**Regents Analysis Summary Report**

In terms of your recent Regents results for each of the content areas, please complete the table below.

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| **The Living Environment Regents** | | | |
| Major Finding | Data to Support Finding | Current Supports | New Strategies |
| ex. 1. Questions with longer reading stems were more difficult than short stem (15 words or less). | Q6, Q14, Q22, Q25, Q37 on average students scored 14% lower than short stem questions | Students are taught to identify key information (what’s important) and underline it. | Implement a specific annotation system to look for specific types of information and annotate it in a specific way. |
| ex. 2. Questions that required students *to read graphs* were more difficult than other non-graph questions. | Q35, Q38, Q39, Q40, Q41, Q50 on average student scored 9% lower than questions without graphs. | Students learn to draw graphs and identify the variables (placement on graph) and to convert back into tables. | Students will be asked to describe all relationships as graphs. And all graphs will also be generalized (w/o numbers) so students can speak to the relationship. |
| ex. 3. Writing responses that asked students to *explain* were most difficult than the other types of writing responses. | Q59, Q61, Q67-69 on average earned the least number of points for Part C. | Students are taught to give reasons for “explain questions”. | Create an “explain table” that allows students to break down the concept and then connect it to the specific evidence before writing. |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| Curriculum Adjustments: | | | |
| *ex. The Regents questions used in each lesson in the unit will build in word length as each unit progresses. A multiple choice question annotation system will be established to process all in class and test questions. And students will assess their own and other student answers using the annotation system. Learning activity templates will include “explain tables” that over time will transition to full writes.* | | | |

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| **Earth Science Regents** | | | |
| Major Finding | Data to Support Finding | Current Supports | New Strategies |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| Curriculum Adjustments: | | | |

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| **Chemistry Regents June 2014** | | | |
| Major Finding | Data to Support Finding | Current Supports | New Strategies |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| Curriculum Adjustments: | | | |