

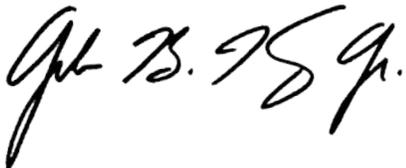


TO: P-12 Education Committee

FROM: Ken Wagner 

SUBJECT: Proposed addition of §100.5(a)(9) of the Regulations of the Commissioner, relating to a Regents Research Paper requirement for a Regents or local diploma

DATE: September 9, 2013

AUTHORIZATION(S):  

SUMMARY

Issue for Discussion

Should the Board of Regents adopt a new section 100.5(a)(9) of the Commissioner's Regulations to require that students first entering grade 9 in September 2014 and thereafter complete a Regents Research Paper? This item was previously discussed in April and June 2013 (and would have applied to students first entering grade 9 in September 2013 and thereafter).

Reason(s) for Consideration

Implementation of Policy

Proposed Handling

This question will come before the P-12 Education Committee for discussion at the September 2013 meeting.

Procedural History

The proposed rule, which would have applied to students first entering grade 9 in September 2013, was discussed by the P-12 Education Committee at the April and June 2013 Regents meetings. A Notice of Proposed Rule Making was published in the State Register on July 10, 2013.

As described below, the proposed rule has been revised in response to public comment. A copy of the revised proposed rule and a summary of the comments received are attached. Supporting materials are available upon request from the Secretary to the Board of Regents.

Background Information

During the June 2013 P-12 Education Committee meeting, the Board of Regents discussed adding a requirement that students complete a Regents Research Paper in order to graduate with a Regents or local diploma. The Regents Research Paper would be an opportunity for students to demonstrate Common Core college and career readiness skills in writing and research that are necessary for success in college, careers, and civic life. Research is an important part of the Common Core Learning Standards for English Language Arts & Literacy and is considered the responsibility of teachers across the curriculum, not just in English Language Arts classes. Additionally, research is noted as a necessary skill for entrance and success in college. This expectation is reflected in the Common Core Writing Standards (specifically anchor standards, 7, 8, and 9) in both the English Language Arts and Literacy in Science, Social Studies, and Technical Subjects sections of the standards.

According to the Common Core Learning Standards for English Language Arts and Literacy, “To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts . . .” Research is reflected at each grade in the Common Core under the *Research to Build and Present Knowledge* writing strand, beginning in early elementary grades and continuing to graduation. For example, in kindergarten, students begin to build their research skills by participating in “shared reading and writing projects” (Writing Standard 7). Students in grades 9-12 are expected to “Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem” (Writing Standard 7). It is through this sequence that students will build their research skills as they move up through the grades toward graduation.

The proposed addition of §100.5(a)(9) of the Commissioner’s regulations would require the following minimum standards for the Regents Research Paper and applies to all students entering grade nine in September 2014 or later:

- 1) The Regents Research Paper shall be submitted, in the English language, as a word-processed document consistent with the publication guidelines of the discipline pertaining to the subject of the paper.
- 2) The Regents Research Paper shall cite a minimum of four informational texts as sources gathered from multiple authoritative print and/or digital sources. Literature

texts, while admissible as sources, shall not be counted toward this minimum source requirement.

3) The Regents Research Paper shall be a minimum of five typed pages (approximately 1,250 words of text), exclusive of works cited, graphics, and cover page.

4) The final student draft of the Regents Research Paper shall be accompanied by a procedural checklist that meets State requirements.

5) Hand-written papers and other accommodations may be allowed where appropriate (e.g., for students with disabilities whose individualized education program or students whose plan under section 504 of the Rehabilitation Act of 1973 [29 U.S.C. section 794] specifies such accommodation) or in extenuating circumstances, as determined by the principal.

Since the June 2013 meeting, the Department published a Notice of Proposed Rule Making in the State Register and received public comment from the field regarding the proposed requirement. Prior to the June meeting, the Department engaged in conversations with classroom teachers, school administrators, and statewide professional organizations to discuss current thinking around how the Regents Research Paper can best be implemented in schools across the state. See attached for a summary of the comments received.

As a result of such feedback, the Department has revised the proposed regulation to apply to all students first entering grade nine in September 2014 or later. If the Regents reach consensus on this proposed revision, a Notice of Revised Rule Making will be published in the State Register on or about October 2, 2013 and a second public comment period will be provided. The proposed addition will then be presented to the Board in November for adoption

The Department has also adjusted the draft Regents Research Paper Framework (attached) to address previous questions about which teacher would be responsible for the research requirement and when it will need to be implemented during high school. The Regents Research Paper Requirement is a graduation requirement separate from the State assessment requirements, and is not the responsibility of only the English Language Arts instructor. The proposed research requirement may be implemented by the teacher determined by the school district or school district administrator; however, the process for research and the classroom instruction *must be* aligned with the *Research to Build and Present Knowledge* expectations in the Common Core. Guidelines for implementation are included in the draft Regents Research Paper Framework.

Key points from The Regents Research Paper Framework include the following:

- The local school district or school building administrator will determine which teacher or teachers are responsible for the research paper requirement, including

the instruction and evaluation of the student's mastery of the research writing standards. For example, a school district may decide to include the Regents Research Paper requirement in a 12th grade content area class (for example, science, social studies, ELA, etc.) during the school year.

- The Department strongly encourages interdisciplinary teacher collaboration in this process, as research cuts across disciplines and learning standard areas. For example, a school librarian could collaborate with a science teacher during high school instruction for the research paper process.
- The Regents Research Paper Framework includes the *minimum* standards for the research paper product and process; school districts are encouraged to build on that foundation and develop or build their own research paper process that adheres to the Regents Research Paper Procedural Checklist and Common Core Learning Standards.
- Although the final student draft of the Regents Research Paper must be accompanied by a Procedural Checklist (outlined in the Regents Research Paper Framework) that meets Department requirements, established school district procedures for research (e.g., International Baccalaureate, Siemens Competition / Intel Science Talent Search) may be substituted for the checklist provided they are inclusive of the CCLS and Department guidelines.
- The Regents Research Paper must be satisfactorily completed and evaluated in advance of the student being awarded his or her Regents or local high school diploma.
- The research paper requirement is heavily dependent on adherence to a systematic research and writing process that is inquiry-based and aligns with the expectations in the Common Core Learning Standards. The Regents Research Paper Procedural Checklist includes the expectation that a student create a question, problem, or hypothesis about a topic to set the direction for his or her research. Through teacher direction and instruction, students will have opportunities to explore topics and subjects in deeper ways, evaluating the credibility of sources, rethinking positions, and revising and editing writing.
- The principal will certify and maintain records on which students completed the Regents Research Paper requirement for graduation and diploma purposes.
- Guidance for English language learners and students with disabilities is included in the Regents Research Paper Framework, but additional guidance for educators will follow. Some students with disabilities and English language learners may need modified instructional approaches, scaffolding, special education supports and services, and accommodations as identified by the Committee on Special Education or Section 504 Multidisciplinary Committee or appropriate school personnel for ELLs to meet these same requirements. For example,

accommodations may require changes in the method of how the assignment is presented, changes in the method of how a student may respond to the assignment, and flexibility in the scheduling or timeframes of the assignment.

The Department will provide additional curriculum guidance to assist school districts in ways to meet the Common Core research requirements. Currently, the “Developing Core Proficiencies” series, which is included on EngageNY, includes two high school units focused on researching to deepen understanding. According to the unit, “It lays out a process through which students learn to explore topics with their learning community, posing and refining questions and listening to experiences, and discovering areas they wish to investigate. It develops their ability to determine what they don't know or understand, and where and how to find that information.” A portion of the May 2013 Network Team Institute training, which included teacher ambassadors and Network Team members, was dedicated to the importance of research in the Common Core. Additionally, through the current English Language Arts Curriculum Modules, research will be included within the units and lessons. School districts may use these resources, or their own locally developed materials and processes, to ensure students receive instruction on how to conduct research.

Recommendation

Staff recommends that the Regents reach consensus on the intent of the revised regulatory addition prior to its submission in November for adoption.

Timetable for Implementation

It is anticipated that the proposed addition will be submitted to the Board of Regents for adoption at the November Regents meeting and will be applicable to all students first entering grade nine in September 2014 or thereafter.

Attachments

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 101, 207, 208, 209, 305, 308, 309 and 3204

Subdivision (a) of section 100.5 of the Regulations of the Commissioner of Education is amended, effective December 4, 2013, as follows:

(a) General requirements for a Regents or a local high school diploma. Except as provided in paragraph (d)(6) and subdivision (g) of this section, the following general requirements shall apply with respect to a Regents or local high school diploma. Requirements for a diploma apply to students depending upon the year in which they first enter grade nine. A student who takes more than four years to earn a diploma is subject to the requirements that apply to the year that student first entered grade nine. Students who take less than four years to complete their diploma requirements are subject to the provisions of subdivision (e) of this section relating to accelerated graduation.

(1) . . .

(2) . . .

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(8) . . .

(9) All students first entering grade nine in September 2014 and thereafter, shall satisfactorily complete a Regents Research Paper in a format as prescribed by the commissioner including, but not limited to, the following:

(i) The Regents Research Paper shall be submitted, in the English language, as a word-processed document consistent with the publication guidelines of the discipline pertaining to the subject of the paper.

(ii) The Regents Research Paper shall cite a minimum of four informational texts as sources gathered from multiple authoritative print and/or digital sources. Literature texts, while admissible as sources, shall not be counted toward this minimum source requirement.

(iii) The Regents Research Paper shall be a minimum of five typed pages (approximately 1,250 words of text), exclusive of works cited, graphics, and cover page.

(iv) The final student draft of the Regents Research Paper shall be accompanied by a procedural checklist that meets State requirements.

(v) Hand-written papers and other accommodations may be allowed where appropriate (e.g., for students with disabilities whose individualized education program or students whose plan under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. section 794) specifies such accommodation) or in extenuating circumstances, as determined by the principal.

**Regents Research Paper Framework:
Summary of Feedback and Edits Suggested by NYS Stakeholders**

Issues/Comments	Resolution
Include stronger language to ensure that schools think about this as cross-disciplinary. Make sure this is open to all teachers	The Framework allows the district or building administrator to select the teacher(s) who will implement the research paper. Cross-disciplinary collaboration is recommended within the Framework, including a note that school librarians are a valuable resource in the work.
Accommodations for English language learner and students with disabilities need to be specifically outlined	The Framework has been revised to ensure information about allowable accommodations is clearly outlined. Feedback from the P-12 Office of Special Education on suggested language was incorporated.
Suggested to reference the Common Core Reading Standards in the Framework.	The revised Framework includes the Common Core Reading Standards that relate to the research process.
Include more direct language from the Common Core Learning Standards in the sample rubric to ensure consistency in scoring.	Currently, the rubric is not included in the Framework. The Department wants to include the rubric with future supporting materials that will be shared to ensure consistency in message and qualities.
The research paper should be a graduation requirement, not a Regents examination requirement. This will allow more flexibility on time for completion, including for students who transfer in late, and will allow compatibility with existing practices around research papers (including IB and Intel).	The Framework and proposed §100.5(a)(9) both reflect this suggestion.
Locals should decide how to organize the multi-discipline nature of the work. Locals could decide whether the ELA teachers are on point or someone else is on point, so long as it meets the Grade 11 ELA standards	The Framework and proposed §100.5(a)(9) both reflect this suggestion. Other stakeholder groups also support this.
We need to make sure that the framework is consistent with	The Framework has been revised to include this specific information, including

existing practices, including IB and Intel and others.	statements about IB and Intel contests.
The research paper should be permitted to be administered in 10 th or 11 th grade.	Edits made to both the Framework and proposed regulations reflect the local school district's choice to implement the Regents Research paper at any point in the student's high school years (prior to graduation).
For students with disabilities, can the length be adjusted?	The Framework has been revised to ensure information about allowable accommodations is clearly outlined.
Suggested that we ensure the school librarian is included in the work.	Edits were made to the Framework to note the importance of collaboration with School Librarians.

Summary of Proposed Research Paper Regulatory requirement public comments

Issues/Comments	Resolution
The Regents Research Paper requirement should not be attached to an assessment.	The Framework and the proposed regulations reflect this requirement as a graduation requirement, not a prerequisite for a Regents Examination.
This requirement should be flexible in terms of the grade level the district chooses to implement the research paper.	Edits made to both the Framework and proposed regulations reflect the local school district's choice to implement the Regents Research paper at any point in the student's high school years (prior to graduation).
The Regents Research Paper proposal should not be implemented until the Common Core has been fully implemented across the state.	Proposed §100.5(a)(9) states that a student must complete this requirement prior to graduation; therefore, students entering 9 th grade in September 2014 are the first cohort that will be required to complete this requirement. Additional forthcoming materials from the P-12 Curriculum Modules and the Odell Developing Core Proficiencies Units can be used as resources.
Additional concerns were shared regarding local school district capacity, resources, and funding as it relates to implementing the new Common Core State Standards and research requirement.	NYSED will provide sample curricula in the form of the curriculum modules that will help to provide guidance to school districts. All materials that support the Regents Research Paper will be posted on EngageNY.
Districts that have already	The Framework allows great local

<p>implemented successful research paper practices should be allowed to continue those successful instructional practices; research papers and portfolios are already part of many districts.</p>	<p>flexibility in terms of implementation, encouraging school districts to build of already existing successful research practices. Schools need to adhere to the procedural checklist, but can utilize already existing practices and curricula.</p>
<p>This requirement should be flexible in terms of the grade level the district chooses to implement the research paper.</p>	<p>The Framework and proposed regulation both allow for the research paper requirement to be fulfilled at any grade in high school, prior to graduation.</p>
<p>Time in class must be available for proper instruction, discussion with the teacher, peer review, and writing.</p>	<p>The Common Core Learning Standards already require that research is included at each grade level, K-12. The modules will provide opportunities for short and long-term research.</p>
<p>Students with disabilities and English language learners must have appropriate support, modifications, and time so they can be successful with the research paper.</p>	<p>The Framework has been revised to ensure information about allowable accommodations is clearly outlined. Suggested language was incorporated from the P-12 Office of Special Education.</p>
<p>The Regents Research Paper should not be limited to English teachers. This should be a responsibility across disciplines, as literacy is the responsibility of all content-area teachers.</p>	<p>The Framework allows the district or building administrator to select the teacher who will implement the research paper, as long as it aligns with the Common Core Learning Standards that focus on research.</p> <p>Cross-disciplinary collaboration is recommended within the Framework, as the literacy expectations in the Common Core relate to all teachers.</p>
<p>Concerned that the proposal does not provide enough specificity to assure that necessary accommodations will be available to students with disabilities.</p>	<p>The Framework has been revised to ensure information about allowable accommodations is clearly outlined. Suggested language was incorporated from the P-12 Office of Special Education.</p>
<p>Concerned that the research paper has to be typed. Students may not have access to a computer.</p>	<p>The proposed regulation allows hand-written papers and other accommodations where appropriate or in extenuating circumstances, as determined by the principal.</p> <p>Further guidance around this is addressed in the framework.</p>

Concerned that a comprehensive review of graduation requirements and a plan to meet the needs of the diversity of students with alternative pathways has not been fully explored.	This feedback will be incorporated into ongoing Department and Board discussions around graduation requirements and pathways.
Suggest that the Regent Research Paper could be offered as an alternative to high-stakes testing.	This feedback will be incorporated into ongoing Department and Board discussions around graduation requirements and pathways.
Concerned that it is another 'hurdle' for at-risk students to overcome to graduate.	This feedback will be incorporated into ongoing Department and Board discussions around graduation requirements and pathways.



Our Students. Their Moment.

The Regents Research Paper Framework

New York State Education Department
Office of State Assessment and Curriculum and Instruction

September 2013

NOTE: This is a preliminary draft of the Regents Research Paper Framework and is subject to change



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

DRAFT PROPOSAL - The Regents Research Paper

The Regents Research Paper can be a critical component of New York State’s strategy to ensure that students are ready for college and careers. The research paper process included in this Framework was crafted with extensive guidance from high school teachers and administrators as well as CUNY and SUNY faculty and administrators. Built upon the Common Core State Standards, the Regents Research Paper will ensure that all students who graduate with a New York State Regents or local diploma will have engaged in at least one systematic research process during their high school career that results in a research paper. All students first entering grade nine in September 2014 and thereafter, shall satisfactorily complete a research paper as a graduation requirement. The research paper requirement can be fulfilled at any time during a high school student’s coursework; however, it would be most effective if the research requirement is completed closer to graduation (11th or 12th grade) as to provide a more seamless transition to post-graduation research practices utilized in college, the workforce, and life.

The New York State Education Department (NYSED) recognizes the importance of teacher ownership of school-based research paper projects, because they have been crafted to meet the needs of individual students and to reflect the educational philosophy of their schools. As such, NYSED has taken the following approach to the Regents Research Paper requirement to ensure that educators have the flexibility to customize the requirements at the local level as needed:

- (1) This **Framework** articulates the minimum standards for the Regents Research Paper process and product, and provides limited guidance for classroom implementation. As research is already a component of high school instruction across the disciplines, schools are strongly encouraged to build from that foundation to develop their own Regents Research Paper process and product requirements that meet the minimum standards in this Framework.
- (2) NYSED will provide a number of **Curricular Support Exemplars** that educators can customize and build into their own curricular sequences. Additionally, research will be included in the NYSED K-12 English Language Arts (ELA) Curriculum Modules.

Overwhelming feedback supports the local school district or school building administrator determining which teacher or teachers are responsible for the research paper requirement. For example, some educators recommend that the ELA teacher be responsible for instruction and evaluation of the student's mastery of the research writing standards, while other educators in the school building support the student and teacher with this requirement. This is particularly necessary if the content associated with the research goes outside the ELA content area to an extent to which an educator with expertise in that content area should be consulted to assist with the research process. However, the writing process and subsequent production of the research paper is something that will be determined at a local level.

Framework for the Regents Research Paper

A. The Regents Research Paper Overview

The Regents Research Paper is an opportunity for students to demonstrate a college and career readiness level of proficiency by addressing Common Core writing standards 4, 5, 6, 7, 8 and 9 in a way that cannot be evidenced on a standardized assessment. Additionally, since using text-based evidence is an important element of research, Common Core reading standards 1, 7, and 8 are also addressed. If adopted by the Board of Regents as a graduation requirement, all students in New York State would be required to complete a research paper of at least 1,250 words of text that addresses a significant topic, problem, or issue of their choosing.

This proposed research paper requirement is heavily dependent on adherence to a systematic research and writing process that will involve multiple elements such as conducting research to answer a self-generated question or solve a problem; gathering relevant information from multiple sources; assessing each source; and planning, revising, editing, and rewriting. It is up to either a school district or school building administrator to determine which specific high school teacher(s) is best able to take on the instructional responsibilities and progress tracking associated with the Regents Research Paper. It is critical to note that the more cross-discipline collaboration and coordination within a school that there is, the greater the opportunity for authentic inquiry driven student engagement and work. Additionally, partnership with school and community librarians, who specialize in finding information, is recommended in this process.

The subject of the paper is not limited to an English Language Arts topic. Research will be a part of college coursework, careers, and life; therefore, it is important for students to choose from a wide range of potential topics and follow an individual path of inquiry. Student success with this project will be enhanced by coordination with content area teachers and school librarians.

This document addresses the proposed high-level requirements and policies for the research paper. The framework provided allows for great flexibility in how individual districts meet the requirement. The state will also provide a number of exemplars to illustrate various ways that students can meet the research paper requirement.

B. The Regents Research Paper and the Common Core Learning Standards

The Regents Research Paper primarily addresses the Common Core Learning Standards for writing, with a focus on the process of researching, writing, and presenting a final draft; however, since reading is a large part of research, associated Common Core Learning Standards for reading are also included. The anchor standards and their corresponding grade bands that must be addressed during the instruction and completion of the process for researching are:

Research to Build and Present Knowledge

Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject matter under investigation.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature
- b. Apply grades 11-12 Reading standards to literary nonfiction

The anchor standards and their corresponding grade bands that must be addressed during the instruction related to writing and the writing process are:

Production and Distribution of Writing

Writing Anchor Standard 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience (**Grade-specific expectations for writing types are defined in standards 1-3**).

Writing Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6: Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.

Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.11.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.11.12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Reading Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.11.12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). Please note that this standard asks for a student to delineate and evaluate the argument and specific claims in a text. Although the grade-band specific example references seminal U.S. texts, this does not mean that a student's sources must include a seminal U.S. text for the research process.

Please note that the Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects also include the Research to Build and Present Knowledge strand and include the same Common Core Writing Anchor Standards (7, 8, and 9).

For helpful information about the role of research in the Common Core Standards and the integrative nature of the writing standards, see the PARCC Content Frameworks:

<http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser>

C. Regents Research Paper Policies

1. If approved by the Board of Regents, satisfactory completion of the Regents Research Paper would be a requirement for graduating with a New York State Regents or local diploma. The paper must be satisfactorily completed and evaluated in advance of the student being awarded his or her high school diploma.
2. Local school districts are responsible for setting the criteria for satisfactory completion and will align their criteria for satisfactory completion to the rigor of the standards listed in Section B above. These criteria may include locally developed rubrics, checklists, and/or other assessment criteria. In the future, NYSED will provide an exemplar rubric for illustrative purposes only.
3. The school district or building principal will determine in which grade and content area the instruction, coordination, and logistics of the paper will occur. NYSED encourages schools to identify curriculum outside the ELA classroom where authentic research and writing is occurring and opportunities for teachers to share the work of instruction, implementation, and assessment. While NYSED strongly recommends that collaboration take place with teachers across disciplines, school librarians, NYS public libraries, and community partners, to ensure equity in instruction and assessment, the final ownership of the Regents Research Paper will reside with the individual who is tasked with this responsibility by the school or district. Local school districts must ensure that all students are provided with equitable access to the same high quality instruction around the research skill development and

process. Note that the paper can be used for other course purposes (e.g., as one factor in a student's course grade).

D. Requirements for Regents Research Paper Product

The proposed minimum Regents Research Paper guidelines are provided below. NYSED encourages school districts to develop research paper guidelines that exceed the minimum requirements.

1. The Regents Research Paper will be submitted, in the English language, as a typed word-processed document according to the publication guidelines of the discipline pertaining to the subject of the paper (MLA, APA, Chicago, etc.). Handwritten papers may be allowed in extenuating circumstances (lack of computer access, IEP, etc.).
2. The Regents Research Paper must cite a minimum of four informational/literary nonfiction sources gathered from multiple authoritative print and/or digital sources. Literature texts (for example, novels, poems, plays, etc.), while admissible as sources, cannot be counted toward this minimum source requirement.
3. The Research Paper will be a minimum of five typed pages (approximately 1,250 words of text), exclusive of works cited, graphics, cover page, etc. (W.11-12.7).
4. The final student draft of the Regents Research Paper must be accompanied by a Procedural Checklist that meets NYSED requirements found in Appendix A. NYSED recognizes that school districts may have established procedures for research, and those may be substituted for the checklist providing they are inclusive of the CCLS procedures below. This completed checklist must be submitted to the Building Administrator along with the Regents Research Paper. This record must be stored for one year in accordance with the same guidelines as those required for Regents Exams.

E. Regents Research Paper Guidelines and Responsibilities

While the final piece of this project will be the written research paper, the inquiry-based process by which students accomplish the research and the construction of the paper is critical to college and career readiness skills and abilities. To maximize success, the following required responsibilities are outlined below:

The **teacher(s)** who is/are tasked by the district or school as the primary point person(s) on the research paper is responsible for:

The instruction of the skills and adherence to the process resulting in a completed research paper, including gathering relevant information, using searches effectively, and assessing strengths and limitations of sources as they pertain to the task, purpose, and audience. Students should be encouraged to consult with teachers, school librarians, and staff from other disciplines as relevant.

Maintaining a Procedural Checklist recording the student's progression toward completion of the steps involved in writing the research paper.

Evaluating the research papers. When evaluating research papers to determine if they meet the criteria for satisfactory completion, the teacher is encouraged to consult with teachers and staff from other disciplines as necessary.

Submitting a completed Procedural Checklist and student research paper to the school administrator for each student.

Maintaining communication with the student and his/her family with regard to student progress on the research paper.

Providing appropriate accommodations pursuant to individual student's Individualized Education Program (IEP) or Section 504 Accommodation Plan.

The **school administrator** is responsible for:

Certifying receipt of Procedural Checklists and final papers and storing these records and papers in accordance with the same assessment retention guidelines as are required for Regents Exams. These must be kept for a minimum of one year.

Maintaining a record of students who satisfactorily complete the research paper requirement for graduating with a New York State Regents or local diploma.

The student is responsible for adherence to the procedures laid out by the student's teacher(s) in the Procedural Checklist. The checklist must be submitted with each Regents Research Paper.

Over the course of the research project and under the guidance and supervision of the teacher(s), each student will:

- Conduct short as well as more sustained research to answer a question (including a self-generated question) or solve a problem (W.11-12.7);
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively (W.11-12.8);
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience (W.11-12.8);
- Synthesize multiple sources on the subject (W.11-12.7);
- Demonstrate understanding of the subject under investigation (W.11-12.7);
- Narrow or broaden the inquiry when appropriate (W.11-12.7);
- Develop an outline for the creation of the research paper
- Integrate information into the text selectively to maintain a flow of ideas, avoiding plagiarism and overreliance on any one source (W.11-12.8);
- Follow a standard format for citation (W.11-12.8);
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.11-12.4); and
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5)

F. Guidance for Students with Disabilities and English Language Learners

Under Federal and State laws, students with disabilities and English language learners (ELLs) are expected to meet the same standards and participate in the same general education curriculum and State assessments as all students. Some students with disabilities and ELLs may need modified instructional approaches, scaffolding, special education supports and services, and accommodations as identified by the Committee on Special Education or Section 504 Multidisciplinary Team (students with disabilities) or appropriate school personnel for ELLs to meet these same standards and participate in assessments. Accommodations may apply to changes in the method of how the assignment is presented, changes in the method of how a student may respond to the assignment, and flexibility in the scheduling or timeframes of the assignment.

For ELLs, accommodations for the Regents Research Paper may include, but are not limited to:

- Bilingual dictionaries and/or glossaries
- Time extension
- Use of spell- and/or grammar-checking devices

For students with disabilities, accommodations for the Regents Research Paper may include, but are not limited to:

- Time extension
- Use of a scribe or tape recorder
- Braille or other forms of writing media
- Use of spell- and/or grammar-checking devices
- Use of text to speech and/or speech to text technology.

Accommodations that change the construct of what is being measured or affect the validity or reliability, academic level, or the expected performance criteria of the research paper are not permitted. The following changes in requirements are considered modifications of the research paper and are not permitted:

- Deletion of spelling, paragraphing and punctuation requirements;
- Reduced length of the assignment (e.g., minimum of five pages); and
- Fewer sources (minimum of four sources required).

G. Relationship to Other Research Papers

In addition to writing a research paper to fulfill the Regents Research Paper requirement, many students write research papers for other reasons, such as for the Siemens Competition or an International Baccalaureate requirement. Nothing in this framework precludes the Regents Research Paper from counting toward both a student's graduation requirement as well as to another requirement; however, this is a decision that must be made locally. Please note that curriculum is local control in New York State; the NYSED does not require school participation in the Siemens Competition or International Baccalaureate coursework.

The following information provides additional guidance on the relationship between the Regents Research Paper requirement and some other research papers that are completed by students in New York State.

International Baccalaureate

There is no direct conflict between the requirements stipulated in the Regents Research Paper framework and those required by the International Baccalaureate program for the “Extended Essay” that is part of the core requirements for the IB Diploma Program Curriculum in the United States. However, the Extended Essay requirements include specific criteria (most notably a 4,000 word minimum, compared to the Regents Research Paper 1,500 word minimum), so students who intend to use their research paper for both requirements must ensure their papers fulfill both sets of requirements. For additional information on the International Baccalaureate program, see:

<http://www.ibo.org/>

Siemens Competition / Intel Science Talent Search

There is no direct conflict between the requirements stipulated in the Regents Research Paper framework and the requirements expressed in the Siemens Competition Guidelines for 2013 (*Section IV: Research Report*) or the Intel Science Talent Search 2013 Rules and Entry Instructions (*The Research Report* section); however, the Siemens and Intel requirements include specific criteria not required by the Regents Research Paper framework. Students who intend to use their research paper for both the Regents Research Paper requirement and the Siemens Competition / Intel Science Talent Search should consult both sets of guidelines. For additional information on the Siemens Competition, see:

<http://siemens.collegeboard.org/>

For additional information on the Intel Science Talent Search, see:

<http://www.societyforscience.org/STS>

Appendix A: The Regents Research Paper Procedural Checklist

Each student, under teacher direction, must submit a procedural checklist addressing the steps outlined below in NYSED’s recommended format. NYSED recognizes that school districts/schools may have established procedures for research, and those may be substituted for the form below if the school’s procedure is aligned to the CCLS and inclusive of the procedures below. This completed checklist must be submitted to the Building Administrator along with the Regents Research Paper as a prerequisite for graduating. This record must be stored in accordance with the same guidelines as those required for Regents Exams. These must be kept for a minimum of one year.

Student Name: _____
Grade: _____
Regents Research Paper Title/Topic: _____
Regents Research Paper Satisfactory Completion. Student completed research meets or exceeds district’s established standards.
<input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher(s): _____

- √ (a) Identify and become familiar with a general topic by engaging in preliminary reading and research around the topic. Limit or expand the topic, as necessary.
- √ (b) Frame an inquiry question, problem, or hypothesis about the topic to set a direction for research.
- √ (c) Determine what information might be relevant, and where/how it can be found.
- √ (d) Gather and synthesize information from multiple authoritative print and digital sources with attention to their relevance, perspective, and credibility. Take and organize notes from sources.
- √ (e) Synthesize information from across sources to deepen understanding of the topic, refining, narrowing and broadening paths of inquiry based on that growing understanding.
- √ (f) Refine a position or thesis that emerges from the research and is supported by multiple credible sources.
- √ (g) Draw on evidence from sources to create an outline that effectively organizes information to explain and support the thesis.
- √ (h) Write an initial draft expressing and supporting the thesis that responsibly incorporates sources based on an understanding of their perspectives, providing appropriate citations and avoiding plagiarism.
- √ (i) Revise and edit draft writing, refining and clarifying the thesis and organization as necessary.
- √ (j) Present research in finalized writing appropriate to context, task, grade level, and audience.

Student Signature: _____
Teacher(s) Initials: _____
Administrator Initials: _____