

## **EXCERPTS**

### **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 CCLS writing standards 4, 5, 7, 8 and 9 in a way that cannot be evidenced on a standardized assessment. If adopted by the Board of Regents, , all students in New York State would be required to complete a research paper of at least five pages (approximately 1,250 words of text) that addresses a significant topic, problem, or issue of their choosing before sitting for the Regents Exam in English Language Arts (Common Core).

This proposed research paper requirement is heavily dependent on adherence to a systematic research and writing process. While the instructional responsibilities and progress tracking would be the responsibility of the student’s ELA teacher, the subject of the paper is not limited to an ELA topic. Student success with this project will be enhanced by coordination with content area teachers and library media specialists.

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. 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

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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 non fiction

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.

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 prerequisite for sitting for the Regents Examination in English Language Arts (Common Core). Students needing additional time may begin this process in tenth grade per local decision, but the paper must be completed and graded in advance of the student being administered the eleventh grade Regents Examination in English Language Arts (Common Core).

2. For the purposes of admitting students to the Regents Examination in English Language Arts (Common Core), a student needs only to receive a passing grade. Local school districts are responsible

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for setting the criteria for passing and will align their criteria for a passing grade to the rigor of the standards listed in Section B above. These criteria may include locally developed rubrics, checklists, and/or other assessment criteria. NYSED provides a rubric for illustrative purposes only (See Appendix B).

3. The Regents Research Paper would be written as part of English class and can be used for other course purposes (e.g., as one factor in a student's course grade). NYSED strongly recommends that collaboration take place among school library media specialists, NYS public libraries and community partners as applicable.

### **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.). Hand-written 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 non-fiction sources gathered from multiple authoritative print and/or digital sources. Literature texts, 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 as a prerequisite for taking the ELA Regents Exam. 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 graded portion of this project will be the research paper, the process by which students accomplish the research and the construction of the paper is critical to college and career readiness skills and abilities. NYSED strongly recommends that the ELA teacher coordinates some of these responsibilities with the library media specialist if possible. To maximize success, the following required responsibilities outlined below:

The **ELA teacher** is responsible for:

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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 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 scoring, the ELA 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.

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 pass the research paper requirement and are eligible to sit for the Regents Examination in English Language Arts (Common Core).

**The student** is responsible for adherence to the procedures laid out by the student’s teacher in the Procedural Checklist. The checklist must be submitted with each Regents Research Paper prior to the first administration date of the Regents Examination in English Language Arts (Common Core) for which the student wishes to sit.

Over the course of the research project and under the guidance and supervision of an English teacher, 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);
- 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);

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- 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 assessments as all students. Some students with disabilities and ELLs may need modified instructional approaches, supports and services, and accommodations as identified by the Committee on Special Education (students with disabilities) or appropriate school personnel (ELLs) to meet these same standards and participate in assessments. Any identified accommodations cannot change the construct of what is being measured or affect the validity or reliability, nor can the accommodations change the academic level or the expected performance criteria.

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

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**APPENDIX B: EXAMPLE RUBRIC FOR RESEARCH PAPER**

	CCSS Std.	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:	0 Essays at this Level:
<b>Quality</b>								
<b>Content and Analysis: the extent to which the research paper conveys complex ideas and information clearly and accurately in order to support the topic or claim under investigation</b>	W.1 and W.2 R.1 and R.9 W.4, W.7, W.8	<ul style="list-style-type: none"> <li>-present an insightful topic or claim</li> <li>- effectively synthesize multiple sources to support the topic or claim, demonstrating understanding of the subject under investigation</li> <li>-demonstrate in-depth and insightful analysis of the texts chosen</li> <li>-clearly and fully use thoughtful reasoning to support the topic or claim</li> </ul>	<ul style="list-style-type: none"> <li>-present a precise and thoughtful topic or claim</li> <li>- fully synthesize multiple sources to support the topic or claim, demonstrating understanding of the subject under investigation</li> <li>- demonstrate thorough analysis of the texts chosen</li> <li>-clearly and consistently use thoughtful reasoning to support the topic or claim</li> </ul>	<ul style="list-style-type: none"> <li>-present a precise topic or claim</li> <li>- synthesize multiple sources to support the topic or claim, demonstrating understanding of the subject under investigation</li> <li>-demonstrate effective analysis of the texts chosen</li> <li>- consistently use valid reasoning to support the topic or claim</li> </ul>	<ul style="list-style-type: none"> <li>-present a reasonable topic or claim</li> <li>- attempt to synthesize multiple sources to support the topic or claim, demonstrating understanding of the subject under investigation</li> <li>-demonstrate consistent analysis of the texts chosen</li> <li>-use reasoning to support the topic or claim</li> </ul>	<ul style="list-style-type: none"> <li>-present a topic or claim</li> <li>- fails to synthesize sources to support the topic or claim, demonstrating understanding of the subject under investigation</li> <li>-demonstrate some analysis of the texts chosen</li> <li>-inconsistently support the topic or claim</li> </ul>	<ul style="list-style-type: none"> <li>-present a confused or incomplete topic or claim</li> <li>- does not attempt to synthesize sources to support the topic or claim, demonstrating understanding of the subject under investigation</li> <li>-demonstrate analysis of some chosen text(s), but fewer than the number required</li> </ul>	<ul style="list-style-type: none"> <li>-do not present a topic or claim</li> <li>-do not demonstrate analysis of the chosen texts</li> </ul>
<b>Command of Evidence: the extent to which the research paper presents evidence from the texts chosen to support analysis of the topic or claim</b>	W.1, W.2, W.9 W.8	<ul style="list-style-type: none"> <li>-uses highly effective information from multiple sources and avoids overreliance on any one source</li> <li>-develop the topic or claim thoroughly by selecting the most significant and relevant facts</li> </ul>	<ul style="list-style-type: none"> <li>-uses relevant and precise information from multiple sources, avoiding plagiarism and avoids overreliance on any one source</li> <li>-develop the topic or claim thoroughly by selecting the most significant and relevant facts</li> </ul>	<ul style="list-style-type: none"> <li>-uses sufficient, relevant information from multiple sources, avoiding plagiarism and avoids overreliance on any one source</li> <li>-develop the topic or claim consistently by selecting significant and relevant facts</li> </ul>	<ul style="list-style-type: none"> <li>-uses some relevant information from some sources</li> <li>-develop the topic or claim by selecting relevant facts</li> </ul>	<ul style="list-style-type: none"> <li>-uses little relevant information from few sources</li> <li>-develop the topic or claim inconsistently, using some relevant facts</li> </ul>	<ul style="list-style-type: none"> <li>-uses mostly irrelevant information from sources</li> <li>-provide some evidence of topic or claim development</li> </ul>	<ul style="list-style-type: none"> <li>-uses little to no information from Sources</li> <li>-provide minimal or no evidence of topic or claim development</li> </ul>

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<p><b>Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</b></p>	<p>W.1, W.2, L.3</p>	<p>-exhibit skillful organization of ideas and information to create a unified and coherent sequence of ideas that enhances the meaning of the topic or claim</p> <p>-establish and maintain a formal style, using stylistically sophisticated language, with a notable sense of voice</p> <p>-vary sentence structure to enhance meaning and communicate complex ideas effectively</p>	<p>-exhibit a sustained organization of ideas and information to create a coherent sequence of ideas that enhances the meaning of the topic or claim</p> <p>-establish and maintain a formal style, using precise language</p> <p>-vary sentence structure to support meaning and communicate complex ideas</p>	<p>-exhibit organization of ideas, concepts, and information to create a coherent whole that follows from and supports the topic or claim</p> <p>-establish and maintain a formal style, using effective language</p> <p>-occasionally vary sentence structure to support meaning and communicate complex ideas</p>	<p>-exhibit some organization of ideas, concepts, and information, creating a mostly coherent whole</p> <p>--establish but fails to maintain a formal style, consistently using appropriate language</p> <p>-attempts to vary sentence structure to communicate ideas, with uneven success</p>	<p>-exhibit some organization of ideas, concepts, and information but with little consistency</p> <p>-exhibit inconsistent use of a formal style, using appropriate language that is sometimes imprecise</p> <p>-</p>	<p>-exhibit inconsistent organization of ideas, concepts, and information</p> <p>-lacks a formal style, using some language that is inappropriate or imprecise</p> <p>-</p>	<p>-exhibit little organization of ideas, concepts, and information</p> <p>-use language that is predominantly incoherent, inappropriate, or copied directly from the text</p> <p>-</p>
<p><b>Control of Conventions: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, spelling, and standard research format</b></p>	<p>L.1, L.2, L.3, W.8</p>	<p>-demonstrate control of conventions with few errors, even when using sophisticated language</p> <p>-follow a standard research paper format for citations</p>	<p>-demonstrate control of conventions with occasional errors, mostly when using sophisticated language</p> <p>-follow a standard research paper format for citations</p>	<p>-demonstrate control of conventions with occasional errors that do not hinder comprehension</p> <p>-follow a standard research paper format for citations</p>	<p>-demonstrate partial control of conventions with errors that do not hinder comprehension</p> <p>- follow a standard research paper format for citations, with some errors</p>	<p>-demonstrate emerging control of conventions with some errors that may hinder comprehension</p> <p>-</p>	<p>-demonstrate a lack of control of conventions with frequent errors that hinder comprehension</p> <p>-</p>	<p>-are minimal, making assessment of conventions unreliable</p> <p>-may be illegible or not recognizable as English</p> <p>-</p>

\*If the research paper uses fewer than four sources, it can be scored no higher than a 2.

\*If the research paper is fewer than five pages or less than 1250 words, it can be scored no higher than a 2.

**Appendix C: Frequently Asked Questions (if Board approval is received)**

- (1) If a student fails the Regents Exam, would the student need to resubmit the paper?**  
No. Once a student successfully completes as least one Procedural Checklist and Regents Research Paper, he or she has fulfilled the minimum requirements set forth by the State. School districts may have additional requirements.
- (2) What about a student who transfers into 11<sup>th</sup> grade classes too late to complete the Research Paper?**  
(Answer still pending)
- (3) Could students do the Regents Research Paper in 10th grade?**  
Yes; however, the research paper and associated process must meet all the requirements specified in this framework, including adherence to Common Core grade 11-12 ELA standards.
- (4) Can a student who persists in not doing the Regents Research Paper just take the RCT?**  
No, there are no exemptions from the Regents Research Paper requirement.
- (5) Can there be modifications to the minimum requirements specified in this framework for special education or English Language Learner students?**  
No, the minimum requirements specified in this framework must be followed for all students. NYSED recommends that educators build necessary modifications and scaffolds into the instruction that is crafted around the research paper.
- (6) How will consistency in teacher ratings of the Regents Research Papers be assured? How do we ensure that “passing” the Regents Research Paper requirement involves a similar skill demonstration throughout the state? Will SED spot check the Research Papers?**  
Just as there is no audit process for the Regents Earth Science laboratory prerequisite, there is also no State-required audit process for the Regents Research Paper. NYSED does require that papers and associated Procedural Checklists be retained as required in this framework. School districts are encouraged to enact local practices to ensure consistency in scoring. Ideally these practices will leverage the language in relevant CCSS standards to ensure consistency in the implementation of the research paper procedures and paper scoring.
- (7) If a student fails the Research Paper do they go to AIS to complete it?**  
(Answer still pending)
- (8) If the student writes the paper in an AIS class would the 11th grade English teacher be responsible for grading the paper and maintaining records?**  
(Answer still pending)
- (9) How do English teachers actually work with other subject teachers on the Research Paper? Can this really be expected?**  
The Regents Research Paper Framework does not require that English teachers collaborate with other subject area teachers; however, school districts may choose to add additional local provisions that require collaboration among various educators. NYSED encourages this collaboration to ensure students have access to the knowable and skilled educators who can



help the student learn how to properly write a research paper in accordance with the applicable Common Core State Standards and the Regents Research Paper Framework.

- (10) Should schools decide whether the students may do a paper in disciplines other than English?**  
According to the Regents Research Paper Framework, the subject of the paper is not limited to an ELA topic.
- (11) Will SED post samples of acceptable research papers online?**  
Yes, SED will provide two types of resources. First, SED will provide Curriculum Exemplars, similar to the State’s Curriculum Modules, that provide an example of a curricular unit that would fulfill the Regents Research Paper Requirement. Second, SED will provide various curated examples of processes and actual student papers gathered from the field.
- (12) Is it acceptable for students to keep revising until they produce an acceptable piece?**  
(Answer still pending)
- (13) How much teacher input might be expected?**  
(Answer still pending)
- (14) Should this draft more specifically address the need for instruction in the research paper (including producing a successful product through this guidance) as a first step in the whole process?**  
(Answer still pending)
- (15) Is this the responsibility of the ELA teacher? To what degree can the paper be integrated across the curriculum?**  
(Answer still pending)
- (16) Are schools required to record the Regents Research Paper outcome on student transcripts?**  
(Answer still pending)
- (17) What about a student who fails to successfully complete the Research Paper before the Regents Exam in 11th grade? Can the student complete the requirement in a 12th grade class?**  
(Answer still pending)
- (18) Can students to the Regents Research Paper in 10th grade?**  
(Answer still pending)