commencement Credential (<http://www.nysed.gov/curriculum-instruction/cdos-pathway-regents-or-local-diploma>); or
- pass an additional math Regents examination or Department approved alternative in a different course; or
- pass an additional science Regents examination or Department approved alternative in a different course; or
- pass an additional social studies Regents examination or Department approved alternative in a different course; or
- pass an additional English assessment in a different course selected from the Department approved alternative list; or
- successfully complete an approved CTE program, including the associated 3-part technical assessment; or
- pass a Department approved pathway assessment in the Arts; or
- pass a Department approved pathway assessment in a Language Other than English (LOTE).

Reference [Multiple Pathways](http://www.nysed.gov/curriculum-instruction/multiple-pathways) (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>).

Reference [Department Approved Alternative Examinations](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf) (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

2.) Appeals

Appeals are subject to local district approval.

Reference [Appeals, Safety Nets, and Superintendent Determination](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination) (<http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination>).

3.) Special Endorsements

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations. The locally developed Checkpoint 8 LOTE examination is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

Reference [Regents Examination and Graduation Requirements: Questions Related to COVID-19 Closures](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination) FAQ for additional information pertaining to awarding special endorsements to students with exam exemptions due to COVID-19 closures.

4.) Languages Other than English (LOTE) Exempt Students

Students with a disability may be excused from the required units of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the advanced diploma.

5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference [Appeals, Safety Nets, and Superintendent Determination](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination) (<http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination>).

6.) Exemptions due to the COVID-19 Public Health Emergency

Students granted an exemption from any examination due to COVID-19 cancellations are not required to pass such specific examinations to meet the assessment requirements for any diploma type. Reference [Regents Examination and Graduation Requirements: Questions Related to COVID-19 Closures](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination) FAQ.



New York State Diploma/Credential Requirements

Revised July 2020

The following chart outlines the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, [Diploma Requirements](http://www.nysed.gov/curriculum-instruction/diploma-requirements) as well as the NYSED's [General Education and Diploma Requirements](http://www.nysed.gov/curriculum-instruction/diploma-requirements) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518) 477-5922.

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents exams¹ (one in each discipline: English, math, science, social studies); • successful completion of 1 Pathway²; and ○ each Regents exam with a score of 65 or better³ <p>Reference: Diploma Types</p>
Regents Diploma (through appeal)	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents exams¹ (one in each discipline: English, math, science, social studies); • successful completion of 1 Pathway²; and ○ 1 of the above Regents exams (including the pathway, if a Regents exam) with a score of 60-64 for which an appeal⁴ is granted by the local district per Commissioner's Regulation 100.5(d)(7); and ○ remaining required Regents exams with a score of 65 or better³ <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>

Staying Connected: Your Stories

- NYSED is collecting stories of the ways that schools are staying connected to students, teachers, and the school community.

☰ Continuity of Learning
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Resources from NYS Organizations
Educator Resources ▶
District Planning
Staying Connected: Your Stories ▼
Overview and How to Submit Your Story

Sharing Your Stories: Connections in Education during the Coronavirus Crisis

Byron-Bergen 5th and 6th Graders 3-D Print Personal Protective Equipment

If a health care worker puts on a face shield inscribed with the words “Heroes wear scrubs, not capes,” it might have been designed by a Byron-Bergen 5th or 6th grader. STEAM Lab Teacher Craig Schroth recently dropped off 100 face shields designed and donated by students to Face Shields ROC, an organization collecting face shields to distribute to medical facilities and first responders in the Rochester area.

Before Byron-Bergen Elementary School closed its doors in March, Schroth was granted permission to move the District’s three 3-D printers to his home to avoid a backlog of printing student work when school recommenced. Three weeks later, he proposed a new project to his students.

“Many health care workers are short on personal protective equipment at hospitals and health care facilities,” said Schroth. “One thing that people are doing to help is using 3-D printers to print face shields. I wanted to give our students an opportunity to get involved with this project.”



Thank You!

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