



New York State Learning Standards: An Overview

NYSED Office of Standards and Instruction



Learning Standards in New York State since 1996



- ✓ In the early 1990s, there was a national trend to move to learning standards (what a student should know and be able to do).
- ✓ New York State adopted seven learning standard areas in 1996; the Board of Regents approves all Standards.
- ✓ Curriculum remains locally decided in NY State.
- ✓ Learning Standard areas are reviewed periodically; educator feedback is built into the process.
- ✓ The most recently adopted Standards are Physical Education, ELA, and Mathematics.

Standards and Curriculum

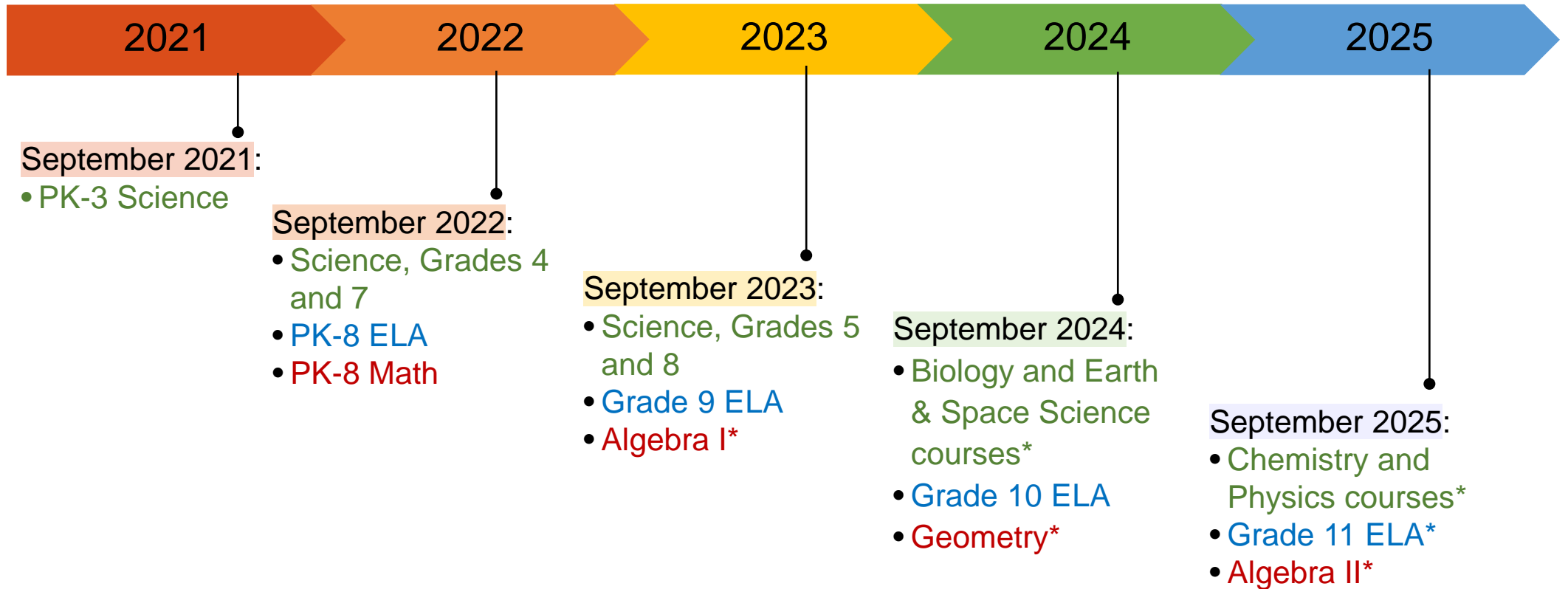
In New York State, although the Board of Regents sets learning standards for all students, curriculum decisions are all locally decided. School boards hold the responsibility for these decisions.

Curriculum decisions include which textbooks to use, the pacing or structure of the instruction and coursework, the grading policies, and locally-determined assessments.

The State administers elementary, middle, and high school Regents State Assessments that are federally required or part of the graduation requirements.

Implementation Timelines

Instruction in New/Revised Standards



* Credit-bearing courses aligned to Regents Exams



ELA Resources



Office of State Assessment Resources

Performance Level Descriptions (PLDs)

Next Generation Learning Standards

- English Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)

New York State P-12 Science Learning Standards

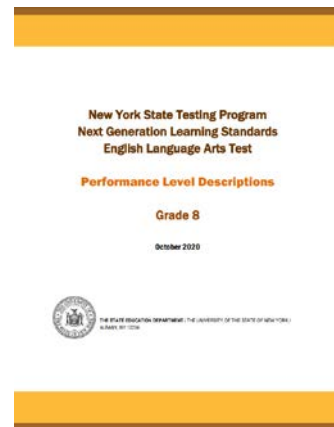
- Elementary (Grades 3-5)
- Intermediate (Grades 6-8)



Educator Guide to
the 2023 Grades 3–8
English Language Arts Tests



Educator Guide to
the 2023 Grades 3–8
Mathematics Tests



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12249

Elementary Science
Performance Level Descriptions

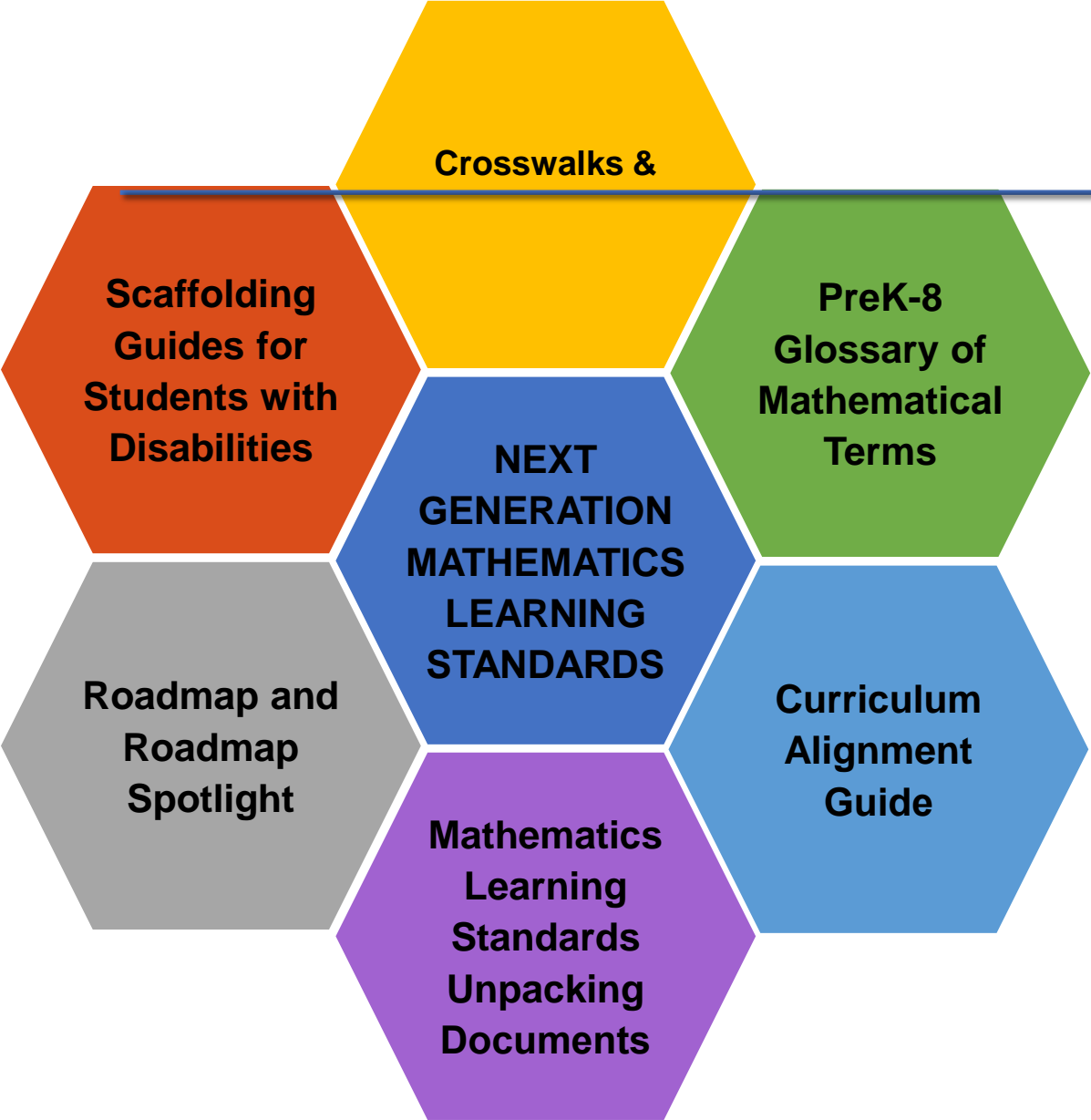
Topic and PLD	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4
Forces and Interactions 8-PS1-1	Plan and conduct an investigation, using fair tests in which variables are controlled and the number of trials is controlled, to collect evidence that shows the effects of balanced and unbalanced forces on the motion of an object. Use the evidence to construct an explanation of this phenomenon.	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Conduct an investigation that shows the effects of balanced and unbalanced forces on the motion of an object.	From the data collected during an investigation, identify the gross evidence that shows the effects of balanced and unbalanced forces on the motion of an object.
Forces and Interactions 8-PS1-2	Make observations and/or measurements of an object's motion to identify a pattern and use this evidence to construct an explanation for the predicted future motion.	Make observations and/or measurements of an object's motion to identify a pattern and use the evidence to predict future events.	Make observations and/or measurements of an object's motion to identify a pattern in the object's motion.	Identify the observations that are evidence of an object's motion or pattern in the object's motion.
Forces and Interactions 8-PS1-3	Ask a question and plan an investigation to determine the cause-and-effect relationship of magnetic interactions between two objects not in contact with each other.	Ask a question to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Identify the question being tested during a cause-and-effect relationship showing interaction or magnetic interaction between two objects not in contact with each other.	Give a question about an electric or a magnetic interaction between two objects not in contact with each other, identify a result of the interaction.
Forces and Interactions 8-PS1-4	Using the engineering design process, solve a simple design problem by developing a model, prototype, or system that includes several criteria or constraints and a limited number of materials, time, or cost and reflects the design solution.	Define a simple design problem that can be solved by applying scientific ideas about magnets.	Identify a simple design problem that can be solved by applying scientific ideas about magnets.	Give a simple design problem, identify the appropriate object or tool needed to solve the problem, which includes a simple idea about magnets.

COMING SOON – Spring 2022
Educator Guides for 2023 3-8 Tests
 Guides will include:

- ✓ Testing sessions
- ✓ Estimated completion times
- ✓ Question formats
- ✓ Standards-assessed blueprints



Math Resources



Science Parent Flyer: Translated Versions Available

NYS ED Eta Nouyòk DEPATMAN EDIKASYON

Yon gid paran pou la New York State P-12 Estanda Aprantisaj Syans

Ki Estanda Aprantisaj Syans Eta New York P-12?

Nòm Aprantisaj P-12 NYS yo se objektif edikatif tout elèv ki nan Eta Nouyòk soti nan Preskolè rive nan 12yèm ane nan Syans.

Eskane Kòd QR la pou w jwenn aksè nan afich sa a sou sit entènèt NYSED la pou jwenn lyen dirèk.

Resous pou paran yo
Sipote aprantisaj lakay

- Resous pou mete sou pye Nòm Syans nan Eta Nouyòk
- Resous pou Paran ki nan Aso-syasyon Paran ak Pwofesè (Parent Teacher Association, PTA) nan Eta Nouyòk
- Resous pou Paran Elèv Andikape yo
- Resous pou moun k ap Aprann Plizyè Lang / pou Paran k ap Aprann Anglè
- Biwo Pwogram ak Anseyman Depatman Edikasyon nan Eta Nouyòk
Imèl: EMSCURRIC@nysed.gov

Haitian-Creole

NYS ED 紐約州 P-12 科學 學習標準

標準與我孩子的課堂學習

確立好目標才能讓學生獲得最佳的學習效果。以下模型顯示了各關鍵學習部分是如何共同發揮作用的。學生學習是核心，其取決於課程、教學與評估。學習標準代表學生在每個學年結束之前需要學會的整體知識與技能。

紐約州學習標準

標準 「我們需要學習什麼？」	標準： → 是紐約州學生的目標。 → 按學科與年級規劃。 → 是預期在特定學年結束之前完成的學習。 → 由紐約州教育理事會 (New York State Board of Regents) 核准。 幼稚園科學標準範例：規劃及執行一項調查，以比較不同力度或不同方向的推力對物體運動的影響。
課程 「我們在學習什麼？」	課程： → 是指學生學會後將符合個別學區所訂立的標準的內容、概念與技能。 範例：本地撰寫的學習單元，例如中學有關力度與相互作用的單元。
教學 「我們要如何學習？」	教學： → 是教育者根據課堂老師與地區所確定的學生需求而選擇教授課程的方法與策略。 範例：在實驗室活動中進行小組教學或合作學習。
評估 「我們學到了什麼？」 「我們接下來應該做什麼？」	評估： → 是用來瞭解學生學習進度的過程。 → 可引導教學及為教學提供指引。 → 由當地學區與教師以及紐約州確定。 *紐約州管理： 3-8 年級的 ELA 與數學評估 4 年級 (2024 年升至 5 年級) 及 8 年級的科學評估與高中會考 英語作為第二語言成績測驗 (NYSESLAT) 替代評估 (NYSAA) 範例：在課堂上觀察學生對生態系統的調查或分析學生對實驗室過程所做的科學筆記。

Chinese (Traditional)

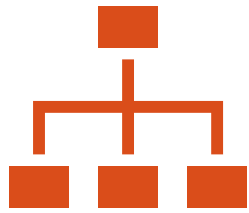
Grad Measures Initiative

To Foster
Equity in
Education for
All New York
Students

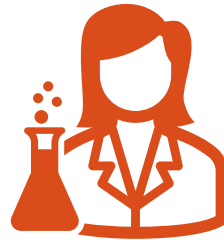


To Ensure Our
Students are
Engaged in
School and
Prepared for the
21st Century
Workforce

NYS P-12 Science Learning Standards Review Process



Multi-Tiered Process
(2010-2016)



Advisory from Science
Experts



Public Comment
Periods

Grad Measures: Draft Timeline

Phase I: Information Gathering & Learning

- **November 2019 – March 2020:**
 - Literature review of research and practices in other states.
 - Regional meetings held beginning Jan. – Mar. 2020 to gather feedback from across the state.
- **March 2020:** All Regional Meetings canceled due to COVID-19 pandemic.
- **Fall 2021 – Spring 2022:** Regional Meetings held in virtual format.
- **Spring / Summer 2022:** Compile Regional Meeting feedback.
- **Fall 2022:**
 - Present regional meeting and literature review findings to the Board.
 - Establish the Blue Ribbon Commission (BRC) and draft meeting schedule.

Phase II: Blue Ribbon Commission

- **Fall 2022 – Winter 2023:**
 - Commission's first meeting – the BRC convenes and defines its scope of work.
 - Blue Ribbon Commission second meeting to identify priority areas and a framework for moving forward. Establish sub-groups for priority areas.
- **Winter 2023 – Spring 2023:** Sub-groups meet.
- **Spring 2023 – Summer 2023:** Sub-groups develop proposed recommendations.
- **Fall 2023 – Winter 2024:** Sub-groups advance recommendations to the BRC.
- **Winter 2024 – Spring 2024:** The BRC finalizes recommendations and a report is prepared.

Phase III: Regents Discussion

- **Spring / Summer 2024:** The Blue Ribbon Commission's final report is presented to the Board of Regents for consideration.

Standards and Culturally Responsive-Sustaining Education

From the Next Generation Early Learning Standards Introduction (2017)



Welcoming
and affirming
environment



High
expectations
and rigorous
instruction



Inclusive
curriculum and
assessment



Ongoing
professional
learning

*"Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but **personalized, differentiated, adapted, culturally and linguistically relevant, and context-based**. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child."*

Ongoing Professional Learning Opportunities



New York State Education Department
Office of Special Education
Educational Partnership


NYS RBERN REGIONS

CAPITAL DISTRICT AT QUESTAR III BOCES 

HUDSON VALLEY AT SW BOCES 

LONG ISLAND AT EASTERN SUFFOLK BOCES 

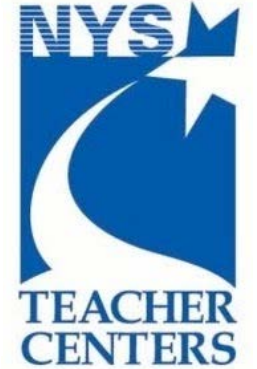
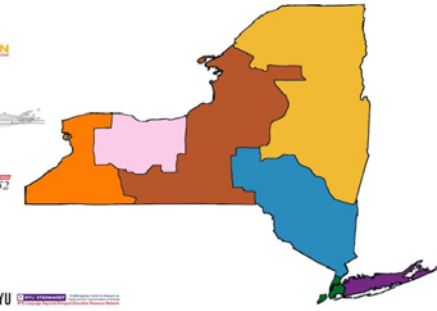
MID-STATE AT OCM BOCES 

MIDWEST AT MONROE 2 ORLEANS BOCES 

NYC AT FORDHAM UNIVERSITY 














WEST AT ERIE 1 BOCES 

ALL COLORS: STATEWIDE LANGUAGE RBERN AT NYU 



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N-6 	Physical Education 	Science 	Social Studies 	

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(518) 474-5922**

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