NOVEMBER 2026 / JANUARY 2027 PLANNING

Regents course atlases

Twelve courses with standards, design, trends, stimulus evidence, scoring cases and transfer routes.

Course	Pages
Algebra I	2-13
Geometry	14-24
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English Language Arts	37-47
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Life Science: Biology	71-83
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The course list and PDF bookmarks navigate to each atlas. Source links open the original public materials.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Algebra I atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Wed Jan 27 · 1:15 p.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
2	3	3	280

What the available design supports

24 multiple-choice questions and 11 written responses contribute 48 and 34 of 82 raw credits. The blueprint assigns 48–61% of credits to algebra, 24–32% to functions, 7–15% to statistics and probability, and 4–10% to number and quantity.

Every current Q35 asked for a two-variable system. Seven used equations and one used inequalities. Three required a graph. Four asked students to check someone’s proposed prices and solve algebraically. In January 2025 students graphed and interpreted an intersection. In January 2026 they checked a claim and solved.

Only two comparable January forms. A systems-only review leaves 76 of 82 possible credits outside that single six-credit task. Rotate function interpretation, equations, statistics and number skills through the same week.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Linear models	ALG1-N01 Charging the battery cart
Quadratic structure	ALG1-N02 Raised garden arch
Systems and constraints	ALG1-N03 Two receipt checks
Statistics	ALG1-N04 Same center, different repair times
Growth and functions	ALG1-N05 Labels on an exponential model
Quantities and precision	ALG1-N06 Measuring foam panels

Blueprint and score contribution

Component	Range or maximum	Unit
Number and Quantity	4.0 to 10.0	percent of test
Algebra	48.0 to 61.0	percent of test
Functions	24.0 to 32.0	percent of test
Statistics and Probability	7.0 to 15.0	percent of test
Selected response	48.0 to 48.0	credits
Short constructed response	12.0 to 12.0	credits
Extended constructed response	16.0 to 16.0	credits
Modeling/extended response	6.0 to 6.0	credits

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Observed maximum-credit shares

Category	Forms	Mean %	Observed range %
A	8	54.3	51.2-58.5
F	8	27.4	24.4-29.3
N	8	7.3	4.9-9.8
S	8	11.0	7.3-12.2

One entry per domain and form. The unit is maximum raw credits. Form-specific category shares can be reproduced from the retained table.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
A-APR.A Polynomial operations	2/2	3/3	3/3	8/8
A-APR.B Connect zeros and factors	0/2	2/3	3/3	5/8
A-CED.A Build equations and constraints	2/2	3/3	3/3	8/8
A-REI.A Justify equation-solving steps	2/2	2/3	3/3	7/8
A-REI.B Solve one-variable equations and inequalities	2/2	3/3	3/3	8/8
A-REI.C Solve systems	2/2	3/3	3/3	8/8
A-REI.D Represent solutions graphically	2/2	3/3	3/3	8/8
A-SSE.A Interpret expression structure	2/2	3/3	3/3	8/8
A-SSE.B Rewrite expressions to reveal properties	2/2	3/3	3/3	8/8
F-BF.B Transform or combine familiar functions	2/2	3/3	3/3	8/8
F-IF.A Function notation and evaluation	2/2	3/3	3/3	8/8
F-IF.B Interpret functions in context	2/2	3/3	3/3	8/8
F-IF.C Analyze functions using representations	2/2	3/3	3/3	8/8
F-LE.A Compare linear and exponential models	2/2	3/3	3/3	8/8
F-LE.B Interpret model parameters	2/2	2/3	1/3	5/8
N-Q.A Choose quantities and units	2/2	3/3	3/3	8/8

Published code / label	Jan	June	Aug	All
N-RN.B Properties of rational and irrational numbers	2/2	3/3	3/3	8/8
S-ID.A One-variable distributions	2/2	3/3	3/3	8/8
S-ID.B Two-variable data	2/2	3/3	3/3	8/8
S-ID.C Interpret linear models	2/2	3/3	3/3	8/8

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Linear models

A-CED.A; F-IF.B
January 2/2 | June 3/3 | August 3/3

Pooled planning probability 90.0% for a union of named codes in 8/8 forms. Nominal observed-prevalence interval 68%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis cost comparison using equipment delivery bills. Preserve the target relationship and change the setting.

Quadratic structure

A-APR.B; F-IF.C
January 2/2 | June 3/3 | August 3/3

Pooled planning probability 90.0% for a union of named codes in 8/8 forms. Nominal observed-prevalence interval 68%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis equation and interval using bridge clearance. Preserve the target relationship and change the setting.

Systems and constraints

A-CED.A; A-REI.C
January 2/2 | June 3/3 | August 3/3

Pooled planning probability 90.0% for a union of named codes in 8/8 forms. Nominal observed-prevalence interval 68%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis paired receipts using ticket bundles. Preserve the target relationship and change the setting.

Statistics

S-ID.A
January 2/2 | June 3/3 | August 3/3

Pooled planning probability 90.0% for a union of named codes in 8/8 forms. Nominal observed-prevalence interval 68%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis two distributions using attendance intervals. Preserve the target relationship and change the setting.

Growth and functions

F-LE.A; F-LE.B
January 2/2 | June 3/3 | August 3/3

Pooled planning probability 90.0% for a union of named codes in 8/8 forms. Nominal observed-prevalence interval 68%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis model comparison using battery retention. Preserve the target relationship and change the setting.

Quantities and precision

N-Q.A; A-CED.A
January 2/2 | June 3/3 | August 3/3

Pooled planning probability 90.0% for a union of named codes in 8/8 forms. Nominal observed-prevalence interval 68%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis unit conversion using wall insulation. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

ALG1_2026_08 breakfast prices

math final written task system of equations | algebraic solution + check claim

Open public task

ALG1_2026_06 clothing prices

math final written task system of equations | graph + interpret intersection

Open public task

ALG1_2026_01 athletic shoe prices

math final written task system of equations | algebraic solution + check claim

Open public task

ALG1_2025_08 concession quantities

math final written task system of equations | algebraic solution + extra constraint

Open public task

ALG1_2025_06 work hours and pay

math final written task system of inequalities | graph + justify feasible point

Open public task

ALG1_2025_01 party supply quantities

math final written task system of equations | graph + interpret intersection

Open public task

ALG1_2024_08 movie ticket prices

math final written task system of equations | algebraic solution + check claim

Open public task

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Linear models / ALG1-N01

Practice evidence A(h)=18+4h and B(h)=7h. Equal at h=6, cost $42.

ALG1_2026_08_35 public question

Official published mapping

Verification route live map row match

Quadratic structure / ALG1-N02

Practice evidence h=x(10-x), so contacts are 0 and 10; vertex (5,25).

ALG1_2026_08_15 public question

Official published mapping

Verification route live map row match

Systems and constraints / ALG1-N03

Practice evidence 2(8)+3(3)=25 works, but 4(8)+3=35 also works. The proposal satisfies both constraints.

ALG1_2026_08_35 public question

Official published mapping

Verification route live map row match

Statistics / ALG1-N04

Practice evidence A sum=50 and B sum=50. Both means and medians are 10 minutes.

ALG1_2026_08_18 public question

Official published mapping

Verification route live map row match

Growth and functions / ALG1-N05

Practice evidence 80 mg is the initial amount. Each cycle retains 75%, removing 25%.

ALG1_2026_08_5 public question

Official published mapping

Verification route live map row match

Quantities and precision / ALG1-N06

Practice evidence 1.2 m by 0.5 m gives 0.6 square meter.

ALG1_2026_08_35 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Check both constraints

ALG1_2026_01 Q35 | Published result 3/6

Observed evidence

The response established the two equations and checked the proposed values against only one. Compare the complete example on pages 77–78.

Possible interpretation

The student may think one true receipt verifies a pair, or may have stopped after one check.

Diagnostic prompt

If one receipt works and the second fails, what can you conclude about the proposed prices?

Teaching move

Use a two-row receipt check. Require a numerical result beside each total and one decision about the pair.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Translate a boundary

ALG1_2026_01 Q30 | Published result 1/2

Observed evidence

The algebra was consistent with the inequality the student wrote. The starting inequality differed from the situation.

Possible interpretation

The barrier may be interpreting the spending limit rather than solving the inequality.

Diagnostic prompt

Would spending exactly the budget work? What about one dollar more?

Teaching move

Have the student classify three boundary cases before choosing a sign, then solve the chosen model.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Restrict a graph to its context

ALG1_2026_08 Q33 | Published result 3/4

Observed evidence

The response extended the graph beyond the axes in a way the scorer identified as inconsistent with the context.

Possible interpretation

A familiar graph-drawing routine may have overridden the physical limits.

Diagnostic prompt

What would a point in the extension mean in the story? Could that event happen?

Teaching move

Mark the first and last meaningful input. Ask for the event represented at each endpoint before drawing the curve.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
ALG1-N01 Charging the battery cart	Write both cost functions and find their intersection.	Now charge in half-hour increments. State the first cheaper allowed duration and explain why the continuous threshold stays six hours.
ALG1-N02 Raised garden arch	Find both ground contacts and the maximum height.	Sketch a second arch h(x)=-2x^2+20x. Which horizontal boundaries change for a 16-foot opening?
ALG1-N03 Two receipt checks	Test the proposed prices $8 per sandwich and $3 per drink against both receipts.	Replace receipt B with a budget of at most $35. Describe what changes in the solution set.
ALG1-N04 Same center, different repair times	Compute the mean and median for each team.	Create a sixth observation that changes one mean without changing its median. Explain the effect.
ALG1-N05 Labels on an exponential model	Interpret 80 and 0.75 in C.	Replace 0.75 with 1.25 and state which interpretation changes.
ALG1-N06 Measuring foam panels	Convert the dimensions to meters and find one panel area.	Add a 10% waste allowance to required area and revise the cost.

Retained three-week Studio sequence

Week 1 session 1 Two receipts

Week 1 session 2 Read a function across representations

Week 2 session 3 Make the boundary count

Week 2 session 4 Summarize a distribution

Week 3 session 5 Find what a zero means

Week 3 session 6 Choose and check a model

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

ALG1-N01 Charging the battery cart

Using the lower hourly rate without checking the fixed charge. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N05 An open cylinder, ALG2-N01 A changing coolant temperature

ALG1-N02 Raised garden arch

Reporting two boundary points without including the positions between them. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N06 Which transformations undo each other?, ALG2-N02 A platform that repeats

ALG1-N03 Two receipt checks

Assuming a proposed pair must be wrong because the question asks for a check. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N05 An open cylinder, ALG2-N01 A changing coolant temperature

ALG1-N04 Same center, different repair times

Concluding equal averages imply equal distributions. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N03 Two similar ramps, GEO-N04 Sector signs

ALG1-N05 Labels on an exponential model

Treating a constant percent decrease as a constant subtraction. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning BIO-N03 Where does the dry mass come from?, BIO-N04 A response that reverses a change

ALG1-N06 Measuring foam panels

Applying one linear conversion to an area. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N03 Two similar ramps, GEO-N04 Sector signs

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Geometry atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Thu Jan 28 · 1:15 p.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
1	2	2	175

What the available design supports

35 questions and 80 raw credits. Congruence accounts for 27–34% of credits and similarity/right triangles/trigonometry for 29–37%. Coordinate geometry contributes 12–18%; modeling 8–15%; circles and measurement each 2–8%.

All five current final problems required proof. The first two used a geometric diagram. The three 2026 forms used coordinates. January required proving a trapezoid, then establishing parallelism and checking a length relationship.

One comparable January. Coordinate proof deserves rehearsal, along with a diagram-only route. The five problems cannot fix the theorem, figure or location of a future proof.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Coordinate proof	GEO-N01 Classifying a loading bay
Congruence and argument	GEO-N02 One observation cannot prove congruence
Similarity and trigonometry	GEO-N03 Two similar ramps
Circles and measurement	GEO-N04 Sector signs
Volume and modeling	GEO-N05 An open cylinder
Transformations	GEO-N06 Which transformations undo each other?

Blueprint and score contribution

Component	Range or maximum	Unit
Congruence	27.0 to 34.0	percent of test
Similarity, Right Triangles, and Trigonometry	29.0 to 37.0	percent of test
Circles	2.0 to 8.0	percent of test
Expressing Geometric Properties with Equations	12.0 to 18.0	percent of test
Geometric Measurement and Dimension	2.0 to 8.0	percent of test
Modeling with Geometry	8.0 to 15.0	percent of test
Selected response	48.0 to 48.0	credits
Short constructed response	14.0 to 14.0	credits
Extended constructed response	12.0 to 12.0	credits
Proof/modeling response	6.0 to 6.0	credits

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Observed maximum-credit shares

Category	Forms	Mean %	Observed range %
G-C	5	5.0	5.0-5.0
G-CO	5	30.0	27.5-32.5
G-GMD	5	5.0	5.0-5.0
G-GPE	5	15.5	15.0-17.5
G-MG	5	12.5	10.0-15.0
G-SRT	5	32.0	30.0-35.0

One entry per domain and form. The unit is maximum raw credits. Form-specific category shares can be reproduced from the retained table.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
G-C.A Circle theorems	1/1	2/2	2/2	5/5
G-C.B Arc lengths and sector areas	1/1	2/2	2/2	5/5
G-CO.A Transformations in the plane	1/1	2/2	2/2	5/5
G-CO.B Congruence via rigid motions	1/1	2/2	2/2	5/5
G-CO.C Prove geometric theorems	1/1	2/2	2/2	5/5
G-CO.D Geometric constructions	1/1	2/2	2/2	5/5
G-GMD.A Volume formulas and measurement	1/1	1/2	2/2	4/5
G-GMD.B Visualize relationships in 2D and 3D	1/1	2/2	2/2	5/5
G-GPE.A Loci and geometric equations	1/1	2/2	2/2	5/5
G-GPE.B Coordinate proofs	1/1	2/2	2/2	5/5
G-MG.A Model with geometry	1/1	2/2	2/2	5/5
G-SRT.A Similarity transformations	1/1	2/2	2/2	5/5
G-SRT.B Prove similarity theorems	1/1	2/2	2/2	5/5
G-SRT.C Right-triangle trigonometry	1/1	2/2	2/2	5/5
G-SRT.D Trigonometry in general triangles	1/1	2/2	2/2	5/5

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Coordinate proof

G-GPE.B
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis coordinates using shop floor layout. Preserve the target relationship and change the setting.

Congruence and argument

G-CO.B; G-CO.C
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis counterexample using frame bracing. Preserve the target relationship and change the setting.

Similarity and trigonometry

G-SRT.A; G-SRT.C
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis scaled right triangles using roof pitch. Preserve the target relationship and change the setting.

Circles and measurement

G-C.B
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis arc and area using irrigation arc. Preserve the target relationship and change the setting.

Volume and modeling

G-GMD.A; G-MG.A
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis container decision using parts storage. Preserve the target relationship and change the setting.

Transformations

G-CO.A
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis coordinate rule using screen graphics. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

GEO_2026_08 classifying and excluding special quadrilaterals

math final written task geometric proof | coordinate proof with exclusions

Open public task

GEO_2026_06 parallelogram and isosceles triangle

math final written task geometric proof | coordinate proof from vertices

Open public task

GEO_2026_01 trapezoid and parallel segments

math final written task geometric proof | coordinate proof and length check

Open public task

GEO_2025_08 classifying a quadrilateral

math final written task geometric proof | synthetic parallelogram proof

Open public task

GEO_2025_06 intersecting segments in a quadrilateral

math final written task geometric proof | synthetic proof of a product relation

Open public task

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Coordinate proof / GEO-N01

Practice evidence AB and CD have slope 0; AD and BC have slope 2. Both pairs of opposite sides are parallel.

GEO_2026_08_35 public question

Official published mapping

Verification route live map row match

Congruence and argument / GEO-N02

Practice evidence No. The included angles differ, so SAS does not apply and these triangles have different included angles.

GEO_2026_08_33 public question

Official published mapping

Verification route live map row match

Similarity and trigonometry / GEO-N03

Practice evidence The scale factor is 1.5, so B runs 7.2 m.

GEO_2026_08_34 public question

Official published mapping

Verification route live map row match

Circles and measurement / GEO-N04

Practice evidence Arc lengths are pi cm and 3pi cm.

GEO_2026_08_31 public question

Official published mapping

Verification route live map row match

Volume and modeling / GEO-N05

Practice evidence Both volumes are 72pi cubic cm.

GEO_2026_08_32 public question

Official published mapping

Verification route live map row match

Transformations / GEO-N06

Practice evidence The composite is (x+4,-y+2).

GEO_2026_08_13 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Finish a coordinate proof

GEO_2026_01 Q35 | Published result 5/6

Observed evidence

The student calculated slopes, including work on the continuation page, but omitted the conclusion establishing the trapezoid.

Possible interpretation

The reasoning may be implicit. A slope calculation alone does not show whether the geometric definition is understood.

Diagnostic prompt

Which sides do the slopes tell you are parallel, and which definition does that establish here?

Teaching move

Annotate each computation with its geometric consequence. Finish with the classification warranted by those facts.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Match a reason to a proof step

GEO_2026_08 Q33 | Published result 3/4

Observed evidence

The scorer isolated an incorrect reason at step nine. This is a narrower problem than an entirely invalid proof.

Possible interpretation

The student may know the relationship but choose a theorem whose hypotheses have not been established.

Diagnostic prompt

What must already be true to use the reason you wrote at this line?

Teaching move

Work backward from a proof statement to its prerequisites. Underline where each prerequisite was established.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Support each classification separately

GEO_2026_08 Q35 | Published result 4/6

Observed evidence

The parallelogram and nonrectangle conclusions were incomplete. The same paper contains evidence of progress toward the larger proof.

Possible interpretation

The writer may treat an initial classification as sufficient for every later claim.

Diagnostic prompt

What fact would exclude a rectangle after you have established a parallelogram?

Teaching move

Use one claim-evidence-warrant line per classification. Change the coordinates and ask which warrant still holds.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
GEO-N01 Classifying a loading bay	Use slopes to prove a parallelogram.	Move C and D two units left and analyze which conclusions change.
GEO-N02 One observation cannot prove congruence	Does the supplied information prove congruence? Explain.	Use a third equal side instead of the included angle and explain the different criterion.
GEO-N03 Two similar ramps	Find B's horizontal run.	Compare a third ramp rising 0.9 m over 6 m using its ratio instead of a drawing.
GEO-N04 Sector signs	Compute both arc lengths exactly.	Hold radius fixed and double the sector angle. Compare both scaling effects.
GEO-N05 An open cylinder	Show that the capacities match.	Add a lid to both and recalculate the preferred design.
GEO-N06 Which transformations undo each other?	Write the composite coordinate rule.	Replace reflection with a 180-degree rotation and compare the two orders.

Retained three-week Studio sequence

Week 1 session 1 A diagonal that proves something

Week 1 session 2 From coordinates to a proof

Week 2 session 3 Why the shadows tell us height

Week 2 session 4 Turn an arc into a length

Week 3 session 5 Which measures scale?

Week 3 session 6 Prove or disprove a classification

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

GEO-N01 Classifying a loading bay

Treating one supported classification as proof of every classification. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ELA-N01 The repaired radio, ELA-N03 Who counts as a reader?

GEO-N02 One observation cannot prove congruence

Using any two equal sides and any angle as SAS. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ELA-N01 The repaired radio, ELA-N03 Who counts as a reader?

GEO-N03 Two similar ramps

Using a scale factor for length as a change in angle. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

GEO-N04 Sector signs

Scaling area by the same factor as a radius. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

GEO-N05 An open cylinder

Inferring equal surface area from equal volume. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

GEO-N06 Which transformations undo each other?

Treating reflection as changing both coordinate signs. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, ALG2-N02 A platform that repeats

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Algebra II atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Fri Jan 29 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
0	1	1	72

What the available design supports

36 questions and 82 credits. Parts I–IV contribute 48, 16, 12 and 6. Functions occupy 38–45% of credits, algebra 30–39%, statistics/probability 14–22%, and number/quantity 4–8%.

June and August 2026 had exactly the same broad distribution of credits. Each final task used an applied function, asked for average rate of change with interpretation and included a threshold. The models differed: lung capacity was periodic; tea temperature decayed exponentially.

January 2027 is the first January under this design. Two repeated response demands warrant practice; they provide little information about the next specific function family.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Exponential and logarithmic models	ALG2-N01 A changing coolant temperature
Periodic functions	ALG2-N02 A platform that repeats
Probability	ALG2-N03 Exactly one inspection failure
Inference and study design	ALG2-N04 A randomized tutoring comparison
Rational expressions	ALG2-N05 A canceled factor
Distribution and model choice	ALG2-N06 A mean that hides a mixture

Blueprint and score contribution

Component	Range or maximum	Unit
Number and Quantity	4.0 to 8.0	percent of test
Algebra	30.0 to 39.0	percent of test
Functions	38.0 to 45.0	percent of test
Statistics and Probability	14.0 to 22.0	percent of test
Selected response	48.0 to 48.0	credits
Short constructed response	16.0 to 16.0	credits
Extended constructed response	12.0 to 12.0	credits
Modeling/extended response	6.0 to 6.0	credits

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Observed maximum-credit shares

Category	Forms	Mean %	Observed range %
A	2	31.7	31.7-31.7
F	2	43.9	43.9-43.9
N	2	7.3	7.3-7.3
S	2	17.1	17.1-17.1

One entry per domain and form. The unit is maximum raw credits. Form-specific category shares can be reproduced from the retained table.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
A-APR.B Connect zeros and factors	0/0	1/1	1/1	2/2
A-APR.D Rewrite rational expressions	0/0	1/1	1/1	2/2
A-CED.A Build equations and constraints	0/0	1/1	1/1	2/2
A-REI.A Justify equation-solving steps	0/0	1/1	1/1	2/2
A-REI.B Solve one-variable equations and inequalities	0/0	1/1	1/1	2/2
A-REI.C Solve systems	0/0	1/1	1/1	2/2
A-REI.D Represent solutions graphically	0/0	1/1	1/1	2/2
A-SSE.A Interpret expression structure	0/0	1/1	1/1	2/2
A-SSE.B Rewrite expressions to reveal properties	0/0	1/1	1/1	2/2
F-BF.A Build a function model	0/0	1/1	1/1	2/2
F-BF.B Transform or combine familiar functions	0/0	1/1	1/1	2/2
F-IF.A Function notation and evaluation	0/0	1/1	1/1	2/2
F-IF.B Interpret functions in context	0/0	1/1	1/1	2/2
F-IF.C Analyze functions using representations	0/0	1/1	0/1	1/2
F-LE.A Compare linear and exponential models	0/0	1/1	1/1	2/2
F-LE.B Interpret model parameters	0/0	1/1	0/1	1/2

Published code / label	Jan	June	Aug	All
F-TF.A Unit circle and trigonometric functions	0/0	1/1	1/1	2/2
F-TF.B Model periodic behavior	0/0	0/1	1/1	1/2
F-TF.C Prove or use identities	0/0	1/1	1/1	2/2
N-CN.A Arithmetic with complex numbers	0/0	1/1	1/1	2/2
N-RN.A Rational exponents	0/0	1/1	1/1	2/2
S-CP.A Independence and conditional probability	0/0	1/1	1/1	2/2
S-CP.B Calculate compound probabilities	0/0	0/1	1/1	1/2
S-IC.A Reason about random processes	0/0	0/1	1/1	1/2
S-IC.B Make and justify statistical inferences	0/0	1/1	1/1	2/2
S-ID.A One-variable distributions	0/0	1/1	1/1	2/2
S-ID.B Two-variable data	0/0	1/1	0/1	1/2

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Exponential and logarithmic models

F-IF.B; F-LE.B
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis threshold model using charging curves. Preserve the target relationship and change the setting.

Periodic functions

F-TF.B
January 0/0 | June 0/1 | August 1/1

Pooled planning probability 50.0% for a union of named codes in 1/2 forms. Nominal observed-prevalence interval 9%-91%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis sinusoidal model using wheel height. Preserve the target relationship and change the setting.

Probability

S-CP.A; S-CP.B
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis event comparison using package defects. Preserve the target relationship and change the setting.

Inference and study design

S-IC.A; S-IC.B
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis simulation result using study method trial. Preserve the target relationship and change the setting.

Rational expressions

A-APR.D
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis domain and equivalence using average rate formula. Preserve the target relationship and change the setting.

Distribution and model choice

S-ID.A
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis two subgroup summaries using mixed shift durations. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

ALG2_2026_08 tea cooling over time

math final written task interpret a function model | exponential model + threshold + average rate

Open public task

ALG2_2026_06 lung capacity over time

math final written task interpret a function model | sinusoidal graph + threshold + average rate

Open public task

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Exponential and logarithmic models / ALG2-N01

Practice evidence T(0)=100; the long-run level is 20 degrees.

ALG2_2026_08_36 public question

Official published mapping

Verification route live map row match

Periodic functions / ALG2-N02

Practice evidence Amplitude 3 m, midline 7 m, period 12 s.

ALG2_2026_08_34 public question

Official published mapping

Verification route live map row match

Probability / ALG2-N03

Practice evidence 0.2(0.8)+0.8(0.2)=0.32.

ALG2_2026_08_13 public question

Official published mapping

Verification route live map row match

Inference and study design / ALG2-N04

Practice evidence 8/200=0.04. The estimate has Monte Carlo variation.

ALG2_2026_08_35 public question

Official published mapping

Verification route live map row match

Rational expressions / ALG2-N05

Practice evidence f requires x!=3.

ALG2_2026_08_33 public question

Official published mapping

Verification route live map row match

Distribution and model choice / ALG2-N06

Practice evidence The combined mean is 30 minutes for equal subgroup counts.

ALG2_2026_08_17 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Interpret a rate in context

ALG2_2026_06 Q36 | Published result 5/6

Observed evidence

A high-credit response still lost precision in its explanation because it omitted the physical context. The task models lung capacity.

Possible interpretation

A student may calculate a rate and omit the quantities, direction or time interval it describes.

Diagnostic prompt

What changes, per unit of what, over which interval in this model?

Teaching move

Keep the quotient, then write an interpretation naming the measured quantity, its units and the interval.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Connect a cycle to its parameter

ALG2_2026_08 Q34 | Published result 2/4

Observed evidence

The response gave an incorrect period and an incorrect value of the associated function parameter B.

Possible interpretation

A horizontal distance between unlike points may have been read as a full cycle. A parameter slip is also possible.

Diagnostic prompt

Point to two consecutive matching phases. How does their separation determine B in radians?

Teaching move

Mark two successive peaks, calculate their horizontal distance and substitute into B = 2π/period.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Separate interpretation from precision

ALG2_2026_08 Q36 | Published result 4/6

Observed evidence

The commentary identifies two distinct issues: an incomplete interpretation and early rounding in the final calculation.

Possible interpretation

A response can have both an explanation gap and a calculator-precision issue. One does not establish the other.

Diagnostic prompt

Repeat the threshold calculation with stored precision. Now explain the earlier rate without changing its numerical value.

Teaching move

Give separate feedback on the interpretation and the calculation. Recheck each with a new function family.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
ALG2-N01 A changing coolant temperature	Explain the initial temperature and long-run level.	Change the recording interval to two minutes and identify the first observed crossing.
ALG2-N02 A platform that repeats	Find amplitude, midline and period.	Write a model with the same extrema but double the period.
ALG2-N03 Exactly one inspection failure	Find the probability that exactly one fails.	If failures share an electrical supply, identify the additional joint information needed.
ALG2-N04 A randomized tutoring comparison	Estimate the two-sided simulation tail proportion.	Replace random assignment with students choosing their method. Revise the permissible inference.
ALG2-N05 A canceled factor	State the domain restriction on f.	Represent the distinction with a graph and a marked point.
ALG2-N06 A mean that hides a mixture	Find the combined mean.	Make express jobs three times as common and revise the weighted mean and interpretation.

Retained three-week Studio sequence

Week 1 session 1 Explain an interval rate

Week 1 session 2 Read a periodic pattern

Week 2 session 3 Solve an exponential threshold

Week 2 session 4 Keep the domain after canceling

Week 3 session 5 What a simulation supports

Week 3 session 6 Transfer the rate to a new family

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

ALG2-N01 A changing coolant temperature

Reporting 4.396 as the first whole-minute reading. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

ALG2-N02 A platform that repeats

Using the sine coefficient as period or treating radians as complete cycles. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

ALG2-N03 Exactly one inspection failure

Confusing disjoint cases with independent events. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

ALG2-N04 A randomized tutoring comparison

Treating a tail proportion as the probability the null hypothesis is true. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GLOBAL2-N02 Mechanization and the household, GLOBAL2-N04 Peace after war

ALG2-N05 A canceled factor

Treating a canceled denominator as permission to restore an excluded input. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

ALG2-N06 A mean that hides a mixture

Assuming a calculated mean establishes a bell-shaped distribution. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

English Language Arts atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Tue Jan 26 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
0	1	1	52

What the available design supports

Three reading passages support 24 selected responses. Part 2 uses four sources for an argument. Part 3 asks for a text-based analysis. In the 2026 maps, the argument earns up to 6 × 4 weighted credits and the analysis earns 4 × 2. Reading contributes 24 of 56 weighted credits.

The two current reading maps assign six questions each to R.4. R.3 accounts for six in June and seven in August; R.2 for five and four. The two argument issues were horse racing and invasive species. Both require a claim, engagement with another position and evidence from at least three sources.

January 2026 used the prior standards. Its debate about employer screening of social media offers a historical task comparison. Its reading codes and content are outside the current probability model.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Fiction and character	ELA-N01 The repaired radio
Poetry and figurative language	ELA-N02 First thaw
Rhetoric and perspective	ELA-N03 Who counts as a reader?
Source-based argument	ELA-N04 Should the lab remain open after school?
Structure and ambiguity	ELA-N05 The title changes the reading
Evidence and information	ELA-N06 A chart needs a sentence

Blueprint and score contribution

Component	Range or maximum	Unit
Reading comprehension across literary, poetry, and nonfiction texts	24.0 to 24.0	raw points
Source-based argument	6.0 to 6.0	raw rubric points
Text analysis/exposition	4.0 to 4.0	raw rubric points

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
L.4 (11-12) Determine word meaning from context	0/0	1/1	1/1	2/2
L.5 (11-12) Figurative language and nuances of meaning	0/0	1/1	1/1	2/2
R.2 (11-12) Central ideas and themes	0/0	1/1	1/1	2/2
R.3 (11-12) Development and interaction of ideas, people or events	0/0	1/1	1/1	2/2
R.4 (11-12) Word choice, meaning and tone	0/0	1/1	1/1	2/2
R.5 (11-12) Structure and development	0/0	1/1	1/1	2/2
R.6 (11-12) Point of view or purpose	0/0	1/1	0/1	1/2

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Fiction and character

R.3 (11-12); R.5 (11-12)
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original narrative using unfamiliar apprentice. Preserve the target relationship and change the setting.

Poetry and figurative language

R.2 (11-12); R.4 (11-12)
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original poem using workshop poem. Preserve the target relationship and change the setting.

Rhetoric and perspective

R.6 (11-12); R.8 (11-12)
January 0/0 | June 1/1 | August 0/1

Pooled planning probability 50.0% for a union of named codes in 1/2 forms. Nominal observed-prevalence interval 9%-91%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original editorial using public seating editorial. Preserve the target relationship and change the setting.

Source-based argument

W.1 (11-12); R.7 (11-12)
January 0/0 | June 0/0 | August 0/0

Unestimated Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis constructed argument source set using lending equipment policy. Preserve the target relationship and change the setting.

Structure and ambiguity

R.5 (11-12); R.2 (11-12)
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original microfiction using missing list item. Preserve the target relationship and change the setting.

Evidence and information

R.7 (11-12); W.1 (11-12)
January 0/0 | June 0/0 | August 0/0

Unestimated Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis constructed data and competing claims using survey chart argument. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

ELA_2026_08 Is it necessary to control invasive species?

essay issue

Open public task

ELA_2026_06 Should horse racing be banned?

essay issue

Open public task

ELA_2026_01 Should employers consider social media activity when evaluating potential candidates?

essay issue

Open public task

ELA_2025_08 Should the FDA [Food and Drug Administration] regulate certain tattoo and permanent makeup pigments?

essay issue

Open public task

ELA_2025_06 Are video games a positive activity for adolescents?

essay issue

Open public task

ELA_2025_01 Should people adopt a vegan diet?

essay issue

Open public task

ELA_2024_08 Should companies be allowed to collect personal data?

essay issue

Open public task

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Fiction and character / ELA-N01

Practice evidence She anticipates judgment or disappointment and encounters an invitation to work together. The hidden towel supports the earlier expectation.

ELA_2026_08_24 public question

Official published mapping

Verification route live map row match

Poetry and figurative language / ELA-N02

Practice evidence A defensible reading concerns limits of control or change unfolding gradually. The unused shovel and independent thaw support it.

ELA_2026_08_23 public question

Official published mapping

Verification route live map row match

Rhetoric and perspective / ELA-N03

Practice evidence The writer urges consultation and caution before shrinking the quiet room.

ELA_2026_06_2 public question

Official published mapping

Verification route live map row match

Source-based argument / ELA-N04

Practice evidence A defensible argument may propose a limited later pilot while retaining early access. It must explain how demand, capacity and staffing evidence support that choice.

ELA_2026_08_Part_2 public question

Official published mapping

Verification route Atlas source-linked mapping

Structure and ambiguity / ELA-N05

Practice evidence Inventory suggests a count of possessions, while the ending introduces an uncountable memory or loss.

ELA_2026_08_24 public question

Official published mapping

Verification route live map row match

Evidence and information / ELA-N06

Practice evidence Loans increase from 20 to 40, so borrowing grows in count under the stated equal eligible populations.

ELA_2026_08_Part_2 public question

Official published mapping

Verification route Atlas source-linked mapping

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Choose evidence that supports the claim

ELA_2026_08 Part 2 | Published result Level 2 of 6

Observed evidence

Anchor 2A uses a recognizable citation format. The rater nevertheless found a disconnect between the evidence and the writer’s position.

Possible interpretation

The writer may select sources by shared topic rather than the point each source can establish.

Diagnostic prompt

If a reader accepted your evidence, why would that make your particular recommendation more persuasive?

Teaching move

Sort excerpts as support, counterevidence or background. After each chosen detail, state the inference in the writer’s own words.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Make the reader’s inference explicit

ELA_2026_06 Part 3 | Published result Level 3 of 4

Observed evidence

In anchor 3B, lengthy quotations carry more of the response than the writer’s short explanations. The reader has to supply the interpretive step.

Possible interpretation

The student may understand the passage orally but omit how the author’s choice develops the central idea.

Diagnostic prompt

Which few words from the quotation do the most work, and what do they make the reader understand?

Teaching move

Trim one long quotation to a phrase. Ask for two sentences explaining the phrase’s effect in context.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Move from defining craft to analyzing it

ELA_2026_08 Part 3 | Published result Level 2 of 4

Observed evidence

Anchor 2B defines a writing strategy. The selected evidence offers an implicit connection, while the central idea closely follows the introduction.

Possible interpretation

Knowing a literary term may be masking a need to explain its effect in this passage.

Diagnostic prompt

Change the highlighted words to plain language. What does the reader lose?

Teaching move

Pair the original with a neutral rewrite. Let the student describe the difference before naming the strategy.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
ELA-N01 The repaired radio	Infer how Mara's expectation of her father changes.	Write a new ending in which the father takes the radio away. Explain how that changes the defensible interpretation.
ELA-N02 First thaw	Develop a defensible central idea using two details.	Change the final line to "is waiting for my hand." Explain the shift.
ELA-N03 Who counts as a reader?	Identify the writer's position on the proposed change.	Analyze the same issue from a librarian responsible for a long checkout queue.
ELA-N04 Should the lab remain open after school?	Make a qualified recommendation using at least three sources.	Add a fifth source showing that buses leave before the proposed session ends. Revise the recommendation.
ELA-N05 The title changes the reading	Explain a possible relationship between the title and the final sentence.	Retitle the piece "Opening Day" and explain what remains supportable.
ELA-N06 A chart needs a sentence	Evaluate A's claim using the appropriate comparison.	Make the second eligible population 200. Reassess the claim about participation.

Retained three-week Studio sequence

Week 1 session 1 When a word changes sides

Week 1 session 2 Find the turn

Week 2 session 3 Write a counterclaim that matters

Week 2 session 4 Analyze a craft choice

Week 3 session 5 Evaluate the reach of a claim

Week 3 session 6 Build an argument across four voices

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

ELA-N01 The repaired radio

Retelling the sequence without explaining how a detail supports an inference. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

ELA-N02 First thaw

Naming personification without explaining its contribution to meaning. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

ELA-N03 Who counts as a reader?

Treating persuasive language as empirical evidence of the policy's effect. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

ELA-N04 Should the lab remain open after school?

Collecting source details without explaining their relation to the claim. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

ELA-N05 The title changes the reading

Filling an ambiguity with an unsupported biographical claim. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

ELA-N06 A chart needs a sentence

Changing the denominator between a count and a rate argument. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Global History and Geography II atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Thu Jan 28 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
4	5	5	504

What the available design supports

Part I contains 28 stimulus-based selected responses. Part II uses paired sources for short responses about context, sourcing and relationships. In Part III students choose an enduring issue and support an argument using at least three of five documents and relevant outside information.

Cartoons appeared on 4/4 January, 5/5 June and 5/5 August forms. Mean cartoon sets per form were 3.75, 1.80 and 2.00. The four January counts were 1, 3, 6 and 5. Decolonization and nationalism (10.7) averaged 4.00, 2.25 and 3.00 MC slots on the smaller topic-mapped sample.

All 14 booklets support stimulus counts. Only 11 have a topic map in the Atlas. A set can serve several questions. The cartoon count increase is exploratory and varies strongly by year.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Revolution and citizenship	GLOBAL2-N01 Rights on paper and in practice
Industrialization	GLOBAL2-N02 Mechanization and the household
Imperialism and perspective	GLOBAL2-N03 The railway and the concession
War and international institutions	GLOBAL2-N04 Peace after war
Decolonization	GLOBAL2-N05 Winning independence, choosing priorities
Human rights and enduring issues	GLOBAL2-N06 An issue across two settings

Blueprint and score contribution

Component	Range or maximum	Unit
Stimulus-based selected response	28.0 to 28.0	weighted points
Constructed-response question sets	7.0 to 7.0	weighted points
Enduring Issues Essay	5.0 to 5.0	raw rubric points

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
10.1 World around 1750	3/3	3/4	4/4	10/11
10.10 Human rights violations	3/3	3/4	4/4	10/11
10.2 Enlightenment, revolution and nationalism	3/3	4/4	4/4	11/11
10.3 Industrialization	3/3	4/4	4/4	11/11
10.4 Imperialism	3/3	4/4	4/4	11/11
10.5 World wars and their effects	3/3	4/4	4/4	11/11
10.6 Cold War tensions	3/3	4/4	4/4	11/11
10.7 Decolonization and nationalism	3/3	4/4	4/4	11/11
10.8 Traditional cultures and modernization	3/3	4/4	4/4	11/11
10.9 Globalization	3/3	4/4	4/4	11/11
CT Cross-topical classification	3/3	4/4	4/4	11/11

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Revolution and citizenship

10.2
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis historical teaching simulation using voting eligibility notice. Preserve the target relationship and change the setting.

Industrialization

10.3
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed household accounts using factory testimony. Preserve the target relationship and change the setting.

Imperialism and perspective

10.4
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed source pair using concession agreement. Preserve the target relationship and change the setting.

War and international institutions

10.5
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed policy debate using peace conference cartoon. Preserve the target relationship and change the setting.

Decolonization

10.7
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed national planning debate using independence speech. Preserve the target relationship and change the setting.

Human rights and enduring issues

10.10; 10.9
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed evidence set using labor rights comparison. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Revolution and citizenship

GLOBAL2_2026_08 Q7-8 speech

Open this source set or cluster

GLOBAL2_2026_08 Q3-4 document

Open this source set or cluster

Industrialization

GLOBAL2_2026_08 Q5-6 passage

Open this source set or cluster

GLOBAL2_2026_06 Q7-8 speech

Open this source set or cluster

Imperialism and perspective

GLOBAL2_2026_08 Q10-11 cartoon

Open this source set or cluster

GLOBAL2_2026_08 Q9-9 passage

Open this source set or cluster

War and international institutions

GLOBAL2_2026_08 Q16-17 illustration

Open this source set or cluster

GLOBAL2_2026_08 Q14-15 passage

Open this source set or cluster

Decolonization

GLOBAL2_2026_08 Q12-13 passage

Open this source set or cluster

GLOBAL2_2026_06 Q13-14 passage

Open this source set or cluster

Human rights and enduring issues

GLOBAL2_2026_08 Q27-28 document

Open this source set or cluster

GLOBAL2_2026_08 Q25-25 cartoon

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Revolution and citizenship / GLOBAL2-N01

Practice evidence A claims broad equality while B limits participation by property ownership.

GLOBAL2_2026_08_8 public question

Official published mapping

Verification route live map row match

Industrialization / GLOBAL2-N02

Practice evidence Weekly cash income rises by 4 units while household farm hours fall by 16.

GLOBAL2_2026_08_6 public question

Official published mapping

Verification route live map row match

Imperialism and perspective / GLOBAL2-N03

Practice evidence The company prioritizes export and profitability; the council emphasizes land access or local livelihoods.

GLOBAL2_2026_08_29 public question

Official published mapping

Verification route live map row match

War and international institutions / GLOBAL2-N04

Practice evidence Large war costs can motivate institutions intended to settle disputes through negotiation.

GLOBAL2_2026_08_17 public question

Official published mapping

Verification route live map row match

Decolonization / GLOBAL2-N05

Practice evidence Export revenue competes with domestic food security under a limited budget.

GLOBAL2_2026_08_33 public question

Official published mapping

Verification route live map row match

Human rights and enduring issues / GLOBAL2-N06

Practice evidence An issue such as unequal power or protection of workers can fit when the response explains harm, significance and recurrence.

GLOBAL2_2026_08_28 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Substantiate an analytical conclusion

GLOBAL2_2026_01 Q35 | Published result Level 2 of 5

Observed evidence

The anchor includes useful conclusions and some outside information, but the commentary finds too few historical facts supporting the analysis.

Possible interpretation

A plausible generalization may be substituting for specific historical evidence.

Diagnostic prompt

Which group, action or consequence would let another reader test this conclusion?

Teaching move

Choose one conclusion and attach a specific event and a consequence. Explain how the detail supports the enduring issue.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Demonstrate endurance across contexts

GLOBAL2_2026_08 Q35 | Published result Level 1 of 5

Observed evidence

The paper names scarcity and touches the task components, but develops the issue in a limited regional setting with few details.

Possible interpretation

The student may recognize the issue but have difficulty building a second developed example or connecting it over time.

Diagnostic prompt

Where else can you show this issue, who experienced it, and what persisted or changed?

Teaching move

Use two dated cases and a connecting sentence as a rehearsal. Return to the full document requirements for the complete essay.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Integrate outside knowledge with sources

GLOBAL2_2026_08 Q35 | Published result Level 3 of 5

Observed evidence

The anchor uses documents and historical references to explain exploitation. The scorer calls for more facts to develop its discussion.

Possible interpretation

The next need may be selecting a precise supporting detail rather than adding another topic.

Diagnostic prompt

Which outside fact would make this particular document interpretation more convincing?

Teaching move

Keep the existing claim. Test two possible outside facts and retain the one whose relevance the writer can explain.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
GLOBAL2-N01 Rights on paper and in practice	Explain a tension between the two documents.	Compare the tension with a later movement seeking expanded citizenship, using verified course evidence.
GLOBAL2-N02 Mechanization and the household	Describe one change using the data.	Add a price index that doubles and revise the interpretation of increased cash income.
GLOBAL2-N03 The railway and the concession	Compare the priorities represented by the sources.	Replace the prospectus with an engineer's route survey and reconsider what can be inferred.
GLOBAL2-N04 Peace after war	Explain a relationship between the war context and A's proposal.	Add a small state's perspective and identify whose concerns are missing.
GLOBAL2-N05 Winning independence, choosing priorities	Explain the policy tension.	Introduce a sharp export-price fall. Revise the evidence-based argument.
GLOBAL2-N06 An issue across two settings	Develop an enduring-issue claim supported by both settings.	Replace B with an example showing successful enforcement and analyze change alongside endurance.

Retained three-week Studio sequence

Week 1 session 1 Read the object in the cartoon

Week 1 session 2 Turn a timeline into context

Week 2 session 3 Compare voices on industrialization

Week 2 session 4 Read a map claim critically

Week 3 session 5 Explain continuity across independence

Week 3 session 6 Build an enduring-issue paragraph

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

GLOBAL2-N01 Rights on paper and in practice

Equating a proclaimed right with equal implementation. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

GLOBAL2-N02 Mechanization and the household

Inferring improved well-being from nominal income alone. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, USHG-N04 Relief, recovery, reform

GLOBAL2-N03 The railway and the concession

Describing bias as a reason to discard a source completely. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

GLOBAL2-N04 Peace after war

Treating a proposed institution as evidence that conflict has ended. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, USHG-N04 Relief, recovery, reform

GLOBAL2-N05 Winning independence, choosing priorities

Assuming political independence eliminates economic dependence immediately. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

GLOBAL2-N06 An issue across two settings

Naming an issue without showing how it recurs or affects people. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

U.S. History and Government atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Wed Jan 27 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
3	4	4	407

What the available design supports

28 stimulus-based selected responses, two paired-document short essays, six document scaffold questions and one civic literacy essay. The extended civic essay has a five-point rubric weighted three times. The two short essays carry five points each.

The January civic issues were Black voting rights (2024), Treaty of Versailles ratification (2025) and Prohibition (2026). January Part I included a photo on 3/3 forms, June on 3/4, August on 1/4. Constitutional foundations appeared across all months.

Three Januaries span different historical periods and kinds of civic conflict. A rotation rule would mistake 11 distinct essay labels for a predictable sequence.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Constitutional foundations	USHG-N01 A rule and a power
Reconstruction and citizenship	USHG-N02 A promise and a barrier
Industrialization and reform	USHG-N03 Who benefits from a rate?
Depression and government	USHG-N04 Relief, recovery, reform
Cold War and sourcing	USHG-N05 A message has an audience
Civil rights and civic outcomes	USHG-N06 The turnout denominator

Blueprint and score contribution

Component	Range or maximum	Unit
Stimulus-based selected response	28.0 to 28.0	raw points
Two short-essay sets: relationship and sourcing	10.0 to 10.0	raw points
Document-based short responses	6.0 to 6.0	raw points
Civic Literacy document-based essay	5.0 to 5.0	raw points

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
11.1 Colonial foundations	3/3	3/4	3/4	9/11
11.10 Domestic change, 1945–present	3/3	4/4	4/4	11/11
11.11 United States in a globalizing world	1/3	1/4	3/4	5/11
11.2 Constitutional foundations	3/3	4/4	4/4	11/11
11.3 Expansion, nationalism and sectionalism	3/3	4/4	4/4	11/11
11.4 Post-Civil War era and Reconstruction	3/3	3/4	3/4	9/11
11.5 Industrialization and urbanization	3/3	4/4	4/4	11/11
11.6 Rise of American power	3/3	4/4	4/4	11/11
11.7 Prosperity and depression	3/3	4/4	3/4	10/11
11.8 World War II	2/3	4/4	3/4	9/11
11.9 Cold War	3/3	4/4	4/4	11/11
CT Cross-topical classification	3/3	4/4	4/4	11/11

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Constitutional foundations

11.2
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed civic case using commerce conflict. Preserve the target relationship and change the setting.

Reconstruction and citizenship

11.4
January 3/3 | June 3/4 | August 3/4

Pooled planning probability 76.9% for a union of named codes in 9/11 forms. Nominal observed-prevalence interval 52%-95%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed policy evidence using amendment and testimony. Preserve the target relationship and change the setting.

Industrialization and reform

11.5
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed economic source pair using monopoly cartoon. Preserve the target relationship and change the setting.

Depression and government

11.7
January 3/3 | June 4/4 | August 3/4

Pooled planning probability 84.6% for a union of named codes in 10/11 forms. Nominal observed-prevalence interval 62%-98%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed program table using public works map. Preserve the target relationship and change the setting.

Cold War and sourcing

11.9
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed diplomatic source pair using containment speech. Preserve the target relationship and change the setting.

Civil rights and civic outcomes

11.10
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed participation data using registration map. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Constitutional foundations

USHG_2026_08 Q5-6 passage

Open this source set or cluster

USHG_2026_08 Q3-4 excerpt

Open this source set or cluster

Reconstruction and citizenship

USHG_2026_08 Q11-12 passage

Open this source set or cluster

USHG_2026_01 Q9-10 trial excerpt

Open this source set or cluster

Industrialization and reform

USHG_2026_08 Q13-14 cartoon

Open this source set or cluster

USHG_2026_06 Q9-10 passage

Open this source set or cluster

Depression and government

USHG_2026_06 Q17-18 photograph

Open this source set or cluster

USHG_2026_06 Q15-16 photograph

Open this source set or cluster

Cold War and sourcing

USHG_2026_08 Q24-25 newspaper headlines and the passage

Open this source set or cluster

USHG_2026_08 Q22-23 cartoon

Open this source set or cluster

Civil rights and civic outcomes

USHG_2026_08 Q26-27 document

Open this source set or cluster

USHG_2026_06 Q25-26 graph

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Constitutional foundations / USHG-N01

Practice evidence The case concerns distribution of authority between state and national governments.

USHG_2026_08_6 public question

Official published mapping

Verification route live map row match

Reconstruction and citizenship / USHG-N02

Practice evidence Expanded national protections faced obstruction that could limit their practical effect.

USHG_2026_08_35 public question

Official published mapping

Verification route Atlas source-linked mapping

Industrialization and reform / USHG-N03

Practice evidence The railroad and bulk shipper value cost or volume advantages. Small producers seek access on terms they consider fair.

USHG_2026_08_29 public question

Official published mapping

Verification route Atlas source-linked mapping

Depression and government / USHG-N04

Practice evidence A addresses immediate relief, B supports employment and recovery, and C targets future financial practices. Categories can overlap when justified.

USHG_2026_06_18 public question

Official published mapping

Verification route live map row match

Cold War and sourcing / USHG-N05

Practice evidence The public speech highlights security and ideology; the internal note emphasizes strategic access. Different audiences can shape the emphasis.

USHG_2026_08_30 public question

Official published mapping

Verification route Atlas source-linked mapping

Civil rights and civic outcomes / USHG-N06

Practice evidence Registration rises from 40% to 70%. Eligible-voter turnout rises from 30% to 42%.

USHG_2026_08_36 public question

Official published mapping

Verification route Atlas source-linked mapping

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Distinguish context from relationship

USHG_2026_01 Q29 | Published result Level 2 of 5

Observed evidence

This short essay successfully connects the documents through cause and effect but omits the historical setting required by the task.

Possible interpretation

The student may be treating the relationship itself as sufficient historical context.

Diagnostic prompt

What was already happening before these documents, and why did it matter to their creation?

Teaching move

Draft one context sentence with an era-specific condition and a second sentence linking the documents.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Evaluate reliability for a specific purpose

USHG_2026_08 Q30 | Published result Level 1 of 5

Observed evidence

The response uses the document’s language about presidential power but leaves reliability and the historical setting unaddressed.

Possible interpretation

A writer may confuse what an author argues with what that document can establish for a historian.

Diagnostic prompt

What would Nixon’s veto message be especially useful evidence for? What claim would need corroboration?

Teaching move

Make a two-column purpose test. Evaluate the same document as evidence of presidential reasoning and as evidence of a policy’s effects.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Apply outside information to civic outcomes

USHG_2026_08 Q37 | Published result Level 2 of 5

Observed evidence

The civic essay reaches some accurate conclusions about Chinese immigration. The commentary identifies outside knowledge that is present but insufficiently applied.

Possible interpretation

The writer may list relevant facts without using them to judge the extent of a civic change.

Diagnostic prompt

Which fact changes your judgment about what the policy accomplished or whom it affected?

Teaching move

Attach each outside detail to the circumstance, action or outcome it helps establish. Remove details with no function.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
USHG-N01 A rule and a power	Explain the relevant federalism issue.	Remove the premise of valid federal authority and identify the questions now needing evidence.
USHG-N02 A promise and a barrier	Explain the relationship between legal change and the conditions in B.	Compare this relationship with a later voting-rights enforcement struggle using verified evidence.
USHG-N03 Who benefits from a rate?	Compare the economic interests.	Add audited cost data showing bulk savings. Reconsider which parts of the debate it resolves.
USHG-N04 Relief, recovery, reform	Explain a difference in the purposes of the responses.	Supply employment and budget data for B and write a qualified evaluation.
USHG-N05 A message has an audience	Explain a difference in emphasis and connect it to audience.	Add an ally's account and compare the interests represented.
USHG-N06 The turnout denominator	Calculate registration and turnout among eligible voters in both years.	Add a comparison county and identify what further conditions matter for causal interpretation.

Retained three-week Studio sequence

Week 1 session 1 What did the law respond to?

Week 1 session 2 Read a photograph as evidence

Week 2 session 3 Compare two responses to voting barriers

Week 2 session 4 Source purpose and reliability

Week 3 session 5 Follow a civic issue through time

Week 3 session 6 Write a document-based civic judgment

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

USHG-N01 A rule and a power

Assuming every federal action defeats a state rule regardless of constitutional authority. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

USHG-N02 A promise and a barrier

Treating constitutional adoption and implementation as the same event. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

USHG-N03 Who benefits from a rate?

Calling an interested source useless for every historical purpose. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

USHG-N04 Relief, recovery, reform

Using a category label in place of explaining a program's intended mechanism. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

USHG-N05 A message has an audience

Equating a difference in emphasis with proof that one document is false. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

USHG-N06 The turnout denominator

Using a falling registered-voter percentage to claim fewer eligible people voted. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Life Science: Biology atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Fri Jan 29 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
1	2	2	235

What the available design supports

The guide specifies 9–11 phenomenon clusters with 45–55 one-credit questions, roughly 60% selected response. Current ranges include ecosystems and inheritance at 14–27% each, natural selection/evolution at 14–24%, and structure/function at 9–20%.

January 2026 moved through twins, an invasive aquatic plant, pest management and honeybees. Seven of ten clusters contained the word model or models. June averaged seven model-cued clusters; August averaged 7.5. Graph cues varied more across these small groups.

One January and five total forms. Two June 2026 items received universal credit and are excluded from topic occurrence counts. They remain visible as printed records. Cluster word cues include directions and questions.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Ecosystem stability	BIO-N01 A pond after a nutrient pulse
Natural selection	BIO-N02 The resistant survivors
Matter and energy	BIO-N03 Where does the dry mass come from?
Homeostasis	BIO-N04 A response that reverses a change
Information and protein	BIO-N05 A mutation and a chain of effects
Human impacts and solutions	BIO-N06 Restoring a migration route

Blueprint and score contribution

Component	Range or maximum	Unit
Structure and Function	9.0 to 20.0	percent of test
Matter and Energy in Organisms and Ecosystems	9.0 to 16.0	percent of test
Interdependent Relationships in Ecosystems	14.0 to 27.0	percent of test
Inheritance and Variation of Traits	14.0 to 27.0	percent of test
Natural Selection and Evolution	14.0 to 24.0	percent of test
Earth Systems	2.0 to 9.0	percent of test
Engineering, Technology, and Applications	2.0 to 11.0	percent of test
Phenomenon-based clusters	9.0 to 11.0	clusters
Selected response	60.0 to 60.0	approx percent items
Constructed response	40.0 to 40.0	approx percent items
Required-investigation-linked questions	15.0 to 15.0	approx percent items

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
HS-ESS2-6 Carbon cycling among reservoirs	1/1	2/2	2/2	5/5
HS-ESS2-7 Coevolution of life and Earth	0/1	1/2	1/2	2/5
HS-ETS1-1 Define a design problem	1/1	1/2	1/2	3/5
HS-ETS1-2 Break down a complex problem	1/1	1/2	1/2	3/5
HS-ETS1-3 Evaluate trade-offs among solutions	1/1	2/2	2/2	5/5
HS-LS1-1 DNA, proteins and cell function	1/1	2/2	2/2	5/5
HS-LS1-2 Interacting body systems	1/1	2/2	2/2	5/5
HS-LS1-3 Feedback and homeostasis	1/1	2/2	2/2	5/5
HS-LS1-4 Cell division and differentiation	1/1	1/2	2/2	4/5
HS-LS1-5 Photosynthesis and energy	1/1	1/2	1/2	3/5
HS-LS1-6 Carbon-based molecules	0/1	1/2	1/2	2/5
HS-LS1-7 Cellular respiration	1/1	2/2	2/2	5/5
HS-LS1-8 Human reproduction and development	1/1	1/2	1/2	3/5
HS-LS2-1 Population carrying capacity	1/1	2/2	2/2	5/5
HS-LS2-2 Population and biodiversity estimates	1/1	2/2	2/2	5/5
HS-LS2-3 Matter cycling and energy flow	1/1	2/2	1/2	4/5

Published code / label	Jan	June	Aug	All
HS-LS2-4 Trophic levels and transfer	0/1	2/2	2/2	4/5
HS-LS2-5 Carbon cycling	0/1	2/2	2/2	4/5
HS-LS2-6 Ecosystem stability and change	1/1	2/2	2/2	5/5
HS-LS2-7 Reducing human impacts	1/1	1/2	1/2	3/5
HS-LS2-8 Group behavior and survival	1/1	1/2	2/2	4/5
HS-LS3-1 DNA, chromosomes and inheritance	1/1	2/2	1/2	4/5
HS-LS3-2 Sources of inherited variation	1/1	2/2	2/2	5/5
HS-LS3-3 Statistics of trait expression	1/1	0/2	2/2	3/5
HS-LS4-1 Evidence for common ancestry	1/1	2/2	2/2	5/5
HS-LS4-2 Natural selection and evolution	1/1	2/2	2/2	5/5
HS-LS4-3 Statistics of advantageous traits	1/1	1/2	2/2	4/5
HS-LS4-4 Adaptation through natural selection	1/1	2/2	2/2	5/5
HS-LS4-5 Environmental change and populations	0/1	1/2	2/2	3/5

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Ecosystem stability

HS-LS2-6
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed time series using stream restoration. Preserve the target relationship and change the setting.

Natural selection

HS-LS4-4
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed population model using antibiotic resistance model. Preserve the target relationship and change the setting.

Matter and energy

HS-LS1-5
January 1/1 | June 1/2 | August 1/2

Pooled planning probability 57.1% for a union of named codes in 3/5 forms. Nominal observed-prevalence interval 23%-88%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed growth investigation using sealed terrarium. Preserve the target relationship and change the setting.

Homeostasis

HS-LS1-3
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed feedback data using temperature regulation. Preserve the target relationship and change the setting.

Information and protein

HS-LS1-1
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed molecular model using enzyme function. Preserve the target relationship and change the setting.

Human impacts and solutions

HS-LS2-7
January 1/1 | June 1/2 | August 1/2

Pooled planning probability 57.1% for a union of named codes in 3/5 forms. Nominal observed-prevalence interval 23%-88%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed design decision using habitat corridor. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Ecosystem stability

BIO_2026_08 Q40-44 Parrots and Biodiversity

Text cues map

Open this source set or cluster

BIO_2026_08 Q35-39 Invasive Mussels

Text cues graph|diagram

Open this source set or cluster

Natural selection

BIO_2026_08 Q26-29 Frog Development

Text cues model

Open this source set or cluster

BIO_2026_08 Q17-21 Colorful Guppies

Text cues graph

Open this source set or cluster

Matter and energy

BIO_2026_08 Q30-34 Homeostasis in Plants

Text cues model

Open this source set or cluster

BIO_2026_01 Q37-40 Purple Insect Eater

Text cues model

Open this source set or cluster

Homeostasis

BIO_2026_08 Q30-34 Homeostasis in Plants

Text cues model

Open this source set or cluster

BIO_2026_06 Q15-18 Polycystic Ovary Syndrome (PCOS)

Text cues graph|model

Open this source set or cluster

Information and protein

BIO_2026_08 Q13-16 Humongous Fungus

Text cues model|diagram

Open this source set or cluster

BIO_2026_08 Q9-12 Human Variations in Eye Color

Text cues model

Open this source set or cluster

Human impacts and solutions

BIO_2026_08 Q22-25 A Tale of Two Squirrels

Text cues map|photograph

Open this source set or cluster

BIO_2026_08 Q1-4 Star of the Tide Pool

Text cues model|diagram

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Ecosystem stability / BIO-N01

Practice evidence Algae rise from 10 to 80 units by day 4 while dawn oxygen falls from 8 to 3 mg/L. This is evidence of a changed ecosystem state.

BIO_2026_08_37 public question

Official published mapping

Verification route live map row match

Natural selection / BIO-N02

Practice evidence Before, 10/100=10%; after, 8/17 is about 47%.

BIO_2026_08_18 public question

Official published mapping

Verification route live map row match

Matter and energy / BIO-N03

Practice evidence Carbon dioxide supplies carbon incorporated into sugars and other organic matter, contributing to dry mass.

BIO_2026_08_31 public question

Official published mapping

Verification route live map row match

Homeostasis / BIO-N04

Practice evidence The response counteracts the disturbance and returns the variable toward the target.

BIO_2026_08_34 public question

Official published mapping

Verification route live map row match

Information and protein / BIO-N05

Practice evidence A DNA change can alter protein structure, changing nutrient transport and therefore cell function or growth.

BIO_2026_08_11 public question

Official published mapping

Verification route live map row match

Human impacts and solutions / BIO-N06

Practice evidence A meets the budget at $40,000 and projects 55% passage. B projects 80% passage but exceeds budget at $75,000.

BIO_2026_08_25 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Connect ecosystem evidence to an outcome

BIO_2026_06 Q8 | Published result 1 credit criterion

Observed evidence

Q8 calls for a validity judgment supported by evidence linking runoff, algal growth, oxygen and the organisms the system can support.

Possible interpretation

A local response may name the trend but omit how the change affects consumers.

Diagnostic prompt

What happens to oxygen as algae increase, and why does that matter to consumers?

Teaching move

Draw and label the intermediate link. Ask for evidence supporting one arrow and biological reasoning supporting the next.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Explain population change over generations

BIO_2026_06 Q14 | Published result 1 credit criterion

Observed evidence

The guide connects inherited variation in roe deer to differential survival, reproduction and a later population shift.

Possible interpretation

Test for an individual-acclimation explanation if the response only says the deer adapted.

Diagnostic prompt

Did one deer change during its life, or did a trait become more frequent across generations? What would distinguish these accounts?

Teaching move

Compare an individual’s response with a change in trait frequencies. Track parents and offspring on separate rows.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Defend a design judgment with its trade-off

BIO_2026_06 Q32 | Published result 1 credit criterion

Observed evidence

The guide accepts either verdict on transporting bees when the explanation supports the chosen judgment.

Possible interpretation

Choosing an unexpected side does not establish a misconception. The issue may be an unsupported design decision.

Diagnostic prompt

Which benefit or cost mattered most to your decision? What change would reverse it?

Teaching move

Have partners defend opposing choices using constraints, then exchange one assumption and reconsider.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
BIO-N01 A pond after a nutrient pulse	Use the data to support a claim about ecosystem change.	Draw and label the system after nutrients are reduced. Predict one measurement and justify the time scale.
BIO-N02 The resistant survivors	Calculate the resistant fraction before and immediately after treatment.	Add a survival cost for resistance when treatment is absent. Explain why the long-run prediction now requires more evidence.
BIO-N03 Where does the dry mass come from?	Develop a model for carbon entering the light-grown plant.	Use a labeled carbon atom to trace a possible path from air to a consumer.
BIO-N04 A response that reverses a change	Explain why this pattern supports negative feedback.	Reverse the response so the variable moves from 8 to 9 to 10. Explain the changed feedback relationship.
BIO-N05 A mutation and a chain of effects	Construct an explanation linking DNA information, protein and cell function.	Add a second mutation that changes DNA but leaves the protein unchanged. Revise any claim that every mutation changes function.
BIO-N06 Restoring a migration route	Evaluate both designs against ecological and budget criteria.	Add long-term maintenance costs and compare whole-project feasibility.

Retained three-week Studio sequence

Week 1 session 1 Which way did carbon move?

Week 1 session 2 A model with a missing arrow

Week 2 session 3 Trace an inherited difference

Week 2 session 4 Explain selection with a counterexample

Week 3 session 5 Test a feedback model

Week 3 session 6 Separate association and mechanism

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

BIO-N01 A pond after a nutrient pulse

Treating greater algal abundance as proof that oxygen must increase at every time of day. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

BIO-N02 The resistant survivors

Explaining an inherited population change as an intentional change by individual organisms. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

BIO-N03 Where does the dry mass come from?

Saying plants obtain most of their added dry mass directly from soil or from light. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, ESS-N01 A roof and its energy budget

BIO-N04 A response that reverses a change

Calling any increasing response positive feedback without considering its effect on the regulated variable. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, ESS-N01 A roof and its energy budget

BIO-N05 A mutation and a chain of effects

Jumping directly from a gene change to an outcome without a protein-level mechanism. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

BIO-N06 Restoring a migration route

Choosing the highest biological estimate while ignoring the explicit design constraint. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Earth and Space Sciences atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Tue Jan 26 · 1:15 p.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
1	2	2	250

What the available design supports

The exam organizes phenomena into multi-question clusters. The blueprint gives 20–31% each to space systems, Earth’s systems and human sustainability; 11–20% each to Earth history and weather/climate; and 3–9% to engineering.

All five released forms contained 50 slots. January 2026 included a drifting cargo spill, glacial ice and Mount Morris Dam. Ten January clusters included a model word cue, six a graph cue and five a map cue. The June mean graph count was 5.5; August was 7.

One January. A named New York location is a useful practice setting, with little basis for predicting which place will anchor the exam. Distinguish information in a reference table from information in a supplied map.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Climate and energy	ESS-N01 A roof and its energy budget
Weather and circulation	ESS-N02 The afternoon shore breeze
Plate tectonics	ESS-N03 A moving plate, a time pattern
Water and Earth materials	ESS-N04 Water through a sediment column
Orbital evidence	ESS-N05 A repeated dimming
Resources and decisions	ESS-N06 Recycling under constraints

Blueprint and score contribution

Component	Range or maximum	Unit
Space Systems	20.0 to 31.0	percent of test
History of Earth	11.0 to 20.0	percent of test
Earth Systems	20.0 to 31.0	percent of test
Weather and Climate	11.0 to 20.0	percent of test
Human Sustainability	20.0 to 31.0	percent of test
Engineering Design	3.0 to 9.0	percent of test
Phenomenon-based clusters	9.0 to 11.0	clusters
Selected response	60.0 to 60.0	approx percent items
Constructed response	40.0 to 40.0	approx percent items
Required-investigation-linked questions	15.0 to 15.0	approx percent items

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
HS-ESS1-1 Energy from the Sun	0/1	2/2	2/2	4/5
HS-ESS1-2 Evidence about the early universe	1/1	2/2	2/2	5/5
HS-ESS1-3 Stellar formation of elements	1/1	2/2	2/2	5/5
HS-ESS1-4 Motion of orbiting objects	1/1	2/2	2/2	5/5
HS-ESS1-5 Plate motions and crustal age	0/1	2/2	0/2	2/5
HS-ESS1-6 Evidence of early Earth history	1/1	1/2	2/2	4/5
HS-ESS1-7 Cycles of the Sun, Earth and Moon	1/1	2/2	2/2	5/5
HS-ESS2-1 Surface processes across scales	1/1	2/2	2/2	5/5
HS-ESS2-2 Feedback across Earth systems	1/1	2/2	2/2	5/5
HS-ESS2-3 Earth interior and convection	1/1	1/2	2/2	4/5
HS-ESS2-4 Energy flow and climate	1/1	1/2	2/2	4/5
HS-ESS2-5 Water and surface processes	1/1	2/2	2/2	5/5
HS-ESS2-6 Carbon cycling among reservoirs	1/1	2/2	1/2	4/5
HS-ESS2-7 Coevolution of life and Earth	1/1	1/2	2/2	4/5
HS-ESS2-8 Air masses and weather	1/1	1/2	2/2	4/5
HS-ESS3-1 Resources, hazards, climate and human activity	1/1	2/2	2/2	5/5

Published code / label	Jan	June	Aug	All
HS-ESS3-2 Trade-offs in resource use	1/1	2/2	2/2	5/5
HS-ESS3-3 Human activity and sustainability	1/1	2/2	1/2	4/5
HS-ESS3-4 Human impacts and technical solutions	1/1	2/2	2/2	5/5
HS-ESS3-5 Climate evidence and projections	1/1	1/2	1/2	3/5
HS-ESS3-6 Human changes to Earth systems	1/1	2/2	2/2	5/5
HS-ETS1-1 Define a design problem	0/1	1/2	1/2	2/5
HS-ETS1-2 Break down a complex problem	0/1	1/2	0/2	1/5
HS-ETS1-3 Evaluate trade-offs among solutions	1/1	2/2	1/2	4/5
HS-ETS1-4 Use simulations to evaluate a solution	1/1	0/2	0/2	1/5

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Climate and energy

HS-ESS2-4
January 1/1 | June 1/2 | August 2/2

Pooled planning probability 71.4% for a union of named codes in 4/5 forms. Nominal observed-prevalence interval 38%-96%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed energy budget using ice-albedo comparison. Preserve the target relationship and change the setting.

Weather and circulation

HS-ESS2-8
January 1/1 | June 1/2 | August 2/2

Pooled planning probability 71.4% for a union of named codes in 4/5 forms. Nominal observed-prevalence interval 38%-96%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed temperature transect using lake-effect pattern. Preserve the target relationship and change the setting.

Plate tectonics

HS-ESS2-1
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed island-age model using seafloor age transect. Preserve the target relationship and change the setting.

Water and Earth materials

HS-ESS2-5
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed investigation design using permeability investigation. Preserve the target relationship and change the setting.

Orbital evidence

HS-ESS1-4
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed light-curve data using planet position table. Preserve the target relationship and change the setting.

Resources and decisions

HS-ESS3-2
January 1/1 | June 2/2 | August 2/2

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed resource comparison using mineral recovery design. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Climate and energy

ESS_2026_08 Q42-46 Hunga Tonga-Hunga Ha’pai Volcano

Text cues graph|table|model|map

Open this source set or cluster

ESS_2026_08 Q23-27 Carbon Emissions in Industry

Text cues table|model|map

Open this source set or cluster

Weather and circulation

ESS_2026_08 Q42-46 Hunga Tonga-Hunga Ha’pai Volcano

Text cues graph|table|model|map

Open this source set or cluster

ESS_2026_08 Q33-37 The Gulf

Text cues model|map

Open this source set or cluster

Plate tectonics

ESS_2026_08 Q33-37 The Gulf

Text cues model|map

Open this source set or cluster

ESS_2026_08 Q10-14 Canary Islands Hotspot

Text cues map

Open this source set or cluster

Water and Earth materials

ESS_2026_08 Q19-22 Dams on the Colorado River

Text cues graph|table|model|map

Open this source set or cluster

ESS_2026_08 Q15-18 Earth’s Oceans–A Climate Change Indicator

Text cues graph

Open this source set or cluster

Orbital evidence

ESS_2026_08 Q38-41 Full Supermoon Events in 2024

Text cues graph|table|model|photograph

Open this source set or cluster

ESS_2026_08 Q1-4 Cyclic Patterns

Text cues graph|table|model

Open this source set or cluster

Resources and decisions

ESS_2026_08 Q23-27 Carbon Emissions in Industry

Text cues table|model|map

Open this source set or cluster

ESS_2026_06 Q1-4 Iceland Hotspot

Text cues table|map

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Climate and energy / ESS-N01

Practice evidence A reflects 25% and absorbs 600 W/m². B reflects 60% and absorbs 320 W/m².

ESS_2026_08_43 public question

Official published mapping

Verification route live map row match

Weather and circulation / ESS-N02

Practice evidence Surface air flows from water toward land, rises over land, returns aloft toward water, and descends over water in the simplified model.

ESS_2026_08_44 public question

Official published mapping

Verification route live map row match

Plate tectonics / ESS-N03

Practice evidence 200 km/2 million years=0.1 m/year=10 cm/year. The Z pair gives the same estimate.

ESS_2026_08_35 public question

Official published mapping

Verification route live map row match

Water and Earth materials / ESS-N04

Practice evidence Use replicate columns, equal geometry, starting dryness, input volume and time. Change grain size while controlling packing and material composition as closely as feasible.

ESS_2026_08_20 public question

Official published mapping

Verification route live map row match

Orbital evidence / ESS-N05

Practice evidence The intervals are six days, giving a modeled six-day period.

ESS_2026_08_41 public question

Official published mapping

Verification route live map row match

Resources and decisions / ESS-N06

Practice evidence A costs about $1667 per tonne and fits the budget. B costs $1875 per tonne and exceeds it.

ESS_2026_08_27 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Link a circulation change to weather

ESS_2026_06 Q14 | Published result 1 credit criterion

Observed evidence

The guide requires both a change in the polar jet stream pattern and a corresponding weather change.

Possible interpretation

A student may describe the map correctly but stop before explaining the weather consequence.

Diagnostic prompt

Trace the air movement toward the region. How does that change local conditions?

Teaching move

Trace the pathway on the map, then write one sentence linking circulation to the weather in a named area.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Track two Earth systems

ESS_2026_06 Q30 | Published result 1 credit criterion

Observed evidence

The point requires two systems and two accurate descriptions of urbanization’s effect on the water cycle.

Possible interpretation

A repeated term such as runoff may hide that only one system or one effect has been addressed.

Diagnostic prompt

Where did the water go? Which second system gained or lost water, and by what process?

Teaching move

Use a before-and-after pathway. Label each Earth system and explain two different changes.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Connect transit duration to a model

ESS_2026_06 Q46 | Published result 1 credit criterion

Observed evidence

The guide specifies an acceptable duration range for each star and requires an explanatory relationship. It distinguishes the star 16B from the planet 16b.

Possible interpretation

A reversal may be a labeling or graph-reading issue rather than a misconception about orbital motion.

Diagnostic prompt

Point to each dip and read its duration. Which object is crossing which disk?

Teaching move

Separate graph reading from model explanation. Mark entry and exit before comparing duration and disk size.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
ESS-N01 A roof and its energy budget	Calculate reflected fractions and absorbed solar energy per square meter.	Double roof area. Distinguish energy per square meter from total power.
ESS-N02 The afternoon shore breeze	Draw a circulation model with surface and upper-level arrows.	Reverse the nighttime surface temperature contrast and revise the arrows.
ESS-N03 A moving plate, a time pattern	Estimate the modeled plate speed in centimeters per year.	Introduce a bend in the chain while retaining ages. Identify a possible change in plate motion.
ESS-N04 Water through a sediment column	Design a repeated comparison to test the effect of grain size.	Change grain size and packing together. Explain why the cause of a changed drainage rate becomes harder to identify.
ESS-N05 A repeated dimming	Infer the modeled orbital period.	Make the intervals 6, 6 and 12 days. Propose a missed observation and a competing model.
ESS-N06 Recycling under constraints	Compare cost per recovered tonne and budget feasibility.	Add a reuse option and specify the comparable evidence needed to evaluate all three.

Retained three-week Studio sequence

Week 1 session 1 Read a stream record

Week 1 session 2 Decode a contour crossing

Week 2 session 3 Use relative time evidence

Week 2 session 4 Explain a seasonal difference

Week 3 session 5 Infer motion from paired locations

Week 3 session 6 Make a watershed decision

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

ESS-N01 A roof and its energy budget

Treating an energy-flux difference as an equal numerical temperature difference. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

ESS-N02 The afternoon shore breeze

Equating the motion of warm rising air with the horizontal wind direction. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

ESS-N03 A moving plate, a time pattern

Reading the age sequence as evidence that all islands erupted at the same time. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

ESS-N04 Water through a sediment column

Equating high porosity with guaranteed rapid drainage without considering pore connection and water retention. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

ESS-N05 A repeated dimming

Equating transit duration with the full orbital period. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

ESS-N06 Recycling under constraints

Treating a single cost-benefit ratio as a complete account of environmental and social consequences. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Physical Science: Chemistry atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Tue Jan 26 · 1:15 p.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
0	1	1	98

What the available design supports

The current NYSP12SLS blueprint gives chemical reactions 36–46%, structures/properties 30–40%, energy 10–14%, waves 5–7%, matter/energy in organisms 2–5% and engineering 5–11%. Questions are grouped around phenomena.

The two available forms had 11 clusters each. June contexts included beverages, blood equilibria and fabric. August included semiconductors, pool water and catalytic converters. Practice relating a macroscopic observation to a particle model and a data trend.

First January for the new exam. The 14 legacy chemistry forms measure a different design; older reference-table frequency cannot estimate the new cluster mix.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Atomic structure and properties	CHEM_NEW-N01 The order on the periodic table
Interparticle forces	CHEM_NEW-N02 What the boiling evidence can show
Reaction models	CHEM_NEW-N03 Conservation on both sides
Chemical energy	CHEM_NEW-N04 A system that warms its surroundings
Reaction rate	CHEM_NEW-N05 Which evidence measures rate?
Solutions	CHEM_NEW-N06 A concentration threshold

Blueprint and score contribution

Component	Range or maximum	Unit
Structures and Properties of Matter	30.0 to 40.0	percent of test
Chemical Reactions	36.0 to 46.0	percent of test
Energy	10.0 to 14.0	percent of test
Waves and Electromagnetic Radiation	5.0 to 7.0	percent of test
Matter and Energy in Organisms and Ecosystems	2.0 to 5.0	percent of test
Engineering Design	5.0 to 11.0	percent of test
Phenomenon-based clusters	9.0 to 11.0	clusters
Selected response	60.0 to 60.0	approx percent items
Constructed response	40.0 to 40.0	approx percent items
Required-investigation-linked questions	15.0 to 15.0	approx percent items

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
HS-ETS1-1 Define a design problem	0/0	0/1	1/1	1/2
HS-ETS1-2 Break down a complex problem	0/0	1/1	1/1	2/2
HS-ETS1-3 Evaluate trade-offs among solutions	0/0	1/1	1/1	2/2
HS-LS1-5 Photosynthesis and energy	0/0	1/1	1/1	2/2
HS-PS1-1 Periodicity and element properties	0/0	1/1	1/1	2/2
HS-PS1-10 Solution properties	0/0	1/1	1/1	2/2
HS-PS1-11 Acids and bases	0/0	1/1	1/1	2/2
HS-PS1-12 Electron transfer and energy	0/0	1/1	1/1	2/2
HS-PS1-2 Explain chemical reactions	0/0	1/1	1/1	2/2
HS-PS1-3 Bulk properties and interparticle forces	0/0	1/1	1/1	2/2
HS-PS1-4 Energy changes in chemical reactions	0/0	0/1	1/1	1/2
HS-PS1-5 Conditions affecting reaction rate	0/0	1/1	1/1	2/2
HS-PS1-6 Optimize equilibrium outcomes	0/0	1/1	1/1	2/2
HS-PS1-7 Conservation of mass in reactions	0/0	1/1	1/1	2/2
HS-PS1-8 Nuclear processes	0/0	1/1	1/1	2/2
HS-PS1-9 Gas behavior	0/0	1/1	1/1	2/2

Published code / label	Jan	June	Aug	All
HS-PS2-6 Structure and function of materials	0/0	1/1	1/1	2/2
HS-PS3-1 Quantify energy changes	0/0	1/1	1/1	2/2
HS-PS3-5 Forces and energy in fields	0/0	1/1	1/1	2/2
HS-PS4-4 Effects of electromagnetic radiation	0/0	1/1	1/1	2/2

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Atomic structure and properties

HS-PS1-1
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed element comparison using periodic trend comparison. Preserve the target relationship and change the setting.

Interparticle forces

HS-PS1-3
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed property investigation using surface tension data. Preserve the target relationship and change the setting.

Reaction models

HS-PS1-7
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis atom-count model using combustion model. Preserve the target relationship and change the setting.

Chemical energy

HS-PS1-4
January 0/0 | June 0/1 | August 1/1

Pooled planning probability 50.0% for a union of named codes in 1/2 forms. Nominal observed-prevalence interval 9%-91%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed thermal evidence using dissolving heat pack. Preserve the target relationship and change the setting.

Reaction rate

HS-PS1-5
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed reaction data using catalyst comparison. Preserve the target relationship and change the setting.

Solutions

HS-PS1-10
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed solution data using dilution preparation. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Atomic structure and properties

CHEM_NEW_2026_08 Q39-43 Parade of Balloons

Text cues model

Open this source set or cluster

CHEM_NEW_2026_08 Q14-17 Semiconductors

Open this source set or cluster

Interparticle forces

CHEM_NEW_2026_08 Q34-38 Get a Whiff of That!

Open this source set or cluster

CHEM_NEW_2026_06 Q46-50 Indoor Air Pollution

Text cues model

Open this source set or cluster

Reaction models

CHEM_NEW_2026_08 Q30-33 Catalytic Converter in Cars

Text cues diagram

Open this source set or cluster

CHEM_NEW_2026_08 Q26-29 The ABCs of Ultraviolet Radiation

Text cues model

Open this source set or cluster

Chemical energy

CHEM_NEW_2026_08 Q30-33 Catalytic Converter in Cars

Text cues diagram

Open this source set or cluster

Reaction rate

CHEM_NEW_2026_08 Q44-48 Safe Transport of Drinking Water

Text cues model

Open this source set or cluster

CHEM_NEW_2026_08 Q34-38 Get a Whiff of That!

Open this source set or cluster

Solutions

CHEM_NEW_2026_08 Q34-38 Get a Whiff of That!

Open this source set or cluster

CHEM_NEW_2026_08 Q26-29 The ABCs of Ultraviolet Radiation

Text cues model

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Atomic structure and properties / CHEM_NEW-N01

Practice evidence X tends to lose one electron, forming +1; Y gains one, forming -1.

CHEM_NEW_2026_08_39 public question

Official published mapping

Verification route live map row match

Interparticle forces / CHEM_NEW-N02

Practice evidence The 95°C liquid is consistent with stronger attractions under the supplied conditions.

CHEM_NEW_2026_08_36 public question

Official published mapping

Verification route live map row match

Reaction models / CHEM_NEW-N03

Practice evidence 2H2 + O2 -> 2H2O.

CHEM_NEW_2026_08_31 public question

Official published mapping

Verification route live map row match

Chemical energy / CHEM_NEW-N04

Practice evidence Energy transfers from the reaction system to the surroundings, consistent with an exothermic reaction.

CHEM_NEW_2026_08_32 public question

Official published mapping

Verification route live map row match

Reaction rate / CHEM_NEW-N05

Practice evidence A produces 20 mL in 10 s, averaging 2 mL/s. B produces 35 mL, averaging 3.5 mL/s.

CHEM_NEW_2026_08_48 public question

Official published mapping

Verification route live map row match

Solutions / CHEM_NEW-N06

Practice evidence A is 6 g/100 mL and exceeds the target. B is 3 g/100 mL and meets it.

CHEM_NEW_2026_08_38 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Conserve atoms using coefficients

CHEM_NEW_2026_06 Q15 | Published result 1 credit criterion

Observed evidence

The guide requires the balanced reaction. An equivalent display is checked against the item’s coefficient conditions.

Possible interpretation

A student may alter subscripts to balance counts, thereby changing the substances.

Diagnostic prompt

Count atoms on both sides. Which change alters the number of particles without changing their identities?

Teaching move

Represent each formula as an intact particle card. Duplicate cards to balance the atoms.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Use comparative evidence for a rate claim

CHEM_NEW_2026_06 Q28 | Published result 1 credit criterion

Observed evidence

The item requires a refutation supported by numerical evidence about reaction time. A comparison can be shown by two data pairs or appropriate comparative language.

Possible interpretation

A temperature value by itself may be accurate but leave reaction time and its direction unstated.

Diagnostic prompt

At the higher temperature, what happened to the time for the same endpoint? Which numbers show it?

Teaching move

Align temperature and time in paired rows. Compare before interpreting a shorter time as a faster process.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Compare measured values with a threshold

CHEM_NEW_2026_06 Q37 | Published result 1 credit criterion

Observed evidence

The guide links its safety judgment about the exam samples to their concentrations relative to the supplied limit. It accepts a supported comparison without requiring both numbers to be recopied.

Possible interpretation

A student may repeat the word safe without relating the samples to the criterion.

Diagnostic prompt

What limit did the prompt give, and on which side of it does each sample fall?

Teaching move

Place the threshold and samples on one number line. Ask for a decision supported by their positions.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
CHEM_NEW-N01 The order on the periodic table	Predict the common ion charge for each in an ionic compound.	Replace Y with a model atom having six valence electrons and revise the ratio.
CHEM_NEW-N02 What the boiling evidence can show	Use the evidence to compare interparticle attractions.	Change external pressure and explain why the original temperatures require a controlled comparison.
CHEM_NEW-N03 Conservation on both sides	Balance the equation using coefficients.	Use a particle diagram with four H2 and one O2. Identify the excess substance after reaction.
CHEM_NEW-N04 A system that warms its surroundings	Identify the transfer direction and classify the modeled reaction.	Add a catalyst and revise the path while keeping the net energy difference.
CHEM_NEW-N05 Which evidence measures rate?	Compare the initial observed rates over 0 to 10 seconds.	Change surface area while holding temperature fixed and design a fair comparison.
CHEM_NEW-N06 A concentration threshold	Compare each sample with the target using a common basis.	Provide a solution with a different total mass but the same concentration and compare the decisions.

Retained three-week Studio sequence

Week 1 session 1 Follow atoms through a model

Week 1 session 2 Temperature and the system boundary

Week 2 session 3 Link a model to conductivity

Week 2 session 4 Interpret a reaction-rate curve

Week 3 session 5 Read a reversible change

Week 3 session 6 Choose a model with evidence

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

CHEM_NEW-N01 The order on the periodic table

Thinking a neutral atom changes its element when it forms an ion. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

CHEM_NEW-N02 What the boiling evidence can show

Explaining boiling by breaking all bonds inside molecules. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

CHEM_NEW-N03 Conservation on both sides

Changing a subscript to make the atom counts match. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

CHEM_NEW-N04 A system that warms its surroundings

Treating energy released overall as evidence that no activation barrier exists. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

CHEM_NEW-N05 Which evidence measures rate?

Using final product amount as the sole measure of reaction speed. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, GLOBAL2-N02 Mechanization and the household

CHEM_NEW-N06 A concentration threshold

Comparing masses directly while ignoring different solution volumes. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Physical Science: Physics atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Wed Jan 27 · 1:15 p.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
0	1	0	50

What the available design supports

The NYSP12SLS blueprint gives 26–38% each to energy and waves/electromagnetic radiation, 20–32% to forces/interactions and 5–11% to engineering. Clusters can combine measurement, models and written reasoning.

The single public form included pendulum motion, heat exchange, helmet design, cell-phone optics and voice recognition. It had ten clusters, 31 selected responses and 19 constructed responses. Nine clusters contained an explicit diagram cue.

Only June 2026 is available in the corpus. The August schedule supplied no same-design form. January will be the first winter test, so all month comparisons are unestimated.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Forces and motion	PHYS_NEW-N01 A cart with competing forces
Momentum and design	PHYS_NEW-N02 A landing pad that spreads a stop
Energy accounting	PHYS_NEW-N03 Energy before the gate
Electrical energy	PHYS_NEW-N04 Two lamps on a supply
Waves	PHYS_NEW-N05 A wave crosses a boundary
Nuclear processes	PHYS_NEW-N06 Two nuclear representations

Blueprint and score contribution

Component	Range or maximum	Unit
Structure and Properties of Matter	2.0 to 5.0	percent of test
Forces and Interactions	20.0 to 32.0	percent of test
Energy	26.0 to 38.0	percent of test
Waves and Electromagnetic Radiation	26.0 to 38.0	percent of test
Earth and Space Systems	2.0 to 8.0	percent of test
Engineering Design	5.0 to 11.0	percent of test
Phenomenon-based clusters	9.0 to 11.0	clusters
Selected response	60.0 to 60.0	approx percent items
Constructed response	40.0 to 40.0	approx percent items
Required-investigation-linked questions	15.0 to 15.0	approx percent items

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
HS-ESS1-2 Evidence about the early universe	0/0	1/1	0/0	1/1
HS-ETS1-1 Define a design problem	0/0	1/1	0/0	1/1
HS-ETS1-2 Break down a complex problem	0/0	1/1	0/0	1/1
HS-ETS1-3 Evaluate trade-offs among solutions	0/0	1/1	0/0	1/1
HS-PS1-8 Nuclear processes	0/0	1/1	0/0	1/1
HS-PS2-1 Force, mass and acceleration	0/0	1/1	0/0	1/1
HS-PS2-2 Momentum conservation	0/0	1/1	0/0	1/1
HS-PS2-3 Design for collision forces	0/0	1/1	0/0	1/1
HS-PS2-4 Gravitational and electrostatic forces	0/0	1/1	0/0	1/1
HS-PS3-1 Quantify energy changes	0/0	1/1	0/0	1/1
HS-PS3-2 Models of energy at different scales	0/0	1/1	0/0	1/1
HS-PS3-3 Design an energy-converting device	0/0	1/1	0/0	1/1
HS-PS3-4 Energy transfer and thermal equilibrium	0/0	1/1	0/0	1/1
HS-PS3-5 Forces and energy in fields	0/0	1/1	0/0	1/1
HS-PS3-6 Circuits and Ohm’s law	0/0	1/1	0/0	1/1
HS-PS4-1 Wave speed, frequency and wavelength	0/0	1/1	0/0	1/1

Published code / label	Jan	June	Aug	All
HS-PS4-2 Digital transmission and storage	0/0	1/1	0/0	1/1
HS-PS4-3 Wave and particle models of light	0/0	1/1	0/0	1/1
HS-PS4-4 Effects of electromagnetic radiation	0/0	1/1	0/0	1/1
HS-PS4-5 Wave-based information technologies	0/0	1/1	0/0	1/1
HS-PS4-6 Image formation using lenses and mirrors	0/0	1/1	0/0	1/1

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Forces and motion

HS-PS2-1
January 0/0 | June 1/1 | August 0/0

Pooled planning probability 66.7% for a union of named codes in 1/1 forms. Nominal observed-prevalence interval 21%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed motion data using elevator force model. Preserve the target relationship and change the setting.

Momentum and design

HS-PS2-3
January 0/0 | June 1/1 | August 0/0

Pooled planning probability 66.7% for a union of named codes in 1/1 forms. Nominal observed-prevalence interval 21%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed force-time models using helmet liner. Preserve the target relationship and change the setting.

Energy accounting

HS-PS3-1
January 0/0 | June 1/1 | August 0/0

Pooled planning probability 66.7% for a union of named codes in 1/1 forms. Nominal observed-prevalence interval 21%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed energy budget using thermal storage. Preserve the target relationship and change the setting.

Electrical energy

HS-PS3-6
January 0/0 | June 1/1 | August 0/0

Pooled planning probability 66.7% for a union of named codes in 1/1 forms. Nominal observed-prevalence interval 21%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed circuit using heater efficiency. Preserve the target relationship and change the setting.

Waves

HS-PS4-1
January 0/0 | June 1/1 | August 0/0

Pooled planning probability 66.7% for a union of named codes in 1/1 forms. Nominal observed-prevalence interval 21%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed wave data using sound in materials. Preserve the target relationship and change the setting.

Nuclear processes

HS-PS1-8
January 0/0 | June 1/1 | August 0/0

Pooled planning probability 66.7% for a union of named codes in 1/1 forms. Nominal observed-prevalence interval 21%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed particle model using radioactive isotope model. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Forces and motion

PHYS_NEW_2026_06 Q46-50 Charged Drops

Text cues table|diagram

Open this source set or cluster

PHYS_NEW_2026_06 Q36-40 From Astro Blaster to Supernova

Text cues graph|model|diagram

Open this source set or cluster

Momentum and design

PHYS_NEW_2026_06 Q15-20 Motorcycle Helmets

Text cues graph|diagram

Open this source set or cluster

Energy accounting

PHYS_NEW_2026_06 Q36-40 From Astro Blaster to Supernova

Text cues graph|model|diagram

Open this source set or cluster

Electrical energy

PHYS_NEW_2026_06 Q30-35 Flashlight Physics

Text cues model|diagram

Open this source set or cluster

Waves

PHYS_NEW_2026_06 Q41-45 Voice Recognition Software

Text cues graph|table|model|diagram

Open this source set or cluster

PHYS_NEW_2026_06 Q30-35 Flashlight Physics

Text cues model|diagram

Open this source set or cluster

Nuclear processes

PHYS_NEW_2026_06 Q21-24 Emission Spectra and Nuclear Fusion

Text cues table|model|diagram

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Forces and motion / PHYS_NEW-N01

Practice evidence Net force is 12 N east, giving acceleration 3 m/s² east.

PHYS_NEW_2026_06_37 public question

Official published mapping

Verification route live map row match

Momentum and design / PHYS_NEW-N02

Practice evidence Both impulses are (1/2)(base)(peak)=16 N s.

PHYS_NEW_2026_06_20 public question

Official published mapping

Verification route live map row match

Energy accounting / PHYS_NEW-N03

Practice evidence 120-30-20=70 J kinetic energy.

PHYS_NEW_2026_06_36 public question

Official published mapping

Verification route live map row match

Electrical energy / PHYS_NEW-N04

Practice evidence I6=2 A and I3=4 A; total 6 A.

PHYS_NEW_2026_06_32 public question

Official published mapping

Verification route live map row match

Waves / PHYS_NEW-N05

Practice evidence lambdaA=4 m and lambdaB=2 m from v=f*lambda.

PHYS_NEW_2026_06_26 public question

Official published mapping

Verification route live map row match

Nuclear processes / PHYS_NEW-N06

Practice evidence A models fission; B models fusion.

PHYS_NEW_2026_06_24 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Represent a force with direction and magnitude

PHYS_NEW_2026_06 Q4 | Published result 1 credit criterion

Observed evidence

The accepted response combines a downward arrow with a net force from 1.4 through 1.5 N. Exact placement on the dot is flexible.

Possible interpretation

An accurate magnitude can coexist with confusion between motion direction and net-force direction.

Diagnostic prompt

If the object is moving one way, must its acceleration point that way? Which direction does the net force indicate here?

Teaching move

Sketch separate velocity and force arrows, then annotate the force vector with its measured magnitude.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Select the design using the relevant peak

PHYS_NEW_2026_06 Q20 | Published result 1 credit criterion

Observed evidence

The guide requires Helmet 3 and an explanation based on its smaller maximum force or acceleration in the impact comparison.

Possible interpretation

A student may choose the right helmet by appearance or conflate peak force with total impulse.

Diagnostic prompt

Which table entry establishes the smallest maximum acceleration? How does that relate to force for the same mass?

Teaching move

Compare the maximum-acceleration entries before discussing force. In a separate force-time example compare the areas.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Construct the image with rays

PHYS_NEW_2026_06 Q25 | Published result 1 credit criterion

Observed evidence

The guide requires a constructed, inverted image between F and 2F. A correct word describing orientation supplies only part of the graphical evidence.

Possible interpretation

The student may recall the image rule without being able to construct its position.

Diagnostic prompt

Which two rays determine the tip of the image? Where should they cross?

Teaching move

Draw one valid ray at a time. Locate the intersection and use it to set orientation and height.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
PHYS_NEW-N01 A cart with competing forces	Represent the forces and find net force and acceleration.	Keep the same forces but begin with the cart moving west. Describe its initial change in speed.
PHYS_NEW-N02 A landing pad that spreads a stop	Compare impulses using the areas.	Require a maximum thickness or stopping distance and explain the new trade-off.
PHYS_NEW-N03 Energy before the gate	Find kinetic energy at the gate.	Write a boundary-explicit diagram for cart alone versus cart plus track.
PHYS_NEW-N04 Two lamps on a supply	Calculate each branch current and total current.	Give the supply an internal resistance and identify which prediction needs revision.
PHYS_NEW-N05 A wave crosses a boundary	Find wavelength in each medium.	Double source frequency while keeping medium speeds fixed and revise the wavelengths.
PHYS_NEW-N06 Two nuclear representations	Distinguish the processes.	Replace B with a radioactive decay. Identify what additional particles or radiation must be represented.

Retained three-week Studio sequence

Week 1 session 1 Two force curves, one change in motion

Week 1 session 2 Where the energy went

Week 2 session 3 Use evidence from a wave

Week 2 session 4 Test a lens claim

Week 3 session 5 Read electrical power as evidence

Week 3 session 6 Choose a design under two constraints

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

PHYS_NEW-N01 A cart with competing forces

Using the largest single force as the net force or confusing acceleration with velocity. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

PHYS_NEW-N02 A landing pad that spreads a stop

Choosing by peak alone without checking whether the stopping requirement is comparable. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

PHYS_NEW-N03 Energy before the gate

Treating decreased mechanical energy as destruction of energy. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

PHYS_NEW-N04 Two lamps on a supply

Splitting voltage between parallel branches as if the circuit were series. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

PHYS_NEW-N05 A wave crosses a boundary

Holding wavelength constant and changing frequency at the boundary. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

PHYS_NEW-N06 Two nuclear representations

Interpreting a lower product rest mass as a failure of total mass-energy conservation. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Physical Setting/Chemistry atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Tue Jan 26 · 1:15 p.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
4	5	5	1190

What the available design supports

The legacy blueprint is a separate January option. The 14 public forms each have 85 scoring slots, with 50 selected responses and 35 constructed-response slots. Multiple official mappings can attach to the same slot.

MC slots explicitly mapped to the 2011 reference tables averaged 20.5 in January, 22.4 in June and 19.8 in August. In January 2026, students worked with a gas sample, a cooling investigation, electrochemistry and neutralization in written-response sets.

The reference-table tag can accompany a content or process tag. Adding percentages across these tags double counts items. The new chemistry exam uses a different reference resource.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Atomic identity	CHEM_LEG-N01 Isotopes in a sample
Oxidation and reduction	CHEM_LEG-N02 Count the electrons
Gas relationships	CHEM_LEG-N03 A gas model has a condition
Dynamic equilibrium	CHEM_LEG-N04 The amount still dissolving
Solutions and quantities	CHEM_LEG-N05 A dilution with a final volume
Energy transfer	CHEM_LEG-N06 Heat in an insulated cup

Blueprint and score contribution

The legacy blueprint is a separate January option. The 14 public forms each have 85 scoring slots, with 50 selected responses and 35 constructed-response slots. Multiple official mappings can attach to the same slot. The source corpus describes printed slots. It does not create an updated blueprint or a January seasonal estimate for restricted material.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
Reference Tables / 2011 Edition	4/4	5/5	5/5	14/14
Standard 1 / Math Key Idea 1	4/4	5/5	5/5	14/14
Standard 1 / Math Key Idea 2	4/4	5/5	5/5	14/14
Standard 1 / Math Key Idea 3	4/4	5/5	5/5	14/14
Standard 1 / Science Inquiry Key Idea 1	4/4	5/5	5/5	14/14
Standard 1 / Science Inquiry Key Idea 2	2/4	0/5	0/5	2/14
Standard 1 / Science Inquiry Key Idea 3	4/4	5/5	5/5	14/14
Standard 2 / Key Idea 1	1/4	0/5	0/5	1/14
Standard 2 / Key Idea 2	0/4	0/5	1/5	1/14
Standard 4 / Key Idea 3	4/4	5/5	5/5	14/14
Standard 4 / Key Idea 4	4/4	5/5	5/5	14/14
Standard 4 / Key Idea 5	4/4	5/5	5/5	14/14
Standard 4 Process Skills / Key Idea 3	4/4	5/5	5/5	14/14
Standard 4 Process Skills / Key Idea 4	4/4	5/5	5/5	14/14
Standard 4 Process Skills / Key Idea 5	4/4	5/5	5/5	14/14
Standard 6 / Key Idea 1	2/4	3/5	0/5	5/14
Standard 6 / Key Idea 2	4/4	4/5	5/5	13/14
Standard 6 / Key Idea 3	4/4	3/5	3/5	10/14
Standard 6 / Key Idea 4	1/4	1/5	3/5	5/14
Standard 6 / Key Idea 5	4/4	2/5	3/5	9/14

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Atomic identity

Standard 4 / Key Idea 3
January 4/4 | June 5/5 | August 5/5

Pooled planning probability 93.8% for a union of named codes in 14/14 forms. Nominal observed-prevalence interval 78%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed isotope data using isotope abundance graph. Preserve the target relationship and change the setting.

Oxidation and reduction

Standard 4 / Key Idea 3
January 4/4 | June 5/5 | August 5/5

Pooled planning probability 93.8% for a union of named codes in 14/14 forms. Nominal observed-prevalence interval 78%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis half-reaction model using metal-ion reaction. Preserve the target relationship and change the setting.

Gas relationships

Standard 4 / Key Idea 3
January 4/4 | June 5/5 | August 5/5

Pooled planning probability 93.8% for a union of named codes in 14/14 forms. Nominal observed-prevalence interval 78%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed gas data using gas syringe. Preserve the target relationship and change the setting.

Dynamic equilibrium

Standard 4 / Key Idea 3
January 4/4 | June 5/5 | August 5/5

Pooled planning probability 93.8% for a union of named codes in 14/14 forms. Nominal observed-prevalence interval 78%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed rate table using saturated solution. Preserve the target relationship and change the setting.

Solutions and quantities

Standard 4 / Key Idea 3
January 4/4 | June 5/5 | August 5/5

Pooled planning probability 93.8% for a union of named codes in 14/14 forms. Nominal observed-prevalence interval 78%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed preparation using neutralization data. Preserve the target relationship and change the setting.

Energy transfer

Standard 4 / Key Idea 4
January 4/4 | June 5/5 | August 5/5

Pooled planning probability 93.8% for a union of named codes in 14/14 forms. Nominal observed-prevalence interval 78%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed calorimetry using heating curve. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

This route has item-level codes and public questions, with no inherited cluster-format catalog. Use the linked exemplars on the next page.

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Atomic identity / CHEM_LEG-N01

Practice evidence 0.75(20)+0.25(22)=20.5 u.

CHEM_LEG_2026_08_85 public question

Official published mapping

Verification route Atlas source-linked mapping

Oxidation and reduction / CHEM_LEG-N02

Practice evidence Mg -> Mg2+ + 2e-.

CHEM_LEG_2026_08_85 public question

Official published mapping

Verification route Atlas source-linked mapping

Gas relationships / CHEM_LEG-N03

Practice evidence V2=2.0(450/300)=3.0 L.

CHEM_LEG_2026_08_85 public question

Official published mapping

Verification route Atlas source-linked mapping

Dynamic equilibrium / CHEM_LEG-N04

Practice evidence Forward and reverse changes continue while their effects on amounts cancel.

CHEM_LEG_2026_08_85 public question

Official published mapping

Verification route Atlas source-linked mapping

Solutions and quantities / CHEM_LEG-N05

Practice evidence n=2.0(0.025)=0.050 mol.

CHEM_LEG_2026_08_85 public question

Official published mapping

Verification route Atlas source-linked mapping

Energy transfer / CHEM_LEG-N06

Practice evidence q=50(4.18)(6)=1254 J.

CHEM_LEG_2026_08_75 public question

Official published mapping

Verification route Atlas source-linked mapping

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Account for transferred electrons

CHEM_LEG_2026_06 Q58 | Published result 1 credit criterion

Observed evidence

The guide describes an equality between the number of electrons lost by beryllium and gained by fluorine.

Possible interpretation

A student may know which species loses electrons but miss the quantitative relationship.

Diagnostic prompt

Count electrons lost and gained for the whole reaction. How can the totals be checked?

Teaching move

Write the two electron counts side by side and rescale the half-reactions until they agree.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Separate element identity from isotope mass

CHEM_LEG_2026_06 Q68 | Published result 1 credit criterion

Observed evidence

Both europium isotopes have 63 protons. The guide distinguishes their neutron counts.

Possible interpretation

A student may interpret the mass-number change as a change in charge or element identity.

Diagnostic prompt

What must stay fixed for both atoms to be europium? What can change?

Teaching move

Build a proton-neutron-electron table for two isotopes, then change the charge of just one to contrast ion formation.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Explain dynamic equilibrium

CHEM_LEG_2026_06 Q80 | Published result 1 credit criterion

Observed evidence

The guide describes equilibrium through equal forward and reverse reaction rates.

Possible interpretation

A local answer claiming equal amounts or stopped reactions suggests a question about rate versus quantity.

Diagnostic prompt

Can two containers have different numbers of particles while particles transfer at equal rates?

Teaching move

Draw unequal populations with equal transfer arrows. Change the transfer rates and predict how the counts evolve.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
CHEM_LEG-N01 Isotopes in a sample	Find the weighted average atomic mass.	Change the abundance of X-22 to 50% and revise the mean.
CHEM_LEG-N02 Count the electrons	Complete the half-reaction.	Write the reverse half-reaction and explain the classification.
CHEM_LEG-N03 A gas model has a condition	Calculate the final volume.	Hold volume fixed instead and compare the pressure ratio.
CHEM_LEG-N04 The amount still dissolving	Explain why stable amounts can coexist with continuing reactions.	Add reactant and describe the initial imbalance before a new equilibrium.
CHEM_LEG-N05 A dilution with a final volume	Find the initial amount of solute in moles.	Prepare the same final concentration using a different starting volume and justify the proportional relationship.
CHEM_LEG-N06 Heat in an insulated cup	Calculate energy gained by water.	Double the water mass with the same energy input and predict the temperature rise.

Retained three-week Studio sequence

Week 1 session 1 Use a small reference table

Week 1 session 2 Use electron accounting

Week 2 session 3 Track a redox change

Week 2 session 4 Check a mole ratio

Week 3 session 5 Connect neutralization to quantity

Week 3 session 6 Read data before applying a rule

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

CHEM_LEG-N01 Isotopes in a sample

Taking the unweighted mean of isotope masses or changing proton number. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

CHEM_LEG-N02 Count the electrons

Balancing atoms while leaving electrical charge unbalanced. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

CHEM_LEG-N03 A gas model has a condition

Using Celsius ratios in an absolute-temperature gas relationship. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

CHEM_LEG-N04 The amount still dissolving

Describing equilibrium as both reactions stopping. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

CHEM_LEG-N05 A dilution with a final volume

Using 75 mL of added solvent as the final solution volume. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

CHEM_LEG-N06 Heat in an insulated cup

Using the final temperature as the temperature change. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.

NOVEMBER 2026 / JANUARY 2027 PLANNING

Physical Setting/Physics atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Wed Jan 27 · 1:15 p.m. · restricted | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
0	5	0	425

What the available design supports

NYSED marks the January 2027 legacy Physics form restricted. The available historical public booklets here are June forms. They provide examples of the legacy response formats and reference-table use.

The five public June forms each have 85 scoring slots. June 2026 includes a spring graph, point charges, photon emission, a roller-coaster energy situation, a circuit and a light ray crossing an interface. Several numbered slots share one underlying prompt.

No public January or August form in this series in the five-year window. The engine supplies June descriptions and abstains from a seasonal estimate. A restricted administration is never treated as a zero.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Mechanical energy	PHYS_LEG-N01 A spring with two energy routes
Electrical energy	PHYS_LEG-N02 A circuit with a carried result
Wave behavior	PHYS_LEG-N03 A ray measured from which line?
Motion and forces	PHYS_LEG-N04 The vector survives the calculation
Modern physics	PHYS_LEG-N05 A photon between two levels
Fields and interactions	PHYS_LEG-N06 The charge-distance comparison

Blueprint and score contribution

NYSED marks the January 2027 legacy Physics form restricted. The available historical public booklets here are June forms. They provide examples of the legacy response formats and reference-table use. The source corpus describes printed slots. It does not create an updated blueprint or a January seasonal estimate for restricted material.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
Standard 1 / Math Key Idea 1	0/0	5/5	0/0	5/5
Standard 1 / Math Key Idea 2	0/0	5/5	0/0	5/5
Standard 1 / Math Key Idea 3	0/0	5/5	0/0	5/5
Standard 1 / Science Inquiry Key Idea 1	0/0	2/5	0/0	2/5
Standard 1 / Science Inquiry Key Idea 2	0/0	1/5	0/0	1/5
Standard 1 / Science Inquiry Key Idea 3	0/0	3/5	0/0	3/5
Standard 4 / 4.1	0/0	5/5	0/0	5/5
Standard 4 / 4.3	0/0	5/5	0/0	5/5
Standard 4 / 5.1	0/0	5/5	0/0	5/5
Standard 4 / 5.3	0/0	5/5	0/0	5/5
Standard 4 Process Skills / 4.1	0/0	5/5	0/0	5/5
Standard 4 Process Skills / 4.3	0/0	5/5	0/0	5/5
Standard 4 Process Skills / 5.1	0/0	5/5	0/0	5/5
Standard 4 Process Skills / 5.3	0/0	4/5	0/0	4/5
Standard 6 / Key Idea 1	0/0	2/5	0/0	2/5
Standard 6 / Key Idea 2	0/0	4/5	0/0	4/5
Standard 6 / Key Idea 3	0/0	4/5	0/0	4/5
Standard 6 / Key Idea 4	0/0	2/5	0/0	2/5
Standard 6 / Key Idea 5	0/0	2/5	0/0	2/5
Standard 6 / Key Idea 6	0/0	1/5	0/0	1/5

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Mechanical energy

Standard 4 / 4.1
January 0/0 | June 5/5 | August 0/0

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed spring data using spring launcher. Preserve the target relationship and change the setting.

Electrical energy

Standard 4 / 4.1
January 0/0 | June 5/5 | August 0/0

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed series circuit using series-parallel circuit. Preserve the target relationship and change the setting.

Wave behavior

Standard 4 / 4.3
January 0/0 | June 5/5 | August 0/0

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed refraction model using lens ray diagram. Preserve the target relationship and change the setting.

Motion and forces

Standard 4 / 5.1
January 0/0 | June 5/5 | August 0/0

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed momentum using collision model. Preserve the target relationship and change the setting.

Modern physics

Standard 4 / 5.3
January 0/0 | June 5/5 | August 0/0

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed energy-level model using photoelectric threshold. Preserve the target relationship and change the setting.

Fields and interactions

Standard 4 / 5.1
January 0/0 | June 5/5 | August 0/0

Pooled planning probability 85.7% for a union of named codes in 5/5 forms. Nominal observed-prevalence interval 57%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed electrostatic model using field-line diagram. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

This route has item-level codes and public questions, with no inherited cluster-format catalog. Use the linked exemplars on the next page.

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Mechanical energy / PHYS_LEG-N01

Practice evidence E=(1/2)kx²=1.0 J.

PHYS_LEG_2026_06_76 public question

Official published mapping

Verification route Atlas source-linked mapping

Electrical energy / PHYS_LEG-N02

Practice evidence R=6 ohms, I=2 A, P=24 W.

PHYS_LEG_2026_06_76 public question

Official published mapping

Verification route Atlas source-linked mapping

Wave behavior / PHYS_LEG-N03

Practice evidence sin(theta2)=sin(30)/1.50=1/3, so theta2 is about 19 degrees.

PHYS_LEG_2026_06_81 public question

Official published mapping

Verification route Atlas source-linked mapping

Motion and forces / PHYS_LEG-N04

Practice evidence p_i=6 and p_f=-2 kg m/s; delta p=-8 kg m/s.

PHYS_LEG_2026_06_85 public question

Official published mapping

Verification route Atlas source-linked mapping

Modern physics / PHYS_LEG-N05

Practice evidence The released energy is 3.0 eV=4.80e-19 J.

PHYS_LEG_2026_06_65 public question

Official published mapping

Verification route Atlas source-linked mapping

Fields and interactions / PHYS_LEG-N06

Practice evidence The force becomes one quarter of the original magnitude.

PHYS_LEG_2026_06_85 public question

Official published mapping

Verification route Atlas source-linked mapping

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Recognize equivalent energy methods

PHYS_LEG_2026_06 Q55 | Published result 1 credit criterion

Observed evidence

The guide illustrates spring energy using an elastic-energy equation or triangular area. Q55 and Q56 have a linked rule for errors in units.

Possible interpretation

A student using the force-distance graph may understand the physics even when their notation differs from the equation exemplar.

Diagnostic prompt

What quantity does the area represent? How do N·m and joules relate?

Teaching move

Work both routes with the same numbers, label the units, then identify where the routes give the same energy.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Trace a carried-forward circuit result

PHYS_LEG_2026_06 Q73 | Published result 1 credit criterion

Observed evidence

The guide permits a calculation consistent with the prior equivalent resistance. Q73 and Q74 limit repeated penalties for unit errors.

Possible interpretation

Several incorrect numerical answers may arise from one earlier resistance error.

Diagnostic prompt

Using your own resistance, show how you would calculate current. What changes if the resistance value is supplied?

Teaching move

Provide the upstream value on a second try. Track circuit structure separately from the downstream calculation.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Measure refraction from the normal

PHYS_LEG_2026_06 Q79 | Published result 1 credit criterion

Observed evidence

The guide accepts a refracted ray within two degrees of 27° from the normal.

Possible interpretation

A drawing error may come from measuring against the surface, or from placing the protractor inaccurately.

Diagnostic prompt

Mark zero on the protractor where it meets the normal. Which line is the reference for this angle?

Teaching move

Draw the normal first and label the two possible reference lines. Recheck the ray on a rotated surface.

Public task

Sample or criterion

Commentary

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
PHYS_LEG-N01 A spring with two energy routes	Calculate elastic potential energy using k and extension.	Double the extension and compare force and stored energy factors.
PHYS_LEG-N02 A circuit with a carried result	Find the correct resistance, current and total power.	Change the circuit to parallel and recalculate the equivalent resistance before judging the work.
PHYS_LEG-N03 A ray measured from which line?	Find the refracted angle to the nearest degree.	Reverse the path and explain how the reciprocal geometry supports the original result.
PHYS_LEG-N04 The vector survives the calculation	Calculate the change in momentum.	Keep both velocities eastward and compare the result.
PHYS_LEG-N05 A photon between two levels	Find the photon energy in eV and joules.	Reverse the transition and state the required absorption energy.
PHYS_LEG-N06 The charge-distance comparison	Compare force magnitudes.	Double one charge at the same time as distance and compare the new force to the original.

Retained three-week Studio sequence

Week 1 session 1 Get the slope and the area

Week 1 session 2 Compare net and individual forces

Week 2 session 3 Use a parallel-circuit check

Week 2 session 4 Follow light at a boundary

Week 3 session 5 Translate an energy-level change

Week 3 session 6 Link graph, work and speed

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

PHYS_LEG-N01 A spring with two energy routes

Treating a variable force as constant at its final value. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

PHYS_LEG-N02 A circuit with a carried result

Penalizing every later use of one error without reading the task-specific scoring criteria. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

PHYS_LEG-N03 A ray measured from which line?

Substituting an angle to the surface as though it were to the normal. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

PHYS_LEG-N04 The vector survives the calculation

Dropping signs when motion reverses. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

PHYS_LEG-N05 A photon between two levels

Using the final level energy alone as the photon energy. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N05 Labels on an exponential model, BIO-N03 Where does the dry mass come from?

PHYS_LEG-N06 The charge-distance comparison

Applying inverse distance instead of inverse-square distance. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.