

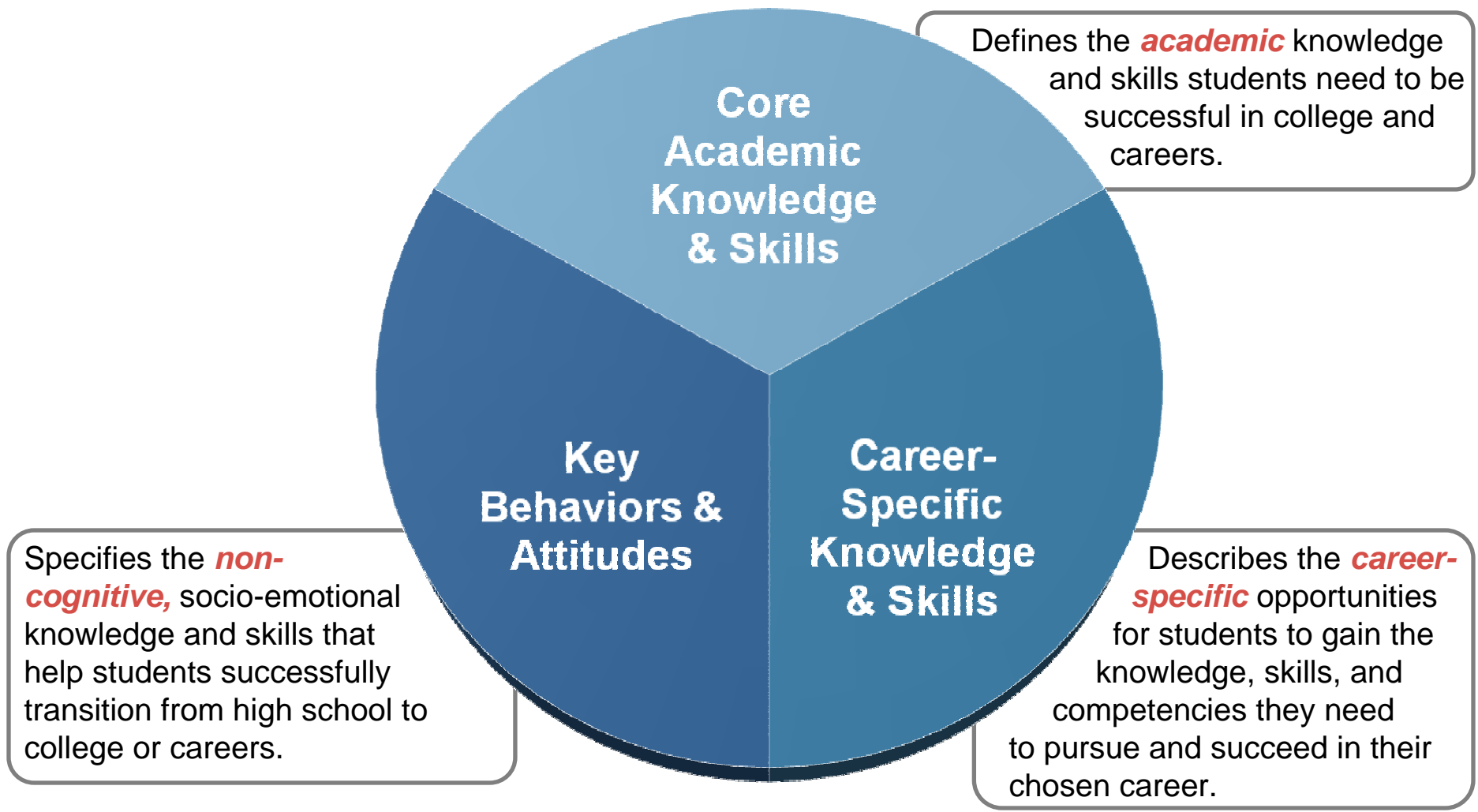


# The Regents Research Paper

Board of Regents  
April 2013



# College and Career Readiness- Domains



## INSIDE HIGHER ED

### Survey Finds Continued Gap Between High Schools and Colleges

Submitted by Scott Jaschik on April 18, 2013 - 3:00am

A new survey from ACT shows the continued gap between those who teach in high school and those who teach in college when it comes to their perceptions of the college preparation of today's students. Nearly 90 percent of high school teachers told ACT that their students are either "well" or "very well" prepared for college-level work in their subject area after leaving their courses. But only 26 percent of college instructors reported that their incoming students are either "well" or "very well" prepared for first-year credit-bearing courses in their subject area. The percentages are virtually unchanged from a similar survey in 2009.

Source URL: <http://www.insidehighered.com/quicktakes/2013/04/18/survey-finds-continued-gap-between-high-schools-and-colleges>

#### Links:

[1] <http://www.act.org/newsroom/releases/view.php?lang=english&p=2803>

## Nearly 90 percent

of high school teachers  
said their students are  
either "well" or  
"very well" prepared.

But only

## 26 percent

of college instructors  
reported that their  
incoming students are  
either "well" or  
"very well" prepared.

The Regents Research  
Paper is part of  
New York State's strategy  
to change this.

# Research on Research

The most important skills expected of incoming college freshmen are

- articulating a clear thesis
- identifying, evaluating, and using evidence to support or challenge the thesis
- considering and incorporating counter-arguments into their writing
- “develop[ing] ideas by using some specific reasons, details, and examples”
- “take[ing] and maintain[ing] a position on an issue”
- “support[ing] claims with multiple and appropriate sources of evidence<sup>2</sup>”

<sup>1</sup> From a 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002)

<sup>2</sup> ACT, Inc., 2009

# Research Writing and the Common Core

“Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.”

*Common Core for ELA & Literacy, p. 6*

# Research and the Shifts

Shift in ELA/Literacy	Description	How this is reflected in Regents Research Requirement
<b>Balancing Informational &amp; Literary Text</b>	Students read a true balance of informational and literary texts	<ul style="list-style-type: none"> <li>- Reliable print and authentic sources</li> <li>- Four informational sources</li> <li>- Non-ELA content areas encouraged</li> </ul>
<b>Knowledge in the Disciplines</b>	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities	<ul style="list-style-type: none"> <li>- Knowledge built from reliable print and authentic sources</li> <li>- Research questions that are centered around non-ELA content areas</li> </ul>
<b>Staircase of Complexity</b>	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading	<ul style="list-style-type: none"> <li>- Exposure to complex texts requiring close reading</li> </ul>
<b>Text-based Answers</b>	Students engage in rich and rigorous evidence based conversations about text	<ul style="list-style-type: none"> <li>- Emphasis on reliable print and authentic sources and informational sources, discourse with peers and teachers about content found in text</li> </ul>
<b>Writing from Sources</b>	Writing emphasizes use of evidence from sources to inform or make an argument	<ul style="list-style-type: none"> <li>- Write, inform, or make an argument based in evidence from reliable sources</li> </ul>
<b>Academic Vocabulary</b>	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts	<ul style="list-style-type: none"> <li>- Domain-specific vocabulary in the complex texts students read closely that are related to their topic or thesis</li> </ul>

# The Regents Research Paper

**An opportunity for students to demonstrate necessary college and career readiness skills and CCLS writing standards that cannot be measured in an examination setting due to time constraints.**

## Implementation Timeline:

- Begins with students taking the January 2015 Regents Exam in English Language Arts (Common Core)
- Highly recommended—but not required—for all students prior to January 2015

# Statewide Requirements + Local Decision Making

- NYSED will provide **high-level minimum requirements**
- School districts will be encouraged to **develop or refine their own research paper guidelines** which meet or exceed the State's minimum requirements
- **English language learners** and **students with disabilities** will be allowed accommodations as appropriate
- Students needing **additional time** may begin this process in 10<sup>th</sup> Grade per local decision

# Parallel Policy – Science Lab Requirements

NYSED provided **high-level requirements**

• **To qualify to take a Regents examination in any of the sciences, a student must**

- **Complete 1,200 minutes of hands-on laboratory experience**
- **Submit documented laboratory reports**
- **Complete required classroom instruction associated with earning a unit of credit.**

School districts **developed science learning experiences** to meet the State's minimum requirements

# Minimum Requirements

1.

English language, word-processed, adherent to the publication guidelines of the discipline pertaining to the subject of the paper

2.

Citing a minimum of four informational texts as sources gathered from multiple authoritative print and/or digital sources

3.

Minimum of five typed pages (approximately 1,250 words of text)

4.

Completed procedural checklist which meets State requirements

# Additional Guidance



The Regents Research Paper completed and graded prior to taking the Regents Exam in ELA.

The ELA teacher is responsible for the instruction associated with the Research Paper. It is permissible for the topic of the paper to be from other disciplines and could also include a research project.

The principal certifies receipt of the procedural checklist and maintains records on which students completed the Regents Research Paper, as well as maintains the original papers themselves, and determines eligibility for taking the Regents Exam in ELA.

The Regents Research Paper measures readiness in CCLS writing standards that cannot be measured in the Regents Exam in ELA due to time constraints.

NYSED will provide exemplars to illustrate various ways that students can meet the Regents Research Paper requirement.

# Implementation Resources

## Framework

- The Framework provides requirements, guidance, and FAQs
- The target audiences for the framework include district ELA coordinators and high school ELA teachers and principals

## Curricular Exemplars

- The Curricular Exemplars will be created by our 6-12 Curriculum Module vendors to function as a means of providing the appropriate instruction on research writing as dictated by the CCLS

## Samples from the Field

- Samples of research paper processes and products currently in use in the field are being collected and will be posted

\*\*\* Drafts will be on Engage<sup>NY</sup> in time for the May NTI \*\*\*

