



ASSISTANT COMMISSIONER, OFFICE OF STATE ASSESSMENT  
89 Washington Avenue, Room 775 EBA  
Albany, New York 12234

January 2025

District Superintendents  
Superintendents of Schools  
Principals of Public, Religious, and Independent Schools  
Charter School Leaders  
Science Coordinators

Zachary Warner



already have in their science classrooms and will need to order or to procure in bulk or are consumable materials that will need to be replenished. It is likely that other, minor materials (e.g., lab safety equipment, rulers, calculators) that are expected to already be present in science classrooms will be needed to complete the Investigations.

The three required Investigations for Physical Science: Chemistry and the primary performance expectation measured by each are:

- Structures and Properties of Matter: The Fast and the Fragrant – Evaporation and Intermolecular Forces (PE: HS-PS1-3)
- Structures and Properties of Matter: Bend and Stretch – Structure and Function of Designed Materials (PE: HS-PS2-6)
- Chemical Reactions: Just a Drop – Properties of Acids and Bases (PE: HS-PS1-11)

The three required Investigations for Physical Science: Physics and the primary performance expectation measured by each are:

- Forces and Interactions: Induction Junction – What is your Function? (PE: HS-PS2-5)
- Energy: Wheels to Watts – Converting Energy and Maximizing Efficiency (PE: HS-PS3-3)
- Energy: Thermal Tales – The Story of Energy and Calorimetry (PE: HS-PS3-4)

Additional details about the Investigations for the Regents Examinations in Physical Science: Chemistry and Physical Science: Physics will be forthcoming. All documentation for the Investigations will be available in Spring 2025 so that science educators may review it prior to the 2025-26 school year.

The purpose of this communication is to confirm the inclusion of Investigations as part of the strategy for high school science assessment in Physical Science: Chemistry and Physical Science: Physics and to provide schools and districts with a list of materials to aid in budgeting and planning. Details about the implementation of the Investigations for these courses will be shared as soon as possible.

Please contact the Office of State Assessment at [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov) with any questions about the contents of this memorandum.

## ATTACHMENT

- Burets (1 for every 2 students)
- Buret clamps (1 for every 2-4 students, depending on type of clamp)
- Bromothymol blue indicator (1 drop for every student)
- Phenol red indicator (1 drop for every student)
- Potassium hydroxide solution (several concentrations)
- White PTFE tape (20 centimeters for every 2 students)
- Porcelain well plates (6-12 wells, 1 for every 2 students)
- Containers for cooling and storage, e.g., paper box lid
- Surfaces for cooling, e.g., parchment paper, foil, metal cookie sheet, etc.
- Unflavored gelatin powder (2.8 grams for every 2 students)
- White vinegar (10 drops for every 2 students)
- Rubbing alcohol (10 drops for every 2 students)
- Beaker tongs or forceps (1 for every 2 students)
- Petri dishes (1 for every 4 students)
- Electronic balances, minimum accuracy to the nearest tenth (optimally, 1 for every 4-5 students)
- Vegetable glycerin (2 mL for every student)
- Ethanol 95-100% (2 mL for every student)
- Acetone 100% (5 mL for every student)
- Containers/dropper bottles, approximately 50mL
- Cotton balls (4 for every 2 students)
- Small rubber bands, 3/16-inch orthodontic rubber bands suggested (1 for every 2 students)
- Shoelaces
- Stopwatches (1 for every 2 students)
- Coffee filters (1 for every 2 students)

