Preparing for the Regents Exam
in an *Illustrative Mathematics* Classroom

Illustrative Mathematics K–12 Math™ *provides students with an engaging and rigorous curriculum that leads to deeper learning. This document provides teachers with guidance and additional resources to leverage the IM curriculum and prepare their students for the Regents exam.*

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The Essential Role of Core Instruction in Regents Preparation

Preparing students to be successful on the Regents Exam begins with strong teaching and learning with high-quality instructional materials. The *IM K–12 Math™* curriculum is well suited for preparing students for the Regents all year long. Regents preparation can be enhanced by keeping the following essential features in mind and explicitly helping students recognize how the content, skills, and habits of mind that they are learning will help them be successful on the exam. The following are explanations of how the *IM K–12 Math™* addresses a number of challenges that students face during Regents exams:

Essential Feature: ***IM* builds deep conceptual understanding and connections across standards and grades.**	Challenge Addressed: **Exam questions often require students to apply learning from multiple standards**
IM is structured to provide students with multiple opportunities to build on and re-engage with foundational concepts and skills. Students develop connections across standards by studying and deepening concepts over time and across multiple lessons, units and contexts.	

Essential Feature: ***IM* develops student facility with answering unfamiliar problems and flexibility with problem-solving**	Challenge Addressed: **Exam questions often require making sense of unfamiliar contexts**
The problem-based structure of *IM* consistently exposes students to varied problems over time, supporting students in developing strategies and perseverance in knowing what to do	

with unfamiliar problems. Additionally, *IM* builds in opportunities to explicitly learn and apply the Standards for Mathematical Practice (SMPs) through the use of routines and consistent structures to support sensemaking. Over time, students take ownership of these routines and can apply them when they are working independently, such as when they are taking an exam. For example:

- *Which One Doesn't Belong* supports students' ability to attend to details and mathematical structure (SMP 7). This powerful habit can be applied to most mathematical representations, and is particularly useful in distinguishing characteristics of multiple choice answers as well as identifying mathematical relationships in unfamiliar situations.
- *Three Reads (MLR 6)* helps students unpack the context, quantities, and mathematical relationships in a text-rich problem before developing a strategy for solving.

Essential Feature:	Challenge Addressed:
***IM* provides consistent scaffolding through math language routines to develop flexibility with mathematical language.**	**Exam questions that are open-ended require students to explain and justify their mathematical reasoning.**

Math Language Routines (MLRs) support all students, but particularly multilingual learners in developing academic language in mathematics. They help in making sense of mathematical concepts and fostering discourse specific to constructing viable arguments, narrating procedures, constructing explanations, and unpacking word problems.To better understand these routines, please review *Illustrative Mathematics*', *How the curriculum supports English Language Learners*. For example:

- *Collect and Display (MLR 2)* supports the formalization of the language that students use by helping teachers make connections between students' work and academic math vocabulary.
- *Discussion Supports (MLR 8)* is utilized frequently to provide students with formal language structures (sentence starters and sentence frames) that help students in formulating responses to open-ended questions.

Essential Feature:	Challenge Addressed:
***IM* helps students learn to navigate their individual learning challenges, and make use of supports they may receive through a 504 or IEP**	**Students struggle to apply appropriate strategies, tools, and accommodations during an exam**

IM has examples of activity-specific supports in every lesson, including, but not limited to routines described above. These supports begin as strategies introduced by teachers, but

with consistent use, students can internalize and make use of these strategies on their own. To better understand these features, please review "*How the curriculum supports students with disabilities*".

Role of Regents Prep Time & Materials:

Ideally, test preparation should occur in addition to strong core instruction and should not replace regular instructional time. Test preparation can serve to help students:

- Become familiar with test format
- Better apply their knowledge to exam-style questions
- Develop test-taking strategies for different question types
- Identify content for additional study and review
- Engage in additional practice time
- Lower anxiety in testing environments
- Learn to make the best use of accommodations they are eligible for
- Understand how and when to use the graphing calculator and exam reference sheet

Best Practices for Regents Preparation

- **Provide additional time** - such as supplemental instructional periods during the school day, before or after school, or on Saturdays or school holidays.
- **Distribute Regents prep throughout the year** - consistent practice over time has a more lasting impact.
- **Connect Regents preparation to core content and core content to Regents preparation** - the more explicit the connections are, the more sustained the learning is, and the better students are able to think flexibly about the mathematics.
- **Integrate routines and habits of mind from core instruction into Regents preparation** - students will more likely transfer these practices to the exam.
- **Discuss structure and format of Regents exam and questions** - this helps students learn to be more strategic test takers and thoughtful about when and how to use appropriate tools and strategies.

Resources for Regents Preparation

IM Implementation and Pacing Guide

The NYCPS IM Implementation and Pacing Guide is available for Algebra 1, Geometry, and Algebra 2. It provides the following resources to support Regents preparation throughout each unit:

- Customized mid-unit & end-of-unit assessments which remove non-NGLMS questions and include 2 problems from prior Regents exams.
- Resources for incorporating Regents preparation into review days including problem sets to support Regents practice.
- Guidance on removal or addition of lessons to better reflect NGMLS alignment.

- An Alignment of Regents Questions from 2014-2024 and IM Algebra 1 Units created by New Visions (available only for Algebra 1).
- An Alignment of Regents Questions for NGMLS-aligned Regents exams created by NYCPS in collaboration with New Visions (available only for Algebra 1).

Supplemental Regents Preparation Course Materials
From 2016-2020, NYCPS worked in collaboration with Catapult Learning to develop and update Regents preparation support materials. This year, NYCPS reorganized these materials to align with the *Illustrative Mathematics* scope and sequence. The course materials available here include 30 topics divided into 3 sections that include pre- & post-assessments intended to be used over 36 hours of test preparation (available only for Algebra 1).

Testing Accommodations

Testing accommodations, similar to all resources used during testing, are more valuable when students have the opportunity to work with them all year, both during core instruction and during test prep. If students routinely apply these accommodations as they are learning mathematics, they will be more familiar and better able to make use of these resources and tools during the test.

- For students with disabilities, it is essential to understand the testing accommodations identified in each student's 504 or IEP and embed these accommodations into every day instruction. In addition to being familiar with each student's testing accommodations, you may also consult *Testing Accommodations for Students with Disabilities Policy and Tools to Guide Decision-Making and Implementation (updated December 2024)* and NYSED's accommodations for testing guidance.
- For Multilingual Learners, accommodations may include: time extensions, separate location, bilingual glossaries, access to the Regents exam in their home language and simultaneous access to both home language and English language versions. Please refer to "Testing Accommodations for English Language Learners" within this webpage and ensure you know which of the bilingual glossaries are available and acceptable to use for your MLs.
  Bilingual glossaries can be helpful to students whether they are taking the exam in English or their home language, and, as with other accommodations, are more useful if students use them throughout the year during core instruction and Regents prep. Students should be offered the exam in the same language in which they received instruction throughout the year. Sometimes, it might be beneficial to provide the exam in both English and the student's home language, if available. If a Multilingual learner chooses to have an additional copy of the exam in their home language, it should also be provided during Regents preparation as well.