

# **Directions for Administering Regents Examinations January, June, and August 2026 Administrations**



**The University of the State of New York**

**THE STATE EDUCATION  
DEPARTMENT**

**Office of State  
Assessment**

**Room 775 EBA**

**Albany, New York 12234**

**[https://www.nysed.gov/state-  
assessment/high-school-regents-  
examinations](https://www.nysed.gov/state-assessment/high-school-regents-examinations)**

## FOREWORD

This publication is intended for use by school administrators, test coordinators, chief proctors, and counselors. It provides helpful information concerning the format, content, and credit allotment of the Regents Examinations. Unless otherwise noted or indicated, all guidance included is applicable to all three Regents exam administrations. Please make the information for each subject area available immediately to the teachers who will be administering these examinations. This publication is also available online at <https://www.nysed.gov/state-assessment/high-school-regents-examinations>.

The *School Administrator's Manual* (SAM) contains the general procedures to follow in administering these examinations. Information concerning administering examinations to students with disabilities or to English Language Learners (ELLs) is also provided in this publication as well as the [SAM](#).

The *Directions for Scoring Regents Examinations—January, June, and August 2026 Administrations* (DET 541) is an Information Booklet pertaining to the scoring of the Regents Examinations and is [available online](#). School administrators should print this booklet and distribute copies to school personnel who will be involved in the scoring of these examinations. The DET 541 addresses the scoring of Regents Examinations in the following subject areas: English Language Arts; Algebra I; Geometry; Algebra II; the Sciences; Global History and Geography II; and United States History and Government.

The New York State Education Department (hereby referred to as NYSED or the Department) Office of State Assessment (OSA) has overall responsibility for the administration of Regents Examinations. All questions and comments concerning the administration of these examinations should be addressed to that office. Some examples include admission to examinations, scheduling examinations, testing accommodations for ELLs, and rating papers.

The contact information for OSA is provided below:

New York State Education Department  
Office of State Assessment  
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Room 775 EBA  
Albany, New York 12234

518-474-5902  
[emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov)

<https://www.nysed.gov/state-assessment/high-school-regents-examinations>

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## **SECTION ONE**

### **GENERAL INFORMATION**

#### **INTRODUCTION**

All proctors who will be administering Regents Examinations must be given a copy of this publication, either during the proctor training session or no later than several days in advance of the Regents Examination period, so that they have sufficient time to familiarize themselves with its contents. Additional information concerning New York State's secondary-level assessment programs can be found in the [School Administrator's Manual](#), which is available on the Department's website.

#### **CONDUCTING THE EXAMINATIONS**

The Test Security Unit has provided a memorandum on Important Test Security Information. Please see page 32 of this document.

#### **Preparation of Examination Room**

The room in which examinations are administered should be well lit, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions.

If examinations are to be administered in a classroom, the room must be properly prepared. Clear all desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all charts or maps pertinent to the subject being tested and erase or cover all board work.

Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be no opportunity for any unobserved communication between students. Seating students in alternate rows is recommended.

#### **Materials Provided by Students and the School**

Inform students before each examination that they are expected to provide their own pens, pencils, erasers, and rulers. Also inform them about the use of calculators, rulers, compasses, and bilingual dictionaries and glossaries. This booklet provides information about the use of such materials.

The Department does not provide printed copies of the essay booklets for the Regents Examinations in English Language Arts, Global History and Geography II, or United States History and Government. Schools must print sufficient copies to provide one to each student. The [essay booklets](#) are available on the Department's website.

The Department does not provide printed copies of the regular or translated science reference tables. Schools are required to print sufficient copies of the online editions to supply one clean copy of the reference tables to each student during the administration of the examination. Additional information, including online editions of the [reference tables](#), is available on our website.

**Note:** The Department will provide schools with the braille editions of reference tables upon request.

Schools must also provide other materials required by students, such as scrap paper for Regents Examinations in English, science, and social studies, and coordinate graph paper for students who need to change their work on graphs on the Regents Examinations in mathematics.

#### **Use of Calculators**

Schools must ensure that each student has the appropriate type of calculator (specified below) when taking a Regents Examination in science or mathematics.

When students enter the examination room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password protected and cannot be cleared, the calculator must not be used. Remove any prohibited applications from the graphing calculator. Students may **not** use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals,

instruction or formula cards, or other information concerning the operation of calculators during the examinations. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example, factoring, expanding, or simplifying given variable output).

**Mathematics Regents Examinations:** Each student taking a Regents Examination in Algebra I, Geometry, or Algebra II must have a graphing calculator without symbol manipulation. For further information about graphing calculator use, please see [Guidelines for Graphing Calculator Use for Commencement-Level Mathematics](#).

**Science Regents Examinations:** For the Regents Examination in Living Environment, all students who wish to use a four-function or scientific calculator must have one. Each student taking the Regents Examinations in Physical Setting/Chemistry, Physical Setting/Earth Science, Life Science: Biology, or Earth and Space Sciences must have a four-function or scientific calculator. Students are not permitted to use graphing calculators when taking the Regents Examinations in Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Life Science: Biology, or Earth and Space Sciences. Each student taking the Regents Examination in Physical Setting/Physics must have a scientific or graphing calculator without symbol manipulation.

### **Administering Examinations to Students with Disabilities**

Principals must ensure that students with disabilities receive the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when they take State examinations. Under certain circumstances, special accommodations may be made for general education students taking State examinations. The guidelines to be followed in such circumstances are provided in *“Students Who Incur Disabilities Shortly Before Test Administration”* in Section Two of the [School Administrator’s Manual](#).

**Large Type Examinations:** In general, large type examinations should be administered according to the same procedures used for regular examinations. Large type examinations are exact reproductions of the regular examinations enlarged by 136%. They have the same directions, questions, etc., as the regular examinations. They may be administered in the same room, at the same time, and with the same directions used for the regular examinations.

**Braille Examinations:** The braille examinations require no special directions to students. The proctor administering a braille examination does not need to be able to read braille. The examination booklet provides the student with complete directions and descriptions. The braille editions provided for the Regents Examinations in Living Environment, Physical Setting/Earth Science, and Physical Setting/Physics are restricted. For these restricted braille editions, the uniform, machine-scannable answer sheets provided by the Regional Information Centers (RICs) and large-city scanning centers are not suitable. The questions on all other braille examinations are the same as those on the printed examinations with certain exceptions, which are described in the next paragraph. The questions are numbered the same as those on the printed examinations. Braille editions of the Regents Examinations in Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics incorporate the material from the separate secure answer booklets in the regular editions directly into the braille examination booklets. Separate or special answer sheets are not provided with copies of braille editions of Regents Examinations. Students may use any special equipment that they use in the classroom to take the test, such as special rulers, protractors, and calculators. The student may answer the questions in any manner appropriate and familiar to the student. The student may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When the Department transcribes an examination into braille, questions that contain material that cannot be reproduced in a manner understandable to a blind student are modified. The questions are reworded or replaced with questions that measure skills similar to those measured by the original questions. Special notices containing the reworded or replaced items and rating guides will be provided. Unless otherwise noted, the scoring key provided by the Department can be used for both the printed and braille editions of the examination. Separate scoring keys are provided for the braille editions of the Regents

## Examinations in Living Environment, Physical Setting/Earth Science, and Physical Setting/Physics.

**Reader-Administered Examinations:** A proctor should use the regular examination booklet when reading an examination to a student with a disability. The principal should provide the proctor with an examination booklet *one hour prior* to the required starting time so that the proctor can become familiar with the examination questions before reading them to the student.

When test items are to be read, the entire test must be read, including reading passages, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word-for-word, without any clarification or explanation. However, such content may be read more than once.

Unless the IEP or 504 Plan specifically disallows it, when reading a mathematics test question to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the proctor to the student. For example, the symbol < should be read as "less than," and 1,211 should be read as "one thousand, two hundred, eleven." However, test questions may never be modified, nor may proctors provide additional examples.

**Reference Materials for Regents Examinations:** Provide for students with disabilities all information normally provided to general education students. All reference materials for Regents Examinations—tables, charts, and graphs—are available in large type and braille. When reading a test to a student in accordance with the student's IEP or 504 Plan, the proctor may read the required reference information to the student as long as this does not give the student an unfair advantage. Students may **not** use English language dictionaries, either printed or electronic.

## Administering Examinations to English Language Learners (ELLs)

Schools may provide the following testing accommodations to ELLs:

- **Time Extension:** Schools may extend the test time for ELLs. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELLs. Principals should consult with each student's classroom teacher in making these determinations.
- **Next-Day Completion of Testing:** ELLs who have been granted the accommodation of extended time and are scheduled to take two Regents Examinations on the same day may be approved by the school principal for the new accommodation of Next-Day Completion of a Regents Examination. If Next-Day Completion is approved by the school principal, the student must complete the entire morning examination and at least the first part (Part 1 or Part A) of the afternoon examination on the date the Department scheduled the administration of those examinations. The student must then complete the remainder of the afternoon examination on the next school day. Prior to administration, the school principal must complete and submit to the Office of State Assessment (OSA) an *Assurance* form. For more information, see the [memorandum](#) on the Department's website.
- **Separate Location:** Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer Regents Examinations to ELLs individually or in small groups in a separate location.
- **Bilingual Dictionaries and Glossaries:** ELLs may use bilingual dictionaries and glossaries when taking Regents Examinations. The bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are **not** permitted.
- **Simultaneous Use of English and Alternative Language Editions:** Regarding Regents Examinations for which the Department provides direct written translations, ELLs may use both an English and an alternative language edition of the test simultaneously. However, the student should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be indicated on the student's answer sheet.

- *Oral Translation for Lower-Incidence Languages:* Schools may provide ELLs with an oral translation of a Regents Examination when there is no translated edition provided by the Department. This accommodation is permitted for State examinations in all subjects **except** English. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English editions of the tests *one hour prior to* administration. The Department's Office of Bilingual Education and World Languages (phone: 518-474-8775) and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating suitable translators. A list of [RBERNs](#) is available on the Department's website.
- *Writing Responses in the Native Language:* ELLs making use of alternative language editions or of oral translations of Regents Examinations may write their responses to the constructed-response questions in their native language. Scoring the tests is the responsibility of the school. However, the Department's Office of Bilingual Education and World Languages and the RBERNs can assist schools in locating persons who can translate the students' responses into English in order to facilitate scoring of the answer papers.

### **Former English Language Learners**

Schools may provide the testing accommodations available to ELLs to Former ELLs who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from ELL status within the past two school years. Such students either achieved an overall level of Commanding on the NYSESLAT or achieved an overall level of Expanding on the most recent administration of the NYSESLAT and scored at Level 3 or higher on the New York State Grades 3–8 English Language Arts Test or earned a score of 65 or higher on the Regents Examination in English Language Arts.

These accommodations may not be provided to Former ELLs who achieved the exiting criteria through NYSESLAT administration more than two school years ago. [Additional guidance](#) on identification of Former ELLs is available on the department's website: <https://www.nysed.gov/bilingual-ed/former-english-language-learner-and-multilingual-learner-services>.

### **Use of Machine-Scorable Answer Sheets**

Schools must make arrangements for answer sheets and examination data processing services for **all** Regents Examinations **except** for the restricted January edition of the Regents Examination in Physical Setting/Physics and braille editions. The Department does not provide answer sheets for any of the nonrestricted Regents Examinations. All schools are required to arrange to receive their answer sheets and examination data processing services from a Regional Information Center (RIC) or a large-city scanning center. The standardized scannable answer sheets provided by the RICs and large-city scanning centers are the only answer sheets that schools are permitted to use for the Regents Examinations.

The use of a standardized scannable answer sheet will allow for collection of student demographic information and student response data for each test question. Schools must work with their RICs or large-city scanning centers to develop instructions for using the answer sheets. Each school must develop uniform written directions about the completion of the grids to be used for recording various types of student identification information and provide these directions to all teachers administering the examinations. Such directions should be based on careful consideration of the student and score information needed, as well as on the processing requirements of the scoring center that the school is using. Schools must also develop directions for students on what type of writing implement to use and how to fill in the answer sheets. These directions must be provided to all proctors administering the examinations.

In order to preserve answer sheet quality for audit purposes, they should be scanned only once. If a school has appropriate scanning equipment, it may elect to scan the answer sheets provided by the regional scanning center and provide a data file to its scanning center in a format that is compatible with the center's data system. Scanning must occur within a timeframe that allows data to be submitted to the New York State Education Department (NYSED) via the Student Information Repository System (SIRS) by the specified due dates outlined in the SIRS data reporting system timeline.

If the students' responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the front of the answer sheet except to record the scores in the spaces provided for that purpose. Marks elsewhere on the front of the answer sheet will interfere with the accuracy of the scanning.

Questions about the requirement to scan Regents Examinations should be directed to OSA at 518-474-5902. Questions about data collection and reporting services should be directed to the school's regional data center contact or the Office of Information and Reporting Services (IRS) at 518-474-7965.

**Note:** All schools must use the Department-provided answer booklets for students to record their responses to all questions on the January Regents Examination in Physical Setting/Physics. Except as an accommodation for a student with a disability, no substitute answer sheets may be provided by the school for this restricted examination.

### Time Regulations

The examination schedules and the examinations themselves indicate the specific hours during which Regents Examinations must be administered. January and June examinations are scheduled for 9:15 a.m. or for 1:15 p.m.; August exams are scheduled for 8:30 a.m. or 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, instruct students to be in their seats at least 15 minutes before the time specified for starting each examination.

At the discretion of the principal, schools may begin Regents Examinations earlier than the specified time. *Regardless of the starting time, do not permit any student under any circumstances to hand in their test materials and leave the examination room before the Uniform Statewide Admission Deadline, which is 10:00 a.m. for the morning session (January and June only) and 2:00 p.m. for the afternoon session (January and June only). In August, the morning session Uniform Statewide Admission Deadline is 9:15 a.m., and for the afternoon session, it is 1:15 p.m.*

The school must admit all students who arrive at the examination room before the Uniform Statewide Admission Deadline even if the students arrive after the starting time scheduled by the school. Students who arrive at the examination after the Uniform Statewide Admission Deadline but who have been under the supervision of school personnel since the admission deadline should be admitted to the examination if the principal is certain that the student did not have an opportunity to exchange information with other students who had already left the examination. Do not admit students who arrive after the deadline and who have not been under the supervision of school personnel since the deadline. The purpose of the Uniform Statewide Admission Deadline is to eliminate any possibility of the exchange of information between students at different examination centers. All school personnel must strictly comply with these regulations.

Latecomers for Regents Examinations are not generally entitled to have the closing time extended. However, if students started an examination late because of extenuating circumstances beyond their control, the principal is permitted, but not required, to authorize an extension of the closing time of the Regents Examination for these students. Furthermore, when a Regents Examination is administered under special conditions to a student who is injured, ill, or has a disability, the principal has the discretion to extend the time in order to allow the student reasonable time to complete the Regents Examination under the special examination conditions. A full report about each such authorization must be sent to the Department at the end of the Regents Examination period. Please refer to "Time Regulations" in Section Two of the [School Administrator's Manual](#) for more specific information about such situations.

## Directions to Students

Before a Regents Examination begins, advise students:

- to remove all books, notes, or other aids from their reach or sight during the examination;
- to read the questions carefully and to follow instructions;
- to make sure that they have completely filled in the heading of the answer sheet and/or answer booklet;
- to use a pencil when they are making drawings and diagrams;
- not to erase answers written in ink;
- to sign the student declaration at the proper time; and
- that any attempt either to obtain or give aid will result in the termination of their examinations; and that the possession or use of any communications device, such as a cell phone, is prohibited and will result in the invalidation of their examinations.

Be sure that students follow the appropriate directions for filling in answer sheets as developed by the school and RIC or scanning center for Regents Examinations.

## Supervision of Students

1. *Identification of Students:* Schools must verify the identity of each student who enters the examination room, especially students who are not enrolled in the school where they are taking the examinations. Keep accurate records of the students who take each examination so that it will be possible to confirm the presence or absence of a student for each examination.
2. *Checking for Unauthorized Materials:* Provide close supervision of students who are taking Regents Examinations at all times during the examination session. Inspect all materials students bring into the examination room as they enter to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. See page 1, "Materials Provided by Students and the School" for information concerning the materials that students may bring into the examination room.
3. *Obtaining Information from or Giving Information to Other Students:* Do not permit students to obtain information from or give information to other students in any way during the examination. If a proctor suspects that such an attempt has occurred, students must be warned that any further attempts will result in the termination of their examinations. If necessary, move the students to another location. In order to allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination. If the steps described above fail to end attempts to obtain or give information, notify the principal immediately and terminate the students' examinations. At the conclusion of the examination, all suspected acts of fraud must be reported to the principal. No score may be earned by a student who, in the judgment of the principal, has attempted to obtain aid from or give aid to another student or has otherwise committed fraud during an examination.
4. *Student Use of Communications Devices:* The policy on the use of communications devices is provided on the following page. The directions to students on the use of communications devices should be read verbatim to the students.

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script on the following page, into a classroom or other location where a State examination is being administered. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

## Student Use of Communication Devices

*At the beginning of each test administration, proctors must read the statement below to all students taking secondary-level State examinations:*

You cannot have any communications device, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- cell phones;
- iPods and MP3 players;
- iPads, tablets, and other eReaders;
- personal laptops, notebooks, or any other computing devices;
- cameras or other photographic equipment;
- wearable devices/smart wearables, including smart watches and health wearables with a display;
- headphones, headsets, or in-ear headphones, such as earbuds; and
- any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

If you brought any of these items to the building today and have not already stored it in your locker or turned it over to me or a school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your examination will be invalidated, and you will get no score. Is there anyone who needs to give me any of these items now?

**[Proctor: repeat list of devices.]**

This is your last opportunity to do so before the test begins.

### For Principals and Proctors:

4a. Any student observed with any prohibited device while taking a State examination must be directed to turn it over to the proctor or monitor immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the examination. The incident must be reported promptly to the school principal. If the principal determines that the student had a prohibited device in their possession during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.

4b. The incident must be promptly reported, in writing, to OSA by [email](#) or via fax to 518-474-1989 as is the case for all student-related testing irregularities, misadministrations, or other violations of State testing policy and procedures.

**Note:** Some students with disabilities may use certain recording/playback devices **only if** this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in their possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

5. *Proctoring:* Proctors must circulate periodically around the room during the administration of each examination to ensure that students are recording their responses to test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have recorded more than one choice for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place. However, proctors may **not** comment on the correctness or sufficiency of any answer. No additional time is to be provided to students to transfer answers from test books to answer sheets at the end of a Regents Examination, and no one other than the student may transfer answers marked in their test book to the multiple-choice answer sheet. (The latter does not apply to students whose IEPs or 504 Plans allow scribes to transfer answers

from the test book to the answer sheet.)

6. *Aid to Students*: No one, under any circumstances, may interpret or explain examination questions to students, nor may anyone review or comment on the correctness or sufficiency of a student's response to a test question while an examination is in progress. In response to inquiries by students concerning the meaning or interpretation of questions, proctors must advise students to use their own best judgment.

7. *Preserving the Integrity of the Test Materials*: Out of consideration for those students who are participating in examinations that have been rescheduled due to inclement weather and for those students with disabilities who are completing their examinations over multiple days as an approved testing accommodation, educators are not permitted to discuss test questions or other specific test content with others online via email or LISTSERV, or through any other electronic means prior to or during the test administration period and for seven calendar days after the original date of administration. Test booklets cannot be opened prior to the distribution of tests to students. Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials and should keep their own communications devices put away during testing, using them only in emergency situations.

**Note:** This instruction does not limit educators' ability or permission to discuss test questions among themselves, with their students who have completed the test, or with others during an in-person discussion, or to share with the Department via telephone any concern they have regarding any of the specific test content.

8. *Clock*: A clock should be in sight of all students. If this is not possible, it is the duty of the proctors to indicate the time on the board at intervals not exceeding  $\frac{1}{2}$  hour throughout the examination period.

9. *Temporary Absence from Examination Room*: Do not permit any student to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Students who withdraw from the sight of the proctor during any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization must be invalidated.

10. *Emergency Evacuation of a School Building*: Evacuation of a school building during an examination may be required because of an such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the examination immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, extend the time for the examination so that the students will be allowed their full time for the examination.

11. *Checking In Students' Answer Papers*: When a student has completed a Regents Examination, all of the student's answer material (both used and unused, including scrap paper) must be collected and checked in by logging the material into a list of examinees. This should be done before the student is permitted to leave the testing room.

12. *Preserving the Integrity of Students' Responses*: No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in their test material. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

### **Student Declaration**

Each student taking a Regents Examination is required to sign the following declaration at the completion of the examination:

*I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.*

The declaration for each examination is printed on the answer sheet. Check that each student has signed the declaration before they leave the room. The declaration can be signed with pencil or pen.

Do not score papers lacking a signed declaration until the student's signature has been obtained.

### **Safeguarding the Integrity of the Test Materials**

Out of consideration for those students who are completing their examinations over multiple days as an approved testing accommodation, educators are not permitted to discuss test questions or other specific test content with others online via email or LISTSERV, or through any other electronic means prior to or during the test administration and for seven calendar days after the original date of administration. Everyone's cooperation with this rule helps to preserve the integrity of the assessments taken by these students over multiple school days so that they can complete the examinations at a pace appropriate for them. Avoiding public discussion of specific test content over electronic media affords those students an equal opportunity to demonstrate what they know and are able to do.

**Note:** This instruction does not limit educators' ability or permission to discuss test questions among themselves, with their students who have fully completed the test, or with others during an in-person discussion, or to share with the Department via telephone any concern they have regarding any of the specific test content.

### **Fraud**

Under Section 8.5 of the Rules of the Board of Regents, fraud shall include the use of unfair means to pass an examination, attempting to give aid to or obtain aid from another person in any examination, alteration of any Regents Examination credential, and intentional misrepresentation in connection with Regents Examinations or credentials. Section 225 of the Education Law makes fraud in examinations a misdemeanor, whether perpetrated by a student, teacher, administrator, or any other person. In addition, Section 102.4 of the Regulations of the Commissioner of Education prohibits testing fraud by students, educators, and others involved in the handling, administration, and scoring of State assessments. Prohibited testing conduct by adults is addressed on page 32.

### **Student Fraud**

Students who violate one of the prescribed State and/or local policies for taking examinations but do not attempt either to obtain or give aid have not committed fraud. For example, if a student leaves the examination room without the permission of a proctor but is under the supervision of school personnel at all times while out of the room, and there is no evidence that the student attempted to either obtain or give aid, the student may be disciplined only for leaving the examination room without permission and not for having committed fraud.

Pursuant to Section 102.4 of the Regulations of the Commissioner of Education, if, in the judgment of the principal, a student has committed or attempted to commit fraud during a State examination, the principal must cancel the student's examination. Before any penalty may be applied pursuant to Section 102.4, the student accused of fraud must be given an opportunity to make satisfactory explanations and to meet with the local board of education or its designee. The student, together with the student's parent(s) or guardian and (if so desired by the parent(s) or guardian) an attorney, shall be given the opportunity to ask questions to school officials and any other person having direct personal knowledge of the facts.

A student who has been judged by the principal to have committed or attempted to commit fraud must be excluded from any subsequent examinations until they have demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that they are entitled to restoration of this privilege. When an examination is canceled, no score may be entered on the student's permanent record. The principal shall report promptly to OSA via fax to 518-474-1989 the initials or student identification number (at the discretion of the principal) of each student penalized under Section 102.4, together with a brief description of circumstances and the final action taken.

### **Online Teacher Evaluation Form**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online [evaluation form](#) for State examinations. It contains spaces for teachers to respond to several specific questions and to make suggestions.

## SECTION TWO ENGLISH

### Regents Examination in English Language Arts

The January 2026 Regents Examination in English Language Arts is similar in format to the test administered in the previous year's administration. Beginning with the June 2026 administration, this exam will be based on the Next Generation English Language Arts Learning Standards (refer to the [Educator Guide](#) for more information on the new exam). More information pertaining to the June 2026 exam format will be made available in subsequent versions of this document, to be updated again in Spring 2026.

The January 2026 examination consists of three parts. Part 1 consists of three texts and 24 multiple-choice questions. Part 2 consists of four informational texts, which may include graphically presented information. Students will write a 6-credit source-based argument essay. Part 3 consists of one text. Students will write a 4-credit, two-to-three paragraph expository response that identifies a central idea in the text and analyzes how the author's use of one writing strategy develops this central idea.

Prior to the date of the examination, schools must obtain, for each student, a scannable answer sheet provided by the regional scanning center. Students must record their answers to the multiple-choice questions on the separate answer sheet provided by the proctor. Students must write their answers to the essay response questions in pen in the essay booklet. The [essay booklet](#) is available on the Department's website. Schools must provide copies of this essay booklet to students. The following table shows the types of questions and the credit allotment for each part of the examination.

**January 2026 Regents Examination in English Language Arts**

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
1	multiple-choice	1–24	0 or 1	24
2	essay	Part 2	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, or 6.0	6
3	response	Part 3	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, or 4.0	4

Distribute one answer sheet and one examination booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write answers to the argument essay and text-analysis response questions. The Department does not provide printed copies of the essay booklet for the Regents Examination in English Language Arts. The [essay booklet](#) is available on the Department's website. Schools must print sufficient copies to provide one to each student. Students may use scrap paper, provided by the school, for planning essays. Students must put their names on their scrap paper.

**Before allowing students to begin the examination, have them check the cover of the examination booklet and answer sheet to be sure they have the correct title, date, and time.**

Instruct the students to read the directions on the cover of the examination booklet. Instruct the students to complete the headings on the cover of the examination booklet and on the cover and each sheet of the essay booklet that has space for it. Also, instruct the students to fill in any information on the answer sheet as may be necessary.

Students should use black or dark blue ink to write their answers to the argument essay and text analysis response.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, essay booklets, examination booklets, and scrap paper, and dismiss the students.

### **Scoring and Subsequent Exam Administrations**

The [Directions for Scoring Regents Examinations—January, June, and August 2026 Administrations](#) provides information about the scoring of these examinations and is available on the Department's website.

Information pertaining to the administration of the June 2026 and August 2026 Regents examinations in English Language Arts will be included in a subsequent revision of this document, to be released in Spring 2026 and posted on the [Department's website](#).

## SECTION THREE

## MATHEMATICS

### Regents Examinations in Algebra I, Geometry, and Algebra II

Schools must ensure that each student has the exclusive use of a graphing calculator without symbol manipulation (see page 2 for additional information) when taking the Regents Examinations in Algebra I, Geometry, and Algebra II. Schools must also ensure that students taking the Regents Examinations in Algebra I, Geometry, and Algebra II have a ruler or other straightedge. In addition, be sure that students taking the Regents Examination in Geometry have a compass.

For each examination, distribute one answer sheet and one examination booklet, face up, to each student. Instruct the students to complete the heading on both the answer sheet and the examination booklet cover.

Before allowing students to begin the examination, have them check the cover of the examination booklet and answer sheet to be sure they have the correct title, date, and time.

Instruct students to read the directions on the cover. Make sure that students understand they are to record their answers to questions in Part I on the answer sheet and to write their answers and calculations for questions in Parts II, III, and IV in the examination booklet. Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. When all students seem to understand these directions, instruct them to begin the examination.

Scrap paper is not permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. The proctor should have a supply of graph paper available for students who request it if they need to change their work on graphs.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets and the examination booklets and dismiss the students.

### Scoring and Subsequent Exam Administrations

The [Directions for Scoring Regents Examinations—January, June, and August 2026 Administrations](#) provides information about the scoring of these examinations and is available on the Department's website.

Information pertaining to the administration of the June 2026 and August 2026 Regents Examinations in Algebra II will be included in a subsequent revision of this document, to be released in Spring 2026 and posted on the [Department's website](#).

### Regents Examination in Algebra I

The Regents Examination in Algebra I is similar in format to the test administered in the previous year's administration. Prior to the date of the examination, schools must obtain, for each student, a standardized scannable answer sheet provided by the regional scanning center.

Schools *must* make graphing calculators available for the exclusive use of each student while taking the Regents Examination in Algebra I. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of a student's calculator is password protected and cannot be cleared, the calculator must not be used. Remove any prohibited applications from the graphing calculator. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example: factoring, expanding, or simplifying given variable output).

Schools must be sure that each student has a straightedge (ruler) while taking the Regents Examination in Algebra I.

Students must write their answers to the questions in Part I on the separate answer sheet provided by the proctor. They must write their answers to the questions in Parts II, III, and IV in the examination booklet. Students must clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc., that they used in arriving at their answers to the questions in Parts II, III, and IV.

Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. As the examination is being administered, proctors should check to see that students are using the proper writing implements to record their answers. However, if it is discovered after the test session has ended that a student has used pencil for responses that should have been written in pen, these responses may be scored. A photocopy should be made of the pages written in pencil prior to sending the original for scoring.

Scrap paper is **not** permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. Schools should have a supply of graph paper available for students who request it if they need to change their work on graphs.

**Before allowing students to begin this examination, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

The Regents Examination in Algebra I has four parts, with a total of 35 questions. Students must answer all 35 questions. The following table shows the types of questions and the credit allotment for each part of the examination.

#### **Regents Examination in Algebra I**

<b>Part</b>	<b>Question Type</b>	<b>Question Numbers</b>	<b>Raw-Score Credits Attainable for Each Question</b>	<b>Total Number of Raw-Score Credits</b>
I	multiple choice	1–24	0 or 2	48
II	constructed response	25–30	0, 1, or 2	12
III	constructed response	31–34	0, 1, 2, 3, or 4	16
IV	constructed response	35	0, 1, 2, 3, 4, 5, or 6	6
<b>TOTAL</b>		—	—	82

#### **Regents Examination in Geometry**

The Regents Examination in Geometry is similar in format to the test administered in June and August 2025. Prior to the date of the examination, schools must obtain, for each student, a standardized scannable answer sheet provided by the regional scanning center.

Schools *must* make a graphing calculator available for the exclusive use of each student while taking the Regents Examination in Geometry. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of a student's calculator is password protected and cannot be cleared, the calculator must not be used. Remove any prohibited applications from the graphing calculator. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example: factoring, expanding, or simplifying given variable output).

Schools must be sure that each student has a compass and straightedge (ruler) while taking the Regents Examination in Geometry.

Students must write their answers to the questions in Part I on the separate answer sheet provided by the proctor. They must write their answers to the questions in Parts II, III, and IV in the examination booklet. Students must clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc., that they used in arriving at their answers to the questions in Parts II, III, and IV.

Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. As the examination is being administered, proctors should check to see that students are using the proper writing implements to record their answers. However, if it is discovered after the test session has ended that a student has used pencil for responses that should have been written in pen, these responses may be scored. A photocopy should be made of the pages written in pencil prior to sending the original for scoring.

Scrap paper is **not** permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. Schools should have a supply of graph paper available for students who request it if they need to change their work on graphs.

**Before allowing students to begin this examination, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

The Regents Examination in Geometry has four parts, with a total of 35 questions. Students must answer all 35 questions. The following table shows the types of questions and the credit allotment for each part of the examination.

#### Regents Examination in Geometry

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–24	0 or 2	48
II	constructed response	25–31	0, 1, or 2	14
III	constructed response	32–34	0, 1, 2, 3, or 4	12
IV	constructed response	35	0, 1, 2, 3, 4, 5, or 6	6
TOTAL		—	—	80

#### Regents Examination in Algebra II

The January 2026 Regents Examination in Algebra II is similar in format to the test administered in the previous year's administration. Prior to the date of the examination, schools must obtain for each student a scannable answer sheet provided by the regional scanning center.

Schools *must* make graphing calculators available for the exclusive use of each student while taking the Regents Examination in Algebra II. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of a student's calculator is password protected and cannot be cleared, the calculator must not be used. Remove any prohibited applications from the graphing calculator. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the examination. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example: factoring, expanding, or simplifying given variable output).

Schools must be sure that each student has a straightedge (ruler) while taking the Regents Examination in Algebra II.

Students record their answers to the questions in Part I on the separate answer sheet provided by the proctor. They must write their answers to the questions in Parts II, III, and IV in the examination booklet. Students must clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc., that they used in arriving at their answers to questions in Parts II, III, and IV.

Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. As the examination is being administered, proctors should check to see that students are using the proper writing implements to record their answers. However, if it is discovered after the test session has ended that a student has used pencil for responses that should have been written in pen, these responses may be scored. A photocopy should be made of the pages written in pencil prior to sending the original for scoring.

Scrap paper is **not** permitted. Students may use the blank spaces and the page of graph paper included in the examination booklet as scrap paper. Schools should have a supply of graph paper available for students who request it if they need to change their work on graphs.

**Before allowing students to begin this examination, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

The January 2026 Regents Examination in Algebra II has four parts, with a total of 37 questions. Students must answer all 37 questions. The following table shows the types of questions and the credit allotment for each part of the examination.

#### January 2026 Regents Examination in Algebra II

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–24	0 or 2	48
II	constructed response	25–32	0, 1, or 2	16
III	constructed response	33–36	0, 1, 2, 3, or 4	16
IV	constructed response	37	0, 1, 2, 3, 4, 5, or 6	6
TOTAL		—	—	86

See the information in the [\*Educator Guide to the Regents Examination in Algebra II\*](#) for the June 2026 administration and beyond.

## SECTION FOUR THE SCIENCES

### High School Science Investigations

The Regents Examinations in the sciences are written tests consisting of multiple-choice and constructed-response questions. For those science exams that aligned with the New York State P-12 Science Learning Standards, there will no longer be a Performance Test (Earth Science) or Laboratory Activities for Part D (Living Environment). Instead, authentic, hands-on scientific and engineering experiences, called Investigations, will be part of the assessment strategy for high school science. Like the written tests, the Investigations are aligned with the New York State P-12 Science Learning Standards but provide the opportunity for performance-based assessment of students' science knowledge and skills. The Investigations are designed to be embedded into classroom instruction and assessment and can be offered any time during the school year, dependent on local curricular planning.

The Investigations for the Regents Examinations in science have been designed to be hands-on, three-dimensional learning tasks aligned to the New York State P-12 Science Learning Standards (NYSP-12SLS) that can be embedded into curriculum. The Investigations were conceptualized, written, and reviewed multiple times by NYS-certified science teachers. The Investigations are not standardized State tests; rather they are performance-based tasks that are a component of the State's strategy for assessing science.

The intention of the Investigations is to emphasize Performance Expectations (PEs) that will not be measured at the level of proficiency on the written assessment and to ensure that these PEs are part of instruction. Embedding the Investigations into the locally developed NYSP-12SLS-aligned curriculum will aid in facilitating the necessary shift to 3-dimensional teaching and learning and will provide another way for students to demonstrate their science knowledge and skills. Students will think like scientists as they use scientific practices and recognize common themes across science through cross-cutting concepts. The Investigations will provoke thoughtful conversations between educators, both at and between grade levels and science domains.

Successful completion of the Investigations for the course will be required for admission to the respective Regents Examination. The definition of successful completion is left to local discretion. Rubrics, while optional, are provided with each Investigation and provide a useful tool to assess where individual students are on a continuum of skills and knowledge embedded in the Performance Expectation (PE). As a reminder, the Investigations are designed to be embedded into instruction and can be offered any time prior to the Regents Examination. This may be when a particular PE assessed within each Investigation is covered in the course or at another time of the teacher's choosing.

### Laboratory Requirement

Laboratory experience is required. This requirement follows directly from the fact that these courses are laboratory sciences, and successful completion of any one of them earns for the student one unit of credit for a laboratory science. Students must be engaged in laboratory activities for at least thirty 40-minute periods, or the equivalent (1200 minutes) as certified by the secondary school principal. Due to regulation amendment, all students are permitted to meet this requirement through any combination of hands-on and simulated laboratory experience with satisfactory documented laboratory reports.

Students must prepare satisfactory written reports of these laboratory experiences. Schools should keep these reports for six months following the date of the examination, except in instances where a senior requests such reports for further work.

Please note that Section 8.2 of the Rules of the Board of Regents states: "Only those persons who have satisfactorily met the laboratory requirements as stated in the State syllabus for a science shall be admitted to a Regents Examination in such science."

## Scoring and Updates for Subsequent Exam Administrations

The [Directions for Scoring Regents Examinations—January, June, and August 2026 Administrations](#) provides information about the scoring of these examinations and is available on the Department's website.

Information specifically pertaining to the administration of the January, June and August 2026 Regents examinations in the sciences is included in this edition where applicable and currently available. For those exam titles where information pertaining to test administrations other than the January 2026 administration is not available, an updated revision of this document will be released in Spring 2026 and posted on the [Department's website](#).

## Regents Examination in Living Environment

The last administration of the Regents Examination in Living Environment will be in June 2026. The January and June 2026 Regents Examination in Living Environment is based on the [Living Environment Core Curriculum](#). It is similar in format to the test administered in the previous year's administration. The examination has five parts, with a total of 85 questions. Students must answer all questions in all parts. Four-function or scientific calculators **must** be available to all students who wish to have them during the entire scheduled time for this examination. Students are not permitted to use graphing calculators when taking this examination.

The following table shows the types of questions and credit allotment for each part of the examination.

**Regents Examination in Living Environment**

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice	1–30	0 or 1	30
B–1	multiple choice	31–43	0 or 1	13
B–2	1-credit constructed response	44–46, 48, 51–55	0 or 1	12
	multiple choice	47, 49–50	0 or 1	
C	1-credit constructed response	56–72	0 or 1	17
D	multiple choice	73–76, 81–82	0 or 1	13
	1-credit constructed response	77–80, 83–85	0 or 1	
TOTAL		—	—	85

**Before allowing students to begin this examination, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

Prior to the date of the examination, schools must obtain, for each student, a standardized scannable answer sheet provided by the regional scanning center. Students are to record their answers to all multiple-choice questions, including those in Parts B–2 and D, on the separate answer sheet. The answers to all constructed-response questions are to be recorded in the examination booklet in pen, except for graphs and drawings, which should be done in pencil.

Distribute one answer sheet and one examination booklet, face up, to each student.

Before allowing students to begin the examination, have them check the cover of the examination booklet and answer sheet to be sure they have the correct title, date, and time.

Instruct the students to read the directions on the cover. Instruct the students to complete the heading on the examination booklet cover. Also, instruct the students to fill in any information on the answer sheet as may be necessary. Make a four-function or scientific calculator available to each student who wishes to have one during the entire scheduled time period for this examination. Students are not permitted to use graphing calculators or to have access to any science reference materials such as class notes or written reports of any of their laboratory activities when taking this examination.

Make sure that students understand that they are to record their answers to all questions in Part A and Part B-1, as well as the multiple-choice questions in Part B-2 and Part D on the answer sheet, and to write their answers for all of the constructed-response questions in Part B-2, Part C, and Part D in the examination booklet. Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the examination booklet. When all students seem to understand these directions, instruct them to begin the examination.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, examination booklets, and scrap paper, and dismiss the students.

## **Regents Examination in Life Science: Biology**

The Regents Examination in Life Science: Biology is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and is a written test that presents questions organized into clusters that follow an assessment storyline. It is similar in format to the test administered in June and August 2025. In question clusters, each question that is answered may add to the developing explanation, model, or design solution. The questions in a cluster follow a theme or storyline.

### **Organization of Question Clusters**

Question clusters include an introduction (that tells how many questions comprise the cluster), multiple stimuli (reading passages, data tables, graphs, diagrams, photos, etc.), and questions that draw on one or more of the stimuli. Each cluster will include multiple-choice and constructed-response questions. There will be variation in the total number of questions in each cluster. As a result, there may be slight variation in the total number of exam questions from administration to administration (see *Test Design* below). To preview several question clusters, go to the [Life Science: Biology Sample Clusters](#) on the Department's website.

### **Stimuli**

The number of stimuli and the scale of real-world source material on the Regents Examination in Life Science: Biology will likely be greater than what students have experienced on prior science Regents exams. Each cluster will include multiple stimuli that are associated with several questions. Stimuli can include reading passages, data tables, graphs, diagrams, and photos. These stimuli provide students with an interesting and relatable setting that drives the progression of the assessment storyline. Stimuli are scientifically accurate and use real data when applicable. These come from vetted sources and are appropriate to the level being tested.

### **Question Formats**

The multiple-choice questions and the constructed-response questions on the Regents Examination in Life Science: Biology are each worth one credit. For the multiple-choice questions, students will select the response that best completes the statement or answers the question from four answer choices and record it on a standardized answer sheet. For the constructed-response questions, students will record their answer or answers in the appropriate space(s) provided in their examination booklet.

## Test Design

The chart below illustrates the test design for the Regents Examination in Life Science: Biology. Multiple-choice questions will comprise approximately 60 percent of each test. Constructed-response questions will comprise approximately 40 percent of each test. There will be variation in the number of questions that make up each cluster. As a result, the total number of questions for each test will vary (see *Organization of Question Clusters* on the previous page).

### Regents Examination in Life Science: Biology

Number of Question Clusters	Total Number of Questions
9–11	45–55

## Testing Session

The Regents Examination in Life Science: Biology will be administered during the designated time determined by NYSED. Students are permitted three hours to complete the Regents Examination in Life Science: Biology. The tests must be administered under standard conditions and the directions must be followed carefully. The same test administration procedures must be used with all students so that valid inferences can be drawn from the test results. NYSED devotes great attention to the security and integrity of the New York State Testing Program. School administrators and teachers involved in the administration of State assessments are responsible for understanding and adhering to the instructions set forth in the *School Administrator's Manual* and *Teacher's Directions* when released. For more detailed information about test administration, including proper procedures for proctoring, please refer to the *School Administrator's Manual* and the *Teacher's Directions*.

Prior to the date of the written test, schools must obtain, for each student, a standardized scannable answer sheet provided by the regional scanning center. Students are to record their answers to all of the multiple-choice questions on the answer sheet. The answers to all of the constructed-response questions must be recorded in the examination booklet. Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. As the examination is being administered, proctors should check to see that students are using the proper writing implements to record their answers. However, if it is discovered after the test session has ended that a student has used pencil for responses that should have been written in pen, these responses may be scored. A photocopy should be made of the pages written in pencil prior to sending the original for scoring.

**Before allowing students to begin the written test, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

Each student *must* have a four-function or scientific calculator to use while taking the Regents Examination in Life Science: Biology. Students are not permitted to use graphing calculators when taking this examination.

## Investigations for the Regents Examination in Life Science: Biology

The Regents Examination in Life Science: Biology does not include a performance test. Instead, students will participate in Investigations throughout the school year during classroom instruction. The Investigations for Science Regents Examinations are locally administered, curriculum-embedded, performance-based tasks that provide authentic, hands-on scientific and engineering experiences and help prepare students for the Regents Examination.

The Investigations have been designed to be hands-on, three-dimensional learning tasks aligned to the NYSP-12SLS that can be embedded into curriculum. Approximately 15% of the questions on the written test will measure content related to the Performance Expectations measured by the Investigations.

Successful completion of the Investigations for the course will be required for admission to the Life Science: Biology Regents Examination. The definition of successful completion is left to local discretion. Completion of the Investigations prepares students for the written test by providing a hands-on opportunity to demonstrate attainment of science knowledge and skills that will also be assessed on the written test. Scores on the Investigations will not be reported to the State or included in the students' final test scores.

Additional information about the required Investigations is available in the *Planning For Regents Examinations in Earth and Space Sciences and Life Science: Biology Investigations* [memo](#) and the *Investigations for the Regents Examinations in Earth and Space Sciences and the Life Science: Biology Now Available* [memo](#).

## **Regents Examination in Physical Setting/Earth Science**

The last administration of the Regents Examination in Physical Setting/Earth Science will be in June 2026. The January and June 2026 Regents Examinations in Physical Setting/Earth Science are based on the [Earth Science Core Curriculum](#) and consists of two components: a laboratory performance test and a written test. The January 2026 Regents Examination in Physical Setting/Earth Science is similar in format to the test administered in the previous year's administration.

### **Performance Test**

The 2008 edition (revised 2010) Physical Setting/Earth Science Laboratory Performance Test features three stations. The total number of raw-score credits for the 2008 edition (revised 2010) Performance Test is 16. The student's raw score on the performance test should be recorded on the cover of the student's performance test answer booklet and, after the written test has been administered, in the designated space on the student's answer sheet. As indicated below, a conversion chart will be provided for converting the student's score on the performance test and score on the written test to the final examination score.

The secure performance test and its Directions for Administration are shipped to schools with nonsecure test materials to allow the Earth Science staff time to prepare for the administration of this component. The Directions for Administration provides specific directions for setting up three individual stations and administering the tasks to be completed at each station.

This test must be administered in one continuous block of time in one day to each student who plans to sit for the written test, including those retaking the examination, during the last two weeks of the course but no later than the day before the administration of the written test.

Scores earned on the Earth Science Performance Test in conjunction with prior administrations of the written examination may no longer be carried over and applied to the student's final examination score for this Regents Examination. This requirement applies both to students enrolled in the course of study and to students who are registered only to retake the examination. All schools administering this examination must notify students of the date and time to appear for the performance test.

The Directions for Administration and the performance test rating guide provide specific directions for administering and scoring the 2008 edition (revised 2010) Physical Setting/Earth Science Laboratory Performance Test. Teachers must review these directions before administering or rating the performance test. All parts of the performance test are considered secure materials and must not be shared with students prior to or after the performance test administration. Once the performance test is administered, all unused performance tests must be securely destroyed.

## Written Test

The written test for has four parts, with a total of 85 questions. Students must answer all questions. The table below shows the types of questions and credit allotment for each part of the examination.

### Regents Examination in Physical Setting/Earth Science

Performance Test Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
Performance Test	7-credit constructed response	station 1	0, 1, 2, 3, 4, 5, 6, or 7	16
	4-credit constructed response	station 2	0, 1, 2, 3, or 4	
	5-credit constructed response	station 3	0, 1, 2, 3, 4, or 5	
Written Test Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice	1–35	0 or 1	35
B–1	multiple choice	36–50	0 or 1	15
B–2	1-credit constructed response	51–65	0 or 1	15
C	1-credit constructed response	66–85	0 or 1	20

**Before allowing students to begin the written test, have them check the covers of their examination booklet, answer booklet, and answer sheet to be sure that they have the correct title, date, and time.**

Prior to the date of the written test, schools must obtain, for each student, a standardized scannable answer sheet provided by the regional scanning center. Students are to record their answers to all of the multiple-choice questions in Part A and Part B-1 on the scannable answer sheet. The answers to all of the constructed-response questions in Part B-2 and Part C in the written test must be recorded in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. The answer booklets are shrink-wrapped in the same package with the examination booklets. As the examination is being administered, proctors should check to see that students are using the proper writing implements to record their answers. However, if it is discovered after the test session has ended that a student has used pencil for responses that should have been written in pen, these responses may be scored. A photocopy should be made of the pages written in pencil prior to sending the original for scoring.

At the administration of the written test, each student *must* be provided with a copy of the 2011 edition of the [Reference Tables for Physical Setting/Earth Science](#) along with an examination booklet, an answer sheet, and an answer booklet. Some of the questions on the written test require the use of the reference tables. Schools are required to use the online version of the 2011 edition, including translations, and to print sufficient copies for use by each student.

**Note:** Schools may want to consider collecting the reference tables at the end of the written test and keeping clean copies for future use in the school's instructional program.

In addition, each student must have a four-function or scientific calculator to use while taking the Regents Examination in Physical Setting/Earth Science. Students are not permitted to use graphing calculators when taking this examination.

Distribute one answer sheet, one answer booklet, one examination booklet, one copy of the 2011 edition of the Reference Tables for Physical Setting/Earth Science, and scrap paper to each student. (The answer booklets are shrink-wrapped in the same package with the examination booklets.) The Department does not provide printed copies of reference tables.

**Before allowing students to begin the examination, have them check the cover of the answer booklet, examination booklet, and answer sheet to be sure they have the correct title, date, and time.**

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B-1 on the answer sheet and to record their answers to the questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the examination.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration on the answer sheet, and put their pens and pencils down. Then collect the answer sheets, answer booklets, examination booklets, reference tables, and scrap paper, and dismiss the students.

## **Regents Examination in Earth and Space Sciences**

The Regents Examination in Earth and Space Sciences is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and is similar in format to the test administered in June and August 2025. It is a written test that presents questions organized into clusters that follow an assessment storyline. In question clusters, each question that is answered may add to the developing explanation, model, or design solution. The questions in a cluster follow a theme or storyline.

### **Organization of Question Clusters**

Question clusters include an introduction (that tells how many questions comprise the cluster), multiple stimuli (reading passages, data tables, graphs, diagrams, photos, etc.), and questions that draw on one or more of the stimuli. Each cluster will include multiple-choice and constructed-response questions. There will be variation in the total number of questions in each cluster. As a result, there may be slight variation in the total number of exam questions from administration to administration (see Test Design below). To preview several question clusters, go to the [Earth and Space Sciences Sample Clusters](#) on the Department's website.

### **Stimuli**

The number of stimuli and the scale of real-world source material on the Regents Examination in Earth and Space Sciences will likely be greater than what students have experienced on prior science Regents exams. Each cluster will include multiple stimuli that are associated with several questions. Stimuli can include reading passages, data tables, graphs, diagrams, and photos. These stimuli provide students with an interesting and relatable setting that drives the progression of the assessment storyline. Stimuli are scientifically accurate and use real data when applicable. These come from vetted sources and are appropriate to the level being tested.

## Question Formats

The multiple-choice questions and constructed response questions on the Regents Examination in Earth and Space Sciences are each worth one credit. For the multiple-choice questions, students will select the response that best completes the statement or answers the question from four answer choices and record it on a standardized answer sheet. For the constructed-response questions, students will record their answer or answers in the appropriate space(s) provided in their examination booklet.

## Test Design

The chart below illustrates the test design for the Regents Examination in Earth and Space Sciences. Multiple-choice questions will comprise approximately 60 percent of each test. Constructed-response questions will comprise approximately 40 percent of each test. There will be variation in the number of questions that make up each cluster, and as a result the total number of questions for each test will vary (see *Organization of Question Clusters* above).

### Regents Examination in Earth and Space Sciences

Number of Question Clusters	Total Number of Questions
9–11	45–55

## Testing Session

The Regents Examination in Earth and Space Sciences will be administered during the designated time determined by NYSED. Students are permitted three hours to complete the Regents Examination in Earth and Space Sciences. The tests must be administered under standard conditions and the directions must be followed carefully. The same test administration procedures must be used with all students so that valid inferences can be drawn from the test results. NYSED devotes great attention to the security and integrity of the New York State Testing Program. School administrators and teachers involved in the administration of State assessments are responsible for understanding and adhering to the instructions set forth in the *School Administrator's Manual* and *Teacher's Directions* when released. For more detailed information about test administration, including proper procedures for proctoring, please refer to the *School Administrator's Manual* and the *Teacher's Directions*.

**Before allowing students to begin the written test, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

## **Earth and Space Sciences Reference Tables and Materials**

Prior to the date of the written test, schools must obtain, for each student, a standardized scannable answer sheet provided by the regional scanning center. Students are to record their answers to all of the multiple-choice questions on the answer sheet. The answers to all of the constructed-response questions must be recorded in the examination booklet.

Students should write all work in the examination booklet in pen, except for graphs and drawings, which should be done in pencil. As the examination is being administered, proctors should check to see that students are using the proper writing implements to record their answers. However, if it is discovered after the test session has ended that a student has used pencil for responses that should have been written in pen, these responses may be scored. A photocopy should be made of the pages written in pencil prior to sending the original for scoring.

At the administration of the test, students *must* be provided a copy of the 2024 edition of the [Reference Tables for Earth and Space Sciences](#) in addition to the answer sheet and examination booklet. It contains information that students are expected to be able to locate and apply but not necessarily memorize. Teachers should use the reference table in instruction throughout the Earth and Space Sciences course to familiarize students with its content.

The Department does not provide printed copies of the regular or translated edition reference tables. Schools are required to use the online versions to print sufficient copies to supply one clean copy to each student during the administration of the examination. A braille version of the Reference Tables for Earth and Space Sciences will be available through NYSED by placing a request for needed copies via [examrequest@nysed.gov](mailto:examrequest@nysed.gov).

Each student *must* be provided a four-function or scientific calculator to use while taking the Regents Examination in Earth and Space Sciences. Students are not permitted to use graphing calculators when taking this examination.

## **Investigations for the Regents Examination in Earth and Space Sciences**

The Regents Examination in Earth and Space Sciences does not include a performance test. Instead, students will participate in Investigations throughout the school year during classroom instruction. The Investigations for Science Regents Examinations are locally administered, curriculum-embedded, performance-based tasks that provide authentic, hands-on scientific and engineering experiences and help prepare students for the Regents Examination.

The Investigations have been designed to be hands-on, three-dimensional learning tasks aligned to the NYSP-12SLS that can be embedded into curriculum. Approximately 15% of the questions on the written test will measure content related to the Performance Expectations measured by the Investigations.

Successful completion of the Investigations for the course will be required for admission to the Earth and Space Sciences Regents Examination. The definition of successful completion is left to local discretion. Completion of the Investigations prepares students for the written test by providing a hands-on opportunity to demonstrate attainment of science knowledge and skills that also will be assessed on the written test. Scores on the Investigations will not be reported to the State or included in the students' final test scores.

Additional information about the required Investigations is available in the *Planning For Regents Examinations in Earth and Space Sciences and Life Science: Biology Investigations* [memo](#) and the *Investigations for the Regents Examinations in Earth and Space Sciences and the Life Science: Biology Now Available* [memo](#).

## Regents Examination in Physical Setting/Chemistry

The Regents Examinations in Physical Setting/Chemistry are based on the *Chemistry Core Curriculum*. It is similar in format to the test administered in the previous year's administration. The examination has four parts, with a total of 85 questions. Students must answer all questions. The following table shows the types of questions and credit allotment for each part of the examination.

### Regents Examination in Physical Setting/Chemistry

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
<b>A</b>	multiple choice	1–30	0 or 1	30
<b>B-1</b>	multiple choice	31–50	0 or 1	20
<b>B-2</b>	1-credit constructed response	51–65	0 or 1	15
<b>C</b>	1-credit constructed response	66–85	0 or 1	20
<b>TOTAL</b>		—	—	85

Before allowing students to begin this examination, have them check the cover of their examination booklet, answer booklet, and answer sheet to be sure that they have the correct title, date, and time.

Prior to the date of the written test, schools must obtain for each student a standardized scannable answer sheet provided by the regional scanning center. Students are to record their answers to all of the multiple-choice questions in Part A and Part B-1 on the scannable answer sheet. The answers to all of the constructed-response questions in Part B-2 and Part C must be recorded in the answer booklet provided in pen, except for graphs and drawings, which should be done in pencil.

Each student **must** be provided with a copy of the 2011 edition of the [Reference Tables for Physical Setting/Chemistry](#), along with an examination booklet, an answer sheet, and an answer booklet. Some of the questions on the written test specifically require the use of the reference tables. Schools are required to use the online version of the 2011 edition to print sufficient copies for use by each student. **Note:** Schools may want to consider collecting the reference tables at the end of the written test and keeping clean copies for future use in the school's instructional program.

In addition, each student **must** have a four-function or scientific calculator to use while taking the Regents Examination in Physical Setting/Chemistry. Students are not permitted to use graphing calculators when taking this examination.

Distribute one answer sheet, one answer booklet, one examination booklet, and one copy of the 2011 edition of the Reference Tables for Physical Setting/Chemistry, face up, to each student. (The answer booklets are shrink-wrapped in the same package with the examination booklets.) The Department does not provide printed copies of the reference tables. The 2011 edition is available on the Department's website. Schools must print enough copies to provide one to each student. In addition, each student must be provided with a four-function or scientific calculator for their exclusive use during the entire examination. Students are not permitted to use graphing calculators when taking this examination.

Before allowing students to begin the examination, have them check the cover of the examination booklet, answer booklet, and answer sheet to be sure they have the correct title, date, and time.

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the multiple-choice questions in Part A and Part B-1 on the answer sheet

and to record their answers to the constructed-response questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the examination.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Then collect the answer sheets, answer booklets, examination booklets, reference tables, and scrap paper, and dismiss the students.

## **Regents Examination in Physical Science/Chemistry**

The Regents Examination in Physical Science/Chemistry is based on the [New York State P-12 Science Learning Standards \(NYSP-12SLS\)](#) and as per [the implementation timeline](#), will debut during the June 2026 exam administration. The [Educator Guide](#) provides a thorough description of the new exam and [sample clusters](#) are available online. Additional information pertaining to this exam will be included in a subsequent revision of this document, to be released in Spring 2026 and posted on the [Department's website](#).

## Regents Examination in Physical Setting/Physics

The Regents Examination in Physical Setting/ Physics is administered twice in 2026, in January and June. The January 2026 Regents Examination in Physical Setting/Physics is a **restricted** examination, while only the braille edition of this exam is restricted in June. All information contained in this section pertains to the January 2026 administration.

The January 2026 examination booklet and the answer booklet for each student are enclosed together in a sealed envelope (a separate answer sheet is provided by your [Regional Information Center, RIC](#)). Only students taking the examination may open an envelope. School personnel are **not permitted** to open an envelope containing an examination booklet and an answer booklet or to review these examination documents for any reason other than to read the examination to students with disabilities whose IEPs or 504 Plans call for this accommodation. **Each copy of the test booklet is numbered, and all test booklets, both used and unused, must be returned to the Department.**

The January 2026 Regents Examination in Physical Setting/Physics is based on the *New York State Learning Standards for Mathematics, Science, and Technology* as included in the *Physical Setting/Physics Core Curriculum*. There are four parts to the examination. It is similar in format to the test administered in January 2025. In addition to being a restricted examination, the January 2026 Regents Examination in Physical Setting/Physics has a total of 75 questions, and certain constructed-response questions in Parts B–2 and C are worth a maximum of two raw-score credits. Students must answer all questions on the examination.

The following table shows the types of questions and credit allotment for each part of the January 2026 examination.

**January 2026 Regents Examination in Physical Setting/Physics**

Part	Question Type	Number of Questions	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
A	multiple choice	35	1–35	0 or 1	35
B-1	multiple choice	15	36–50	0 or 1	15
B-2	constructed response	11	51–61	0, 1, or 2*	15
C	constructed response	14	62–75	0, 1, or 2**	20
TOTAL		75	—	—	85

\*In Part B-2, four items have a maximum of two raw-score credits.

\*\*In Part C, six items have a maximum of two raw-score credits.

Detailed directions for administering and scoring the restricted January edition of this examination are provided in the Department publication [Regents Examination in Physical Setting/Physics, Restricted Edition, Directions for Administering and Scoring, January Administration](#), which is available on the Department's website. All school personnel involved in the administration and scoring of this examination must carefully read these directions prior to the administration date.

**Before allowing students to begin this examination, have them check the cover of their examination booklet, answer booklet, and answer sheet to be sure that they have the correct title, date, and time.**

Each student **must** have a scientific or graphing calculator, centimeter ruler, and protractor for their exclusive use during the entire examination.

Each student **must** be provided with a copy of the 2006 edition of the [Reference Tables for Physical Setting/Physics](#) along with a sealed envelope containing the restricted examination booklet, an answer sheet, and an answer booklet. Some of the questions on the test specifically require the use of the reference tables. Schools are required to use the online version of the 2006 edition to print sufficient copies for the use of each student. After each student completes this restricted examination, the student must place the reference table and all scrap paper inside the front cover of their examination booklet before replacing the examination booklet in the envelope and resealing the envelope.

Distribute to each student one sealed envelope containing one answer booklet, one examination booklet, one copy of the 2006 edition of the Reference Tables for Physical Setting/Physics, and scrap paper, provided by the school, to each student. RIC-provided answer sheets must also be distributed to each student. The Department does not provide printed copies of the [reference tables](#).

Before allowing students to begin the examination, have them check the cover of the answer booklet, examination booklet, and answer sheet to be sure that they have the correct title, date, and time.

Have the students fill in the heading on the answer sheet and answer booklet. Instruct the students to carefully read the directions for recording their answers. Make sure that students understand that they are to record their answers to the questions in Part A and Part B-1 on the answer sheet and to record their answers to the questions in Part B-2 and Part C in the answer booklet. Students should write all work in the answer booklet in pen, except for graphs and drawings, which should be done in pencil. Students may use scrap paper to work out their answers to the questions, but they must record all answers on the answer sheet and in the answer booklet. When all students seem to understand the directions for marking their answers, instruct them to begin the examination.

Conclude the examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheet, answer booklet, examination booklet, reference tables, and scrap paper and the open envelope from each student. Upon collection of these materials and in the presence of the student, proctors must confirm the contents of the unsealed envelope before sealing them and dismissing the students.

## **Regents Examination in Physical Science/Physics**

The Regents Examination in Physical Science/Physics is based on the [New York State P-12 Science Learning Standards \(NYSP-12SLS\)](#) and as per [the implementation timeline](#), will debut during the June 2026 exam administration. The [Educator Guide](#) provides a thorough description of the new exam and [sample clusters](#) are also available online. Additional information pertaining to this exam will be included in a subsequent revision to this document, to be released in Spring 2026 and posted on the [Department's website](#).

## SECTION FIVE

### SOCIAL STUDIES

#### Regents Examination in Global History and Geography II

The Regents Examination in Global History and Geography II assesses student achievement of the New York State Learning Standards in Social Studies at the commencement level. The Examination in Global History and Geography II is similar in format to the test administered in the previous year's administration. The examination has three parts. Students are to answer all questions in all parts. Part I contains 28 multiple-choice questions. Part II contains two sets of constructed-response questions. Part III contains one essay question based on several documents and the student's knowledge of specific social studies content.

Prior to the date of the examination, schools must obtain for each student a standardized scannable answer sheet provided by the regional scanning center. Students are to write their answers to the Part I questions on the answer sheet provided by the proctor. Students are to write their answers to Part II constructed-response questions in pen directly in the examination booklet. They are to write their answers to the Part III essay question in pen in a separate [essay booklet](#) made available to schools on the Department's website. Schools must provide copies of these essay booklets to students. Students may use scrap paper, provided by the school, for planning essays. Be sure that students write their names on their scrap paper.

The table below shows the types of questions and the credit allotment for each part of the examination.

**Regents Examination in Global History and Geography II**

Part	Question Type	Question Numbers	Raw-Score Credits Attainable for Each Question	Total Number of Raw-Score Credits
I	multiple choice	1–28	0 or 1	28
II	constructed response	29–31 (CRQ Set 1)	0 or 1	3
	constructed response	32–34b (CRQ Set 2)	0 or 1	4
III	essay	35	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5

**Before allowing students to begin this examination, have them check the cover of the examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

For this examination, distribute one answer sheet and one examination booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write their response to the Part III essay question. The Department does not provide printed copies of the essay booklets. The [essay booklet](#) is available on the Department's website. Schools must print sufficient copies to provide one to each student.

Instruct the students to read the directions on the cover of the examination booklet.

Instruct the students to complete the headings on the cover of the examination booklet and on the cover and each sheet of the essay booklet. Also, instruct the students to fill in any information on the answer sheet as may be necessary.

Make sure that students understand that they are to record their answers to the Part I questions on the answer sheet, to write their answers to the Part II constructed-response questions in the examination booklet, and to write their response to the Part III essay question in the essay booklet. When all students seem to understand these directions, instruct them to begin the examination.

Students should use black or dark blue ink to write their answers to the constructed-response questions and the essay question. Students may use scrap paper, provided by the school, for planning the essay. Students must put their names on their scrap paper.

Conclude each examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of this time to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, the essay booklets, the examination booklets, and scrap paper, and dismiss the students.

## **Regents Examination in United States History and Government**

The Regents Examination in United States History and Government assesses student achievement of the New York State Learning Standards in Social Studies at the commencement level. The Regents Examination in United States History and Government is similar in format to the test administered in the previous year's administration. The examination has three parts. Students are to answer all questions in all parts. Part I contains 28 multiple-choice questions. Part II contains two sets of short-essay questions. Part III contains six short-answer (scaffold) questions and one essay question based on several documents and the student's knowledge of specific social studies content.

Prior to the date of administration, schools must obtain for each student a standardized scannable answer sheet provided by a regional scanning center. Students are to record their answers to the Part I questions on the answer sheet provided by the proctor. They are to write their answers to the Part III A short-answer (scaffold) questions in pen directly in the examination booklet. In a separate essay booklet, they are to write in pen their answers to the Part II short-essay questions (Set 1 and Set 2) beginning on page 3, and the Part III B essay question beginning on page 7. The [essay booklet](#) is available to schools on the Department's website. Schools must provide copies of the essay booklet to students. Students may use scrap paper, provided by the school, for planning essays. Be sure that students write their names on their scrap paper.

The following table shows the types of questions and the credit allotment for each part of the examination.

### **Regents Examination in United States History and Government**

<b>Part</b>	<b>Question Type</b>	<b>Question Numbers</b>	<b>Raw-Score Credits Attainable for Each Question</b>	<b>Total Number of Raw-Score Credits</b>
I	multiple-choice	1–28	0 or 1	28
II	essays	Short-Essay Question Set 1 (29)	0, 1, 2, 3, 4, or 5	10
		Short-Essay Question Set 2 (30)	0, 1, 2, 3, 4, or 5	
III A	1-credit short-answer (scaffold) questions	31–36	0 or 1	6
III B	essay	Civic Literacy Document-Based Essay (37)	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0	5

**Before allowing students to begin this examination, have them check the cover of their examination booklet and answer sheet to be sure that they have the correct title, date, and time.**

For this examination, distribute one answer sheet and one examination booklet, face up, to each student. Also, distribute to each student one essay booklet in which the student is to write their answers to the Parts II and III B essay questions. The Department does not provide printed copies of the essay booklets. The essay booklet is available on the Department’s website. Schools must print sufficient copies to provide one to each student.

Instruct the students to read the directions on the cover of the examination booklet.

Instruct the students to complete the headings on the cover of the examination booklet and on the cover and each sheet of the essay booklet. Also, instruct the students to fill in any information on the answer sheet as may be necessary.

Make sure that students understand that they are to record their answers to the Part I questions on the answer sheet, to write their answers to the Part III A short-answer (scaffold) questions in the examination booklet, and to write their responses to the Parts II and III B essay questions in the essay booklet. When all students seem to understand these directions, instruct them to begin the examination.

Students should use black or dark blue ink to write their answers to the essay questions and the short-answer (scaffold) questions. Students may use scrap paper, provided by the school, for planning essays. Students must put their names on their scrap paper.

Conclude each examination exactly three hours after the actual starting time. Instruct any students who remain in the testing room at the end of the three-hour period to stop working, close their examination booklets, sign the declaration, and put their pens and pencils down. Collect the answer sheets, the essay booklets, the examination booklets, and scrap paper, and dismiss the students.

### **Scoring and Subsequent Exam Administrations**

The [Directions for Scoring Regents Examinations—January, June, and August 2026 Administrations](#) provides information about the scoring of these examinations and is available on the Department’s website.



# IMPORTANT

BEFORE YOU ADMINISTER THE REGENTS EXAMINATIONS, PLEASE REVIEW  
THIS IMPORTANT TEST SECURITY INFORMATION

**The State Education Department is committed to the integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the fairest administration and scoring of Regents Exams. Please accept this reminder of prohibited testing conduct.**

**Under Section 102.4 of the Commissioner's Regulations, prohibited testing conduct includes:**

- Accessing secure test booklets and/or answer sheets prior to the time allowed by testing rules.
- Reviewing test booklets prior to test administration in order to: determine and record correct responses for use during testing; create pre-test lessons or discussions with students about concepts being tested; or create a “cheat sheet” for students to use during testing, including sharing formulas, concepts, or definitions necessary for the test.
- Providing students clues or answers during testing, including coaching students about correct answers, defining terms and concepts contained in the test, pointing out wrong answers, suggesting that a student reconsider or change a recorded response, reminding students during testing of concepts they learned in class, or making facial or other nonverbal suggestions to students regarding answers.
- Giving a student more time to take the test than is allowed for that student under State regulations.
- Leaving materials displayed in the room containing topics being tested.
- Writing test-specific formulas, concepts, or definitions on the board prior to or during testing.
- Reviewing an answer sheet for wrong answers and returning it to the student to change responses.
- Altering, erasing, or changing a student's recorded responses after the student hands in test materials.
- Engaging in rescore any portion of a test to add points, unless authorized by State rules.
- Encouraging or assisting anyone to engage in the above-described conduct.

**Some potential consequences of engaging in prohibited testing conduct include:**

- The test score of the affected student will likely be invalidated.
- The affected student may have to retake the exam.
- The person who intentionally engaged in testing misconduct could face sanctions and discipline, including termination and/or the loss of their New York State educator certification(s).

**In accordance with Section 102.4 of the Commissioner's Regulations, you are required to report any known incident of testing misconduct to the Test Security Unit. Reports may be made by filing an Incident Report Form at <https://www.nysed.gov/educator-integrity/report-educator-test-fraud>.**