Common Core Regents Examinations in Mathematics

As part of the New York State Board of Regents Reform Agenda, the New York State Education Department (NYSED) has embarked on a comprehensive reform initiative to ensure that schools prepare students with the knowledge and skills they need to be college and career ready.

The New York State P-12 CCLS call for changes in what is expected from a teacher's instructional approach. In mathematics courses, the CCLS demand that teachers focus their instruction on fewer, more central standards, thereby providing time to build core understandings and connections between mathematical concepts and skills.

Instructional Shifts and how they will be reflected in the Mathematics Assessments

The CCLS for Mathematics will require changes in instruction. There are six instructional shifts required to ensure that curriculum materials and classroom instruction are truly aligned with the standards. Educators should focus instruction on the standards and six key shifts in mathematics. Each of the six shifts will be evident in the new assessments. The table below shows the ways that instructors can expect the mathematics assessments will differ from past assessments through the lens of the six shifts.

Common Core Shifts in Mathematics Assessments	
Shift 1: Focus	Priority standards, which are embedded in the major clusters, will be the focus of assessments. Other standards will be emphasized.
Shift 2: Coherence	Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.
Shift 3: Fluency	At the high school level, assessments will require fluency in areas described by the PARCC Model Content Framework for Geometry, including triangle congruence and similarity, coordinates, and construction tools.
Shift 4: Deep Understanding	Standards will be assessed from multiple perspectives, while

Regents Examination in Geometry Blueprint

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IRU WKH 5HJHQWV ([DPLQDWLRQ LQ *HRPHWU\ WHDFKHUV ZULWH DQ
DQG VFRULQJ UXEULFV

7KH WHVW EOXHSULQW IRU WKH *HRPHWU\ 5HJHQWV ([DPLQDWLRQ
FRPPLWPHQW WR HQVXULQJ WKDW HGXFDWRUV DUH DEOH
HOHPHQW*VHRPHWU\ &XUULFXOXP &HUWLILFDWLRQ\\ FRQFHSWXDO &DWH
*HRPHWULF &RQVWUXFWLRQV WRROV SUHFLVLRQ DQG DFFXUDF\ DUH
QRW WKH FRQFHSWXDO FDWHJRULHV RZLQJ FKDUW \
SHUFHQW RI WHVW\ WKE\ GHVLJQ LQ *HRPHWU\

Conceptual Category	Domains in Geometry	Percent of Test By Credit
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	6LPLODULW\ 5LJKW 7ULDQ66HV DQG±7ULJRQRPHW	
	&LUFO&HV *	±
	([SUHVVLQJ *HRPHWULF 3UR3HUWLHV±ZLWK (TXDW	
	*HRPHWULF 0HDVXUHPHQW 'LPHQVLR±QV *	
	0RGHOLQJ ZLWK0*HRPHWU\ *	±

Content Emphases

:LWKLQ HDFK GRPDLQ WKH *HRPHWU\ *Major Clusters & Supporting Clusters* DQG *Additional Clusters* 7KH WHVW ZLOO ZKHUHYHU SRVVLEOH DOVR &OXVWHUV
ZLOO EH D P±DMRUL WKH WHVW ZKLOH 6XSSRUWLQJ &OXVWHUV
&OXVWHUV ZLOO WRJHWKHU FRQVWLWXWH $OHWKRXJKDWKHU
ZLOO EH DVVHVVHG PRUH WKDQ RQFH WKH SHQQGRZQHWDKQ
QHFHVVDULO\ WKH FRQWH[W ZLOO IREH GLFWDWHG EZLWKIHQUHVXOW
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RQ HDUOLHU TXHVWLRQV²HYHQ WKRVH DOLJQHG WR WKH VL