New York State Regents Examination in Global History and Geography

2017 Technical Report

Prepared for the New York State Education Department
by Pearson

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Chapter 1: Introduction

1.1 INTRODUCTION

This technical report for the Regents Examination in Global History and Geography will provide New York State with documentation on the purpose of the Regents Examination, scoring information, evidence of both reliability and validity of the exams, scaling information, and guidelines and reporting information for the August 2016, January 2017, and June 2017 administrations. Chapters 1–5 detail results for the June 2017 administration. Results for the August 2016 and January 2017 administrations are provided in Appendices D and E, respectively. As the *Standards for Education and Psychological Testing* discusses in Standard 7, "The objective of the documentation is to provide test users with the information needed to help them assess the nature and quality of the test, the resulting scores, and the interpretations based on the test scores" (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014, p.123).[1] Please note that a technical report, by design, addresses technical documentation of a testing program; other aspects of a testing program (content standards, scoring guides, guide to test interpretation, equating, etc.) are thoroughly addressed and referenced in supporting documents.

The Regents Examination in Global History and Geography is given in August, January, and June to students enrolled in New York State schools. The examination is based on the Global History and Geography Core Curriculum, which is based on standards 1, 2, and 4 in the New York State Learning Standards for Social Studies.

1.2 PURPOSES OF THE EXAM

The Regents Examination in Global History and Geography measures examinee achievement against the New York State (NYS) learning standards. The exam is prepared by teacher examination committees and New York State Education Department (NYSED) subject matter and testing specialists, and it provides teachers and students with important information about student learning and performance against the established curriculum standards. Results of this exam may be used to identify student strengths and needs, in order to guide classroom teaching and learning. The exams also provide students, parents, counselors, administrators, and college admissions officers with objective and easily understood achievement information that may be used to inform empirically based educational and vocational decisions about students. As a state-provided objective benchmark, the Regents Examination in Global History and Geography is intended for use in satisfying state testing requirements for students who have finished a course in Global History and Geography. A passing score on the exam counts toward requirements for a high school diploma as described in the New York State diploma requirements: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/currentdiplomarequirements2.pdf. Results of the Regents Examination in Global

[1] References to specific *Standards* will be placed in parentheses throughout the technical report to provide further context for each section.

History and Geography may also be used to satisfy various locally established requirements throughout the state.

1.3 TARGET POPULATION (STANDARD 7.2)

The examinee population for the Regents Examination in Global History and Geography is composed of students who have completed a course in Global History and Geography.

Table 1 provides a demographic breakdown of all students who took the August 2016, January 2017, and June 2017 administrations of the Regents Examination in Global History and Geography. All analyses in this report are based on the population described in Table 1. Annual Regents Examination results in the New York State Report Cards are those reported in the Student Information Repository System (SIRS) as of the reporting deadline. The results include those exams administered August 2016, January 2017, and June 2017 (see http://data.nysed.gov/). If a student takes the same exam multiple times in the year, only the highest score is included in these results. Item-level data used for the analyses in this report are reported by districts on a similar timeline, but through a different collection system. These data include all student results for each administration. Therefore, the n-sizes in this technical report will differ from publicly reported counts of student test-takers.

Table 1 Total Examinee Population: Regents Examination in Global History and Geography

	August Admin*		January Admin**		June Admin***	
Demographics	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
All Students	26,693	100	46,187	100	201,817	100
Race/Ethnicity						
American Indian/Alaska Native	267	1.00	424	0.92	1,298	0.64
Asian/Native Hawaiian/Other Pacific Islander	1,322	4.95	2,776	6.01	18,977	9.40
Black/African American	9,109	34.14	15,415	33.38	36,915	18.29
Hispanic/Latino	9,114	34.15	17,243	37.34	49,380	24.47
Multiracial	288	1.08	489	1.06	3,091	1.53
White	6,585	24.68	9,830	21.29	92,152	45.66
English Language Learner						
No	23,679	88.71	39,576	85.69	187,521	92.92
Yes	3,014	11.29	6,611	14.31	14,296	7.08
Economically Disadvantaged						
No	8,857	33.18	12,794	27.70	100,754	49.92
Yes	17,836	66.82	33,393	72.30	101,063	50.08
Gender						
Female	13,744	51.50	22,278	48.24	100,651	49.87
Male	12,941	48.50	23,899	51.76	101,162	50.13
Student with a Disability						

	August Admin*		January Admin**		June Admin***	
Demographics	Number	Percent	Number	Percent	Number	Percent
No	20,049	75.11	33,718	73.00	171,272	84.87
Yes	6,644	24.89	12,469	27.00	30,545	15.13

*Note: Eight students were not reported in the Ethnicity and Gender group, but they are reflected in "All Students."
**Note: Ten students were not reported in the Ethnicity and Gender group, but they are reflected in "All Students."
***Note: Four students were not reported in the Ethnicity and Gender group, but they are reflected in "All Students."

Chapter 2: Classical Item Statistics (Standard 4.10)

This chapter provides an overview of the two most familiar item-level statistics obtained from classical item analysis: item difficulty and item discrimination. The following results pertain only to the operational Regents Examination in Global History and Geography items.

2.1 ITEM DIFFICULTY

At the most general level, an item's difficulty is indicated by its mean score in some specified group (e.g., grade level).

$$\bar{x} = \frac{1}{n} \cdot \sum_{i=1}^{n} x_i$$

In the mean score formula above, the individual item scores (x_i) are summed and then divided by the total number of students (n). For multiple-choice (MC) items, student scores are represented by 0s and 1s (0 = wrong, 1 = right). With 0–1 scoring, the equation above also represents the number of students correctly answering the item divided by the total number of students. Therefore, this is also the proportion correct for the item, or the *p*-value. In theory, *p*-values can range from 0.00 to 1.00 on the proportion-correct scale.[2] For example, if an MC item has a *p*-value of 0.89, it means that 89 percent of the students answered the item correctly. Additionally, this value might suggest that the item was relatively easy and/or that the students who attempted the item were relatively high achievers. For constructed-response (CR) items, mean scores can range from the minimum possible score (usually zero) to the maximum possible score. To facilitate average score comparability across MC and CR items, mean item performance for CR items is divided by the maximum score possible so that the *p*-values for all items are reported as a ratio from 0.0 to 1.0.

Although the *p*-value statistic does not consider individual student ability in its computation, it provides a useful view of overall item difficulty, and can provide an early and simple indication of items that are too difficult for the population of students taking the examination. Items with very high or very low *p*-values receive added scrutiny during all follow-up analyses, including item response theory analyses that factor student ability into estimates of item difficulty. Such items may be removed from the item pool during the test development process, as field testing typically reveals that they add very little measurement information. Items for the June 2017 Regents Examination in Global History and Geography show a range of *p*-values consistent with the targeted exam difficulty. Item *p*-values, presented in Table 2 and Table 3 for multiple-choice and constructed-response items, respectively, range from 0.45 to 0.96, with a mean of 0.73. Table 2 and Table 3 also show a standard deviation (SD) of item score and item mean (Table 3, only).

2.2 ITEM DISCRIMINATION

At the most general level, estimates of item discrimination indicate an item's ability to differentiate between high and low performance on an item. It is expected that students who perform well on the Regents Examination in Global History and Geography would be more

[2] For MC items with four response options, pure random guessing would lead to an expected *p*-value of 0.25.

likely to answer any given item correctly, while low-performing students (i.e., those who perform poorly on the exam overall) would be more likely to answer the same item incorrectly. Pearson's product-moment correlation coefficient (also commonly referred to as a point-biserial correlation) between item scores and test scores is used to indicate discrimination (Pearson, 1896). The correlation coefficient can range from −1.0 to +1.0. If high-scoring students tend to get the item right while low-scoring students do not, the correlation between the item score and the total test score will be both positive and noticeably large in its magnitude (i.e., above zero), meaning that the item is likely discriminating well between high- and low-performing students. Point-biserials are computed for each answer option, including correct and incorrect options (commonly referred to as "distractors"). Finally, point-biserial values for each distractor are an important part of the analysis. The point-biserial values on the distractors are typically negative. Positive values can indicate that higher-performing students are selecting an incorrect answer or that the item key for the correct answer should be checked.

Table 2 and Table 3 provide the point-biserial values for the correct response and three distractors (Table 2, only) for the June 2017 administration of the Regents Examination in Global History and Geography. The point-biserial values for correct answers are 0.22 or higher for all items, indicating that the items are discriminating well between high- and low-performing examinees. Point-biserials for all distractors are negative or zero, indicating that examinees are responding to the items as expected during item and rubric development.

Table 2 Multiple-Choice Item Analysis Summary: Regents Examination in Global History and Geography

Item	Number of Students	*p*-Value	SD	Point-Biserial	Point-Biserial Distractor 1	Point-Biserial Distractor 2	Point-Biserial Distractor 3
1	201,817	0.68	0.47	0.29	−0.28	−0.15	−0.09
2	201,817	0.67	0.47	0.34	−0.19	−0.17	−0.22
3	201,817	0.82	0.39	0.36	−0.21	−0.18	−0.22
4	201,817	0.92	0.27	0.36	−0.25	−0.22	−0.12
5	201,817	0.80	0.40	0.44	−0.29	−0.24	−0.18
6	201,817	0.64	0.48	0.46	−0.18	−0.20	−0.30
7	201,817	0.81	0.40	0.37	−0.10	−0.25	−0.24
8	201,817	0.52	0.50	0.42	−0.24	−0.27	−0.08
9	201,817	0.63	0.48	0.30	−0.06	−0.18	−0.20
10	201,817	0.48	0.50	0.23	−0.30	0.02	−0.20
11	201,817	0.72	0.45	0.46	−0.26	−0.26	−0.19
12	201,817	0.73	0.44	0.47	−0.23	−0.23	−0.26
13	201,817	0.58	0.49	0.51	−0.28	−0.14	−0.29
14	201,817	0.67	0.47	0.25	−0.18	−0.21	−0.05
15	201,817	0.66	0.47	0.39	−0.16	−0.24	−0.18
16	201,817	0.67	0.47	0.39	−0.18	−0.28	−0.14
17	201,817	0.65	0.48	0.47	−0.32	−0.23	−0.16

Item	Number of Students	*p*-Value	SD	Point-Biserial	Point-Biserial Distractor 1	Point-Biserial Distractor 2	Point-Biserial Distractor 3
18	201,817	0.80	0.40	0.41	−0.23	−0.25	−0.18
19	201,817	0.74	0.44	0.46	−0.32	−0.22	−0.19
20	201,817	0.67	0.47	0.41	−0.16	−0.26	−0.18
21	201,817	0.81	0.39	0.39	−0.25	−0.21	−0.16
22	201,817	0.62	0.48	0.32	−0.03	−0.21	−0.23
23	201,817	0.78	0.41	0.46	−0.28	−0.29	−0.14
24	201,817	0.57	0.49	0.50	−0.20	−0.28	−0.25
25	201,817	0.78	0.41	0.40	−0.19	−0.18	−0.26
26	201,817	0.84	0.36	0.39	−0.24	−0.18	−0.22
27	201,817	0.70	0.46	0.43	−0.22	−0.24	−0.21
28	201,817	0.52	0.50	0.47	−0.15	−0.32	−0.18
29	201,817	0.68	0.47	0.40	−0.22	−0.27	−0.14
30	201,817	0.68	0.47	0.50	−0.32	−0.20	−0.25
31	201,817	0.86	0.34	0.41	−0.23	−0.29	−0.14
32	201,817	0.74	0.44	0.47	−0.21	−0.30	−0.22
33	201,817	0.83	0.38	0.44	−0.24	−0.25	−0.21
34	201,817	0.56	0.50	0.46	−0.15	−0.26	−0.25
35	201,817	0.65	0.48	0.40	−0.25	−0.16	−0.18
36	201,817	0.64	0.48	0.47	−0.30	−0.15	−0.24
37	201,817	0.47	0.50	0.41	−0.14	−0.12	−0.29
38	201,817	0.62	0.48	0.56	−0.24	−0.31	−0.28
39	201,817	0.76	0.42	0.53	−0.27	−0.34	−0.21
40	201,817	0.66	0.48	0.46	−0.24	−0.26	−0.18
41	201,817	0.72	0.45	0.44	−0.25	−0.19	−0.25
42	201,817	0.78	0.42	0.48	−0.25	−0.26	−0.26
43	201,817	0.77	0.42	0.50	−0.29	−0.20	−0.28
44	201,817	0.79	0.41	0.32	−0.11	−0.19	−0.24
45	201,817	0.78	0.41	0.29	−0.17	−0.17	−0.11
46	201,817	0.80	0.40	0.51	−0.20	−0.30	−0.30
47	201,817	0.50	0.50	0.29	−0.16	−0.15	−0.08
48	201,817	0.76	0.43	0.47	−0.32	−0.25	−0.15
49	201,817	0.77	0.42	0.42	−0.16	−0.18	−0.30
50	201,817	0.73	0.44	0.45	−0.35	−0.13	−0.16

Table 3 Constructed-Response Item Analysis Summary: Regents Examination in Global History and Geography

Item	Min. score	Max. score	Number of Students	Mean	SD	*p*-Value	Point-Biserial
51	0	5	201,817	2.26	1.29	0.45	0.82
52	0	2	201,817	1.77	0.50	0.89	0.37
53	0	1	201,817	0.82	0.38	0.82	0.40
54	0	1	201,817	0.95	0.22	0.95	0.22
55	0	1	201,817	0.96	0.20	0.96	0.23
56	0	1	201,817	0.89	0.32	0.89	0.34
57	0	1	201,817	0.91	0.29	0.91	0.38
58	0	1	201,817	0.95	0.21	0.95	0.29
59	0	1	201,817	0.87	0.33	0.87	0.42
60	0	1	201,817	0.94	0.24	0.94	0.29
61	0	2	201,817	1.85	0.45	0.93	0.32
62	0	5	201,817	2.49	1.11	0.50	0.76

2.3 DISCRIMINATION ON DIFFICULTY SCATTER PLOT

Figure 1 shows a scatter plot of item discrimination values (*y*-axis) and item difficulty values (*x*-axis). The descriptive statistics of *p*-value and point-biserials, including mean, minimum, Q1, median, Q3, and maximum, are also presented in Table 4.

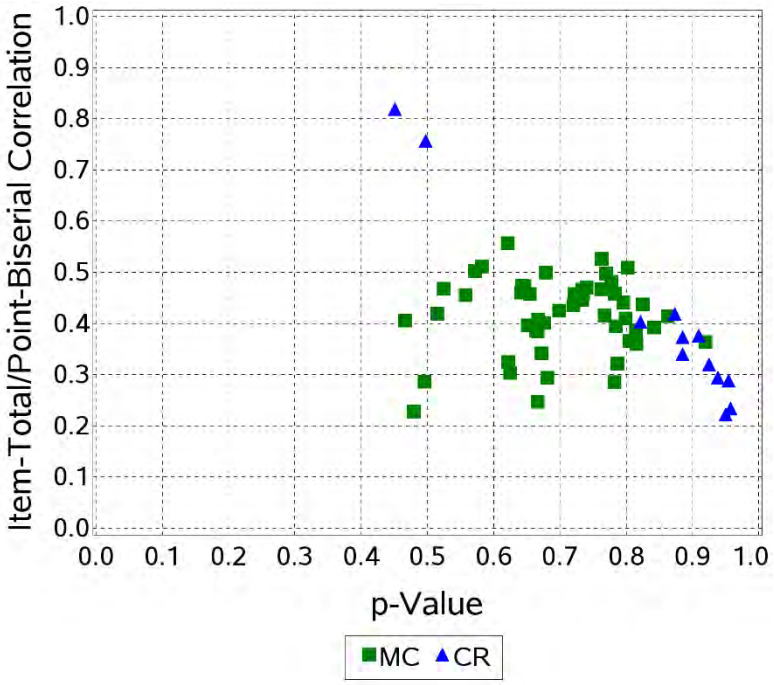

Figure 1 Scatter Plot: Regents Examination in Global History and Geography

Table 4 Descriptive Statistics in *p*-value and Point-Biserial Correlation: Regents Examination in Global History and Geography

Statistics	N	Mean	Min	Q1	Median	Q3	Max
p-value	62	0.73	0.45	0.65	0.73	0.81	0.96
Point-Biserial	62	0.41	0.22	0.36	0.41	0.47	0.82

2.4 OBSERVATIONS AND INTERPRETATIONS

The *p*-values for the MC items ranged from about 0.45 to 0.96, while the mean proportion-correct values for the CR items (Table 3) ranged from about 0.40 to 0.92. From the difficulty distributions illustrated in the plot, a wide range of item difficulties appeared on each exam, which was one test development goal.

Chapter 3: IRT Calibrations, Equating, and Scaling (Standards 2, and 4.10)

The item response theory (IRT) model used for the Regents Examination in Global History and Geography is based on the work of Georg Rasch (Rasch, 1960). The Rasch model has a long-standing presence in applied testing programs. IRT has several advantages over classical test theory, and it has become the standard procedure for analyzing item response data in large-scale assessments. According to van der Linden and Hambleton (1997), "The central feature of IRT is the specification of a mathematical function relating the probability of an examinee's response on a test item to an underlying ability." Ability in this sense can be thought of as performance on the test and is defined as "the expected value of observed performance on the test of interest" (Hambleton, Swaminathan, and Roger, 1991). This performance value is often referred to as θ. Performance and θ will be used interchangeably through the remainder of this report.

A fundamental advantage of IRT is that it links examinee performance and item difficulty estimates and places them on the same scale, allowing for an evaluation of examinee performance that considers the difficulty of the test. This is particularly valuable for final test construction and test form equating, as it facilitates a fundamental attention to fairness for all examinees across items and test forms.

This chapter outlines the procedures used for calibrating the operational Regents Examination in Global History and Geography items. Generally, item calibration is the process of assigning a difficulty, or item "location," estimate to each item on an assessment so that all items are placed onto a common scale. This chapter briefly introduces the Rasch model, reports the results from evaluations of the adequacy of the Rasch assumptions, and summarizes the Rasch item statistics.

3.1 DESCRIPTION OF THE RASCH MODEL

The Rasch model (Rasch, 1960) was used to calibrate multiple-choice items, and the partial credit model, or PCM (Wright and Masters, 1982), was used to calibrate constructed-response items. The PCM extends the Rasch model for dichotomous (0, 1) items so that it accommodates the polytomous CR item data. Under the PCM model, for a given item *i* with m_i score categories, the probability of person *n* scoring *x* (*x* = 0, 1, 2,... m_i) is given by

$$P_{ni}(X = x) = \frac{\exp \sum_{j=0}^{x} (\theta_n - D_{ij})}{\sum_{k=0}^{m_i} \exp \sum_{j=0}^{k} (\theta_n - D_{ij})},$$

where θ_n represents examinee ability, and D_{ij} is the step difficulty of the j^{th} step on item *i*. D_{ij} can be expressed as $D_{ij} = D_i - F_{ij}$, where D_i is the difficulty for item *i* and F_{ij} is a step deviation value for the j^{th} step. For dichotomous MC items, the PCM reduces to the standard Rasch model and the single step difficulty is referred to as the item's difficulty. The Rasch model predicts the probability of person *n* getting item *i* correct as follows:

$$P_{ni}(X=1)=\frac{\exp\left(\theta_n - D_{ij}\right)}{1+\exp\left(\theta_n - D_{ij}\right)}.$$

The Rasch model places both performance and item difficulty (estimated in terms of log-odds or logits) on the same continuum. When the model assumptions are met, the Rasch model provides estimates of examinee performance and item difficulty that are theoretically invariant across random samples of the same examinee population.

3.2 SOFTWARE AND ESTIMATION ALGORITHM

Item calibration was implemented via the WINSTEPS 3.60 computer program (Wright and Linacre, 2015), which employs unconditional (UCON), joint maximum likelihood estimation (JMLE).

3.3 CHARACTERISTICS OF THE TESTING POPULATION

The data analyses reported here are based on all students who took the Regents Examination in Global History and Geography in the June 2017 administration. The characteristics of this population are provided in Table 1.

3.4. ITEM DIFFICULTY-STUDENT PERFORMANCE MAPS

The distributions of the Rasch item logits (item difficulty estimates) and student performance are shown on the item difficulty-student performance map presented in Figure 2. This graphic illustrates the location of student performance and item difficulty on the same scale, along with their respective distributions and cut scores (indicated by the horizontal dotted lines). The figure shows more difficult items and higher examinee performance at the top and lower performance and easier items at the bottom.

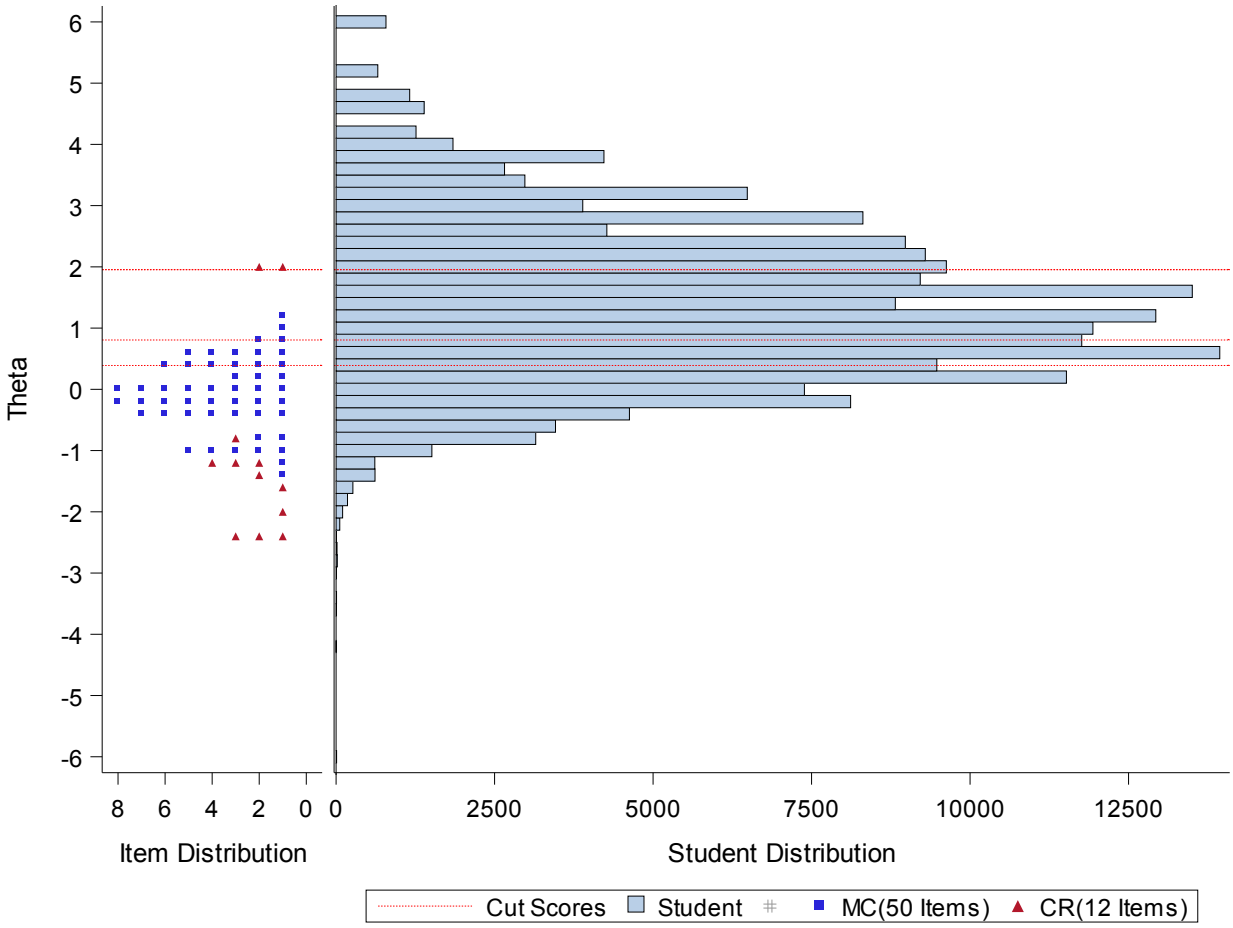

Figure 2 Student Performance Map: Regents Examination in Global History and Geography

3.5 CHECKING RASCH ASSUMPTIONS

Since the Rasch model was the basis of all calibration, scoring, and scaling analyses associated with the Regents Examination in Global History and Geography, the validity of the inferences from these results depends on the degree to which the assumptions of the model were met and how well the model fits the test data. Therefore, it is important to check these assumptions. This section evaluates the dimensionality of the data, local item independence, and item fit. It should be noted that only operational items were analyzed, since they are the basis of student scores.

Unidimensionality

Rasch models assume that one dominant dimension determines the differences in students' performances. Principal Components Analysis (PCA) can be used to assess the unidimensionality assumption. The purpose of the analysis is to verify if any other dominant components exist among the items. If any other dimensions are found, the unidimensionality assumption would be violated.

A parallel analysis (Horn, 1965) was conducted to help distinguish components that are real from components that are random. Parallel analysis is a technique used to decide how many factors exist in principal components. For the parallel analysis, 100 random data sets of sizes equal to the original data were created. For each random data set, a PCA was performed and the resulting eigenvalues stored. Then, for each component, the upper 95th percentile value of the distribution of the 100 eigenvalues from the random data sets was plotted. Given the size of the data generated for the parallel analysis, the reference line is essentially equivalent to plotting a reference line for an eigenvalue of 1.

Figure 3 shows the PCA and parallel analysis results for the Regents Examination in Global History and Geography. The results include the eigenvalues and the percentage of variance explained for the first five components, as well as the scree plots. The scree plots show the eigenvalues plotted by component number and the results from a parallel analysis. Although the total number of components in PCA is same as the total number of items in a test, Figure 3 shows only the first 10 components. This view is sufficient for interpretation because components are listed in descending eigenvalue order. The fact that the eigenvalues for components 2 through 10 are much lower than the first component demonstrates that there is only one dominant component, showing evidence of unidimensionality.

As rule of thumb, Reckase (1979) proposed that the variance explained by the primary dimension should be greater than 20 percent in order to indicate unidimensionality. However, as this rule is not absolute, it is helpful to consider three additional characteristics of the PCA and parallel analysis results: 1) whether the ratio of the first to the second eigenvalue is greater than 3, 2) whether the second value is not much larger than the third value, and 3) whether the second value is not significantly different from those from the parallel analysis.

As shown in Figure 3, the primary dimension explained less than 20 percent, but only slightly so at 18.17 percent of the total variance for the Regents Examination in Global History and Geography. The eigenvalue of the second dimension is less than one third of the first, at 2.09, and the second value is not significantly different from the parallel analysis. Overall, the PCA suggests that the test is reasonably unidimensional.

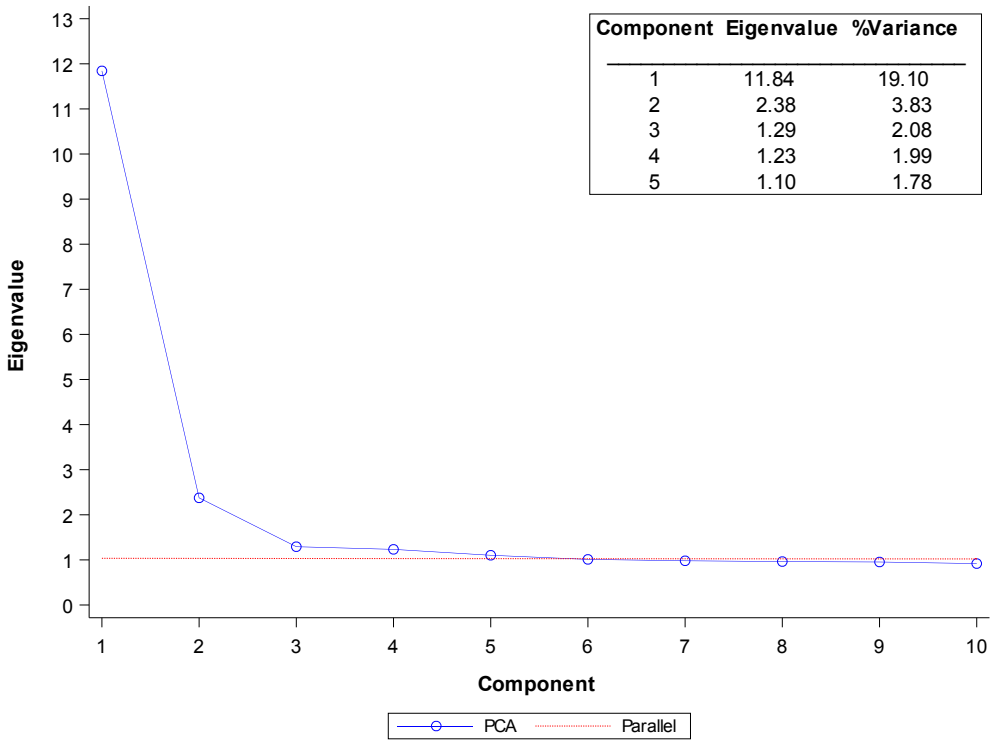

Figure 3 Scree Plot: Regents Examination in Global History and Geography

Local Independence

Local independence (LI) is a fundamental assumption of IRT. This means that, for statistical purposes, an examinee's response to any one item should not depend on the examinee's response to any other item on the test. In formal statistical terms, a test X that is comprised of items X_1, X_2,…X_n is locally independent with respect to the latent variable θ if, for all $x = (x_1, x_2,\ldots x_n)$ and θ,

$$P(\mathbf{X} = \mathbf{x} \mid \theta) = \prod_{i=1}^{I} P(X_i = x_i \mid \theta).$$

This formula essentially states that the probability of any pattern of responses across all items (**x**), after conditioning on the examinee's true score (θ) as measured by the test, should be equal to the product of the conditional probabilities across each item (i.e., the multiplication rule for independent events where the joint probabilities are equal to the product of the associated marginal probabilities).

The equation above shows the condition after satisfying the strong form of local independence. A weak form of local independence (WLI) is proposed by McDonald (1979). The distinction is important because many indicators of local dependency are actually framed by WLI. For WLI, the conditional covariances of all pairs of item responses, conditioned on the abilities, are assumed to be equal to zero. When this assumption is met, the joint probability of responses to an item pair, conditioned on the abilities, is the product of the probabilities of

responses to these two items, as shown below. Based on the WLI, the following expression can be derived:

$$P\left(X_i = x_i, X_j = x_j \mid \theta\right) = P\left(X_i = x_i \mid \theta\right) P\left(X_j = x_j \mid \theta\right).$$

Marais and Andrich (2008) point out that local item dependence in the Rasch model can occur in two ways that may be difficult to distinguish. The first way occurs when the assumption of unidimensionality is violated. Here, other nuisance dimensions besides a dominant dimension determine student performance (this can be called "trait dependence"). The second way occurs when responses to an item depend on responses to another item. This is a violation of statistical independence and can be called response dependence. By distinguishing the two sources of local dependence, one can see that, while local independence can be related to unidimensionality, the two are different assumptions and therefore require different tests.

Residual item correlations provided in WINSTEPS for each item pair were used to assess the local dependence between the Regents Examination in Global History and Geography items. In general, these residuals are computed as follows. First, expected item performance based on the Rasch model is determined using (θ) and item parameter estimates. Next, deviations (residuals) between the examinees' expected and observed performance are determined for each item. Finally, for each item pair, a correlation between the respective deviations is computed.

Three types of residual correlations are available in WINSTEPS: raw, standardized, and logit. It is noted that the raw score residual correlation essentially corresponds to Yen's Q_3 index, a popular statistic used to assess local independence. The expected value for the Q_3 statistic is approximately $-1/(k-1)$ when no local dependence exists, where k is test length (Yen, 1993). Thus, the expected Q_3 values should be approximately −0.01 for the items on the exam. Absolute index values that are greater than 0.20 indicate a degree of local dependence that probably should be examined by test developers (Chen & Thissen, 1997).

Since the three residual correlations are very similar, the default "standardized residual correlation" in WINSTEPS was used for these analyses.

Table 5 shows the summary statistics — mean, standard deviation, minimum, maximum, and several percentiles (P_{10}, P_{25}, P_{50}, P_{75}, P_{90}) — for all the residual correlations for each test. The total number of item pairs (N) and the number of pairs with the absolute residual correlations greater than 0.20 are also reported in this table. There was only one item pair with an absolute residual correlation greater than 0.20. The mean residual correlation was very slightly negative, at −0.01. All residual correlations were small with a maximum absolute value of 0.32, suggesting that local item independence generally holds for the Regents Examination in Global History and Geography.

Table 5 Summary of Item Residual Correlations: Regents Examination in Global History and Geography

Statistic Type	Value
N	1891
Mean	−0.01
SD	0.03
Minimum	−0.15
P_{10}	−0.04
P_{25}	−0.03
P_{50}	−0.02
P_{75}	0.00
P_{90}	0.01
Maximum	0.32
>|0.20|	2

Item Fit

An important assumption of the Rasch model is that the data for each item fit the model. WINSTEPS provides two item fit statistics (INFIT and OUTFIT) for evaluating the degree to which the Rasch model predicts the observed item responses for a given set of test items. Each fit statistic can be expressed as a mean square (MnSq) statistic or on a standardized metric (Zstd with mean = 0 and variance = 1). MnSq values are more oriented toward practical significance, while Zstd values are more oriented toward statistical significance. INFIT MnSq values are the average of standardized residual variance (the difference between the observed score and the Rasch estimated score divided by the square root of the Rasch-model variance). The INFIT statistic is weighted by the (θ) relative to item difficulty.

The expected MnSq value is 1.0 and can range from 0.0 to infinity. Deviation in excess of the expected value can be interpreted as noise or lack of fit between the items and the model. Values lower than the expected value can be interpreted as item redundancy or overfitting items (too predictable, too much redundancy), and values greater than the expected value indicate underfitting items (too unpredictable, too much noise). Rules of thumb regarding “practically significant” MnSq values vary.

Table 6 presents the summary statistics of INFIT mean square statistics for the Regents Examination in Global History and Geography, including the number of items, mean, standard deviation, and minimum and maximum values.

The number of items within a targeted range of [0.7, 1.3] is also reported in Table 6. The mean INFIT value is 1.00, with all items falling in a targeted range of [0.7, 1.3]. As the range of [0.7, 1.3] is used as a guide for ideal fit, fit values outside of the range are considered individually. None of the items were outside of this ideal range. These results indicate that the Rasch model fits the Regents Examination in Global History and Geography item data well.

Table 6 Summary of INFIT Mean Square Statistics: Regents Examination in Global History and Geography

	INFIT Mean Square					
	N	Mean	SD	Min	Max	[0.7, 1.3]
Global History and Geography	62	1.00	0.09	0.85	1.29	[62/62]

Items for the Regents Examination in Global History and Geography were field tested in 2012, 2013, 2014, and 2015, and a separate technical report was produced for each year to document the full test development, scoring, scaling, and data analysis conducted.

3.6 SCALING OF OPERATIONAL TEST FORMS

Operational test items were selected based on content coverage, content accuracy, and statistical quality. The sets of items on each operational test conformed to the coverage determined by content experts working from the learning standards established by the New York State Education Department and explicated in the test blueprint. Each item's classical and Rasch statistics were used to assess item quality. Items were selected to vary in difficulty in order to accurately measure students' abilities across the ability continuum. Appendix A contains the operational test maps for the August 2016, January 2017, and June 2017 administrations. Note that statistics presented in the test maps were generated based on the field test data.

All Regents Examinations are pre-equated, meaning that the parameters used to derive the relationship between the raw and scale scores are estimated prior to the construction and administration of the operational form. These field tests are administered to as small a sample of students as possible to minimize the effect on student instructional time across the state. The small n-counts associated with such administrations are sufficient for reasonably accurate estimation of most items' parameters; however, for the six-point essay item, its parameters can be unstable when estimated across as small a sample as is typically used. Therefore, a set of constants is used for these items' parameters on operational examinations. These constants were set by NYSED and are based on the values in the bank for all essay items. For the Regents Examination in Global History and Geography, there are two five-point items with fixed constants as follows: first five-point item ($D = 1.94$, $F_0 = 0.00$, $F_1 = -1.80$, $F_2 = -1.22$, $F_3 = -0.01$, $F_4 = 1.52$, and $F_5 = 1.51$); second five-point item ($D = 2.05$, $F_0 = 0.00$, $F_1 = -1.75$, $F_2 = -2.09$, $F_3 = 0.02$, $F_4 = 1.63$, and $F_5 = 2.20$).

The New York State Regents Examination in Global History and Geography has three cut scores, which are set at the scale scores of 55, 65, and 85. One of the primary considerations during test construction was to select items so as to minimize changes in the raw scores corresponding to these scale scores. Maintaining a consistent mean Rasch difficulty level from administration to administration facilitates this. For this assessment, the target value for the mean Rasch difficulty was set at 0.515. It should be noted that the raw scores corresponding to the scale score cut scores may still fluctuate, even if the mean Rasch difficulty level is maintained at the target value, due to differences in the distributions of the Rasch difficulty values among the items from administration to administration.

The relationship between raw and scale scores is explicated in the scoring tables for each administration. The tables for the August 2016, January 2017, and June 2017 administrations can be found in Appendix B. These tables are the end product of the following scaling procedure.

All Regents Examinations are equated back to a base scale, which is held constant from year to year. Specifically, they are equated to the base scale through the use of a calibrated item pool. The Rasch difficulties from the items' initial administration in a previous year's field test are used to equate the scale for the current administration to the base administration. For this examination, the base administration was the June 2004 administration. Scale scores from the August 2016, January 2017, and June 2017 administrations are on the same scale and can be directly compared to scale scores on all previous administrations back to the June 2004 administration.

When the base administration was concluded, the initial raw score to scale score relationship was established. Three raw scores were fixed at specific scale scores. Scale scores of 0 and 100 were fixed to correspond to the minimum and maximum possible raw scores. In addition, a standard setting had been held to determine the passing and passing with distinction cut scores in the raw score metric. The scale score points of 65 and 85 were set to correspond to those raw score cuts. A third-degree polynomial is required to fit a line exactly to four arbitrary points (e.g., the raw scores corresponding to the four critical scale scores of 0, 65, 85, and 100). The general form of this best-fitting line is:

$$SS = m3 * RS^3 + m2 * RS^2 + m1 * RS + m0,$$

where SS is the scaled score, RS is the raw score, and m0 through m3 are the transformation constants that convert the raw score into the scale score (please note that m0 will always be equal to zero in this application, since a raw score of zero corresponds to a scale score of zero). A subscript for a person on both dependent and independent variables is not present for simplicity. The above relationship and the values of m1 to m3 specific to this subject were then used to determine the scale scores corresponding to the remainder of the raw scores on the examination. This initial relationship between the raw and scale scores became the base scale.

The Rasch difficulty parameters for the items on the base form were then used to derive a raw score to Rasch student ability (theta score) relationship. This allowed the relationship between the Rasch theta score and the scale score to be known, mediated through their common relationship with the raw scores.

In succeeding years, each test form was selected from the pool of items that had been tested in previous years' field tests, each of which had known Rasch item difficulty parameter(s). These known parameters were then used to construct the relationship between the raw and Rasch theta scores for that particular form. Because the Rasch difficulty parameters are all on a common scale, the Rasch theta scores were also on a common scale with previously administered forms. The remaining step in the scaling process was to find the scale score equivalent for the Rasch theta score corresponding to each raw score point on

the new form, using the theta-to-scale score relationship established in the base year. This was done via linear interpolation.

This process results in a relationship between the raw scores on the form and the overall scale scores. The scale scores corresponding to each raw score are then rounded to the nearest integer for reporting on the conversion chart (posted at the close of each administration). The only exceptions are for the minimum and maximum raw scores and the raw scores that correspond to the scaled cut scores of 55, 65, and 85.

The minimum (zero) and maximum possible raw scores are assigned scale scores of 0 and 100, respectively. In the event that there are raw scores less than the maximum with scale scores that round to 100, their scale scores are set equal to 99. A similar process is followed with the minimum score; if any raw scores other than zero have scale scores that round to zero, their scale scores are instead set equal to one.

With regard to the cuts, if two or more scale scores round to 55, 65, or 85, the lowest raw score's scale score is set equal to 55, 65, or 85, and the scale scores corresponding to the higher raw scores are set to 56, 66, or 86, as appropriate. If no scale score rounds to these critical cuts, then the raw score with the largest scale score that is less than the cut is set equal to the cut. The overarching principle, when two raw scores both round to either scale score cut, is that the lower of the raw scores is always assigned to be equal to the cut, so that students are never penalized for this ambiguity.

Chapter 4: Reliability (Standard 2)

Test reliability is a measure of the internal consistency of a test (Cronbach, 1951). It is a measure of the extent to which the items on a test provide consistent information about student mastery of a domain. Reliability should ultimately demonstrate that examinee score estimates maximize consistency and therefore minimize error or, theoretically speaking, that examinees who take a test multiple times would get the same score each time.

According to the *Standards for Educational and Psychological Testing*, "A number of factors can have significant effects on reliability/precision, and in some cases, these factors can lead to misinterpretations of test scores, if not taken into account" (AERA et al., 2014, p. 38). First, test length and the variability of observed scores can both influence reliability estimates. Tests with fewer items or with a lack of heterogeneity in scores tend to produce lower reliability estimates. Second, reliability is specifically concerned with random sources of error. Accordingly, the degree of inconsistency due to random error sources is what determines reliability: less consistency is associated with lower reliability, and more consistency is associated with higher reliability. Of course, systematic error sources also exist.

The remainder of this chapter discusses reliability results for the Regents Examination in Global History and Geography and three additional statistical measures to address the multiple factors affecting an interpretation of the Exam's reliability:

- standard errors of measurement
- decision consistency
- group means

4.1 RELIABILITY INDICES (STANDARD 2.20)

Classical test theory describes reliability as a measure of the internal consistency of test scores. The reliability (ρ_X^2) is defined as the ratio of true score variance (σ_T^2) to the observed score (σ_X^2), as presented in the equation below. The total variance contains two components: 1) the variance in true scores and 2) the variance due to the imperfections in the measurement process (σ_E^2). Put differently, total variance equals true score variance plus error variance.[3]

$$\rho_X^2 = \frac{\sigma_T^2}{\sigma_X^2} = \frac{\sigma_T^2}{\sigma_T^2 + \sigma_E^2}$$

Reliability coefficients indicate the degree to which differences in test scores reflect true differences in the attribute being tested rather than random fluctuations. Total test score variance (i.e., individual differences) is partly due to real differences in the construct (true variance) and partly due to random error in the measurement process (error variance).

[3] A covariance term is not required, as true scores and error are assumed to be uncorrelated in classical test theory.

Reliability coefficients range from 0.0 to 1.0. The index will be 0.0 if none of the test score variances is true. If all test score variances were true, the index would equal 1.0. Such scores would be pure random noise (i.e., all measurement error). If the index achieved a value of 1.0, scores would be perfectly consistent (i.e., contain no measurement error). Although values of 1.0 are never achieved in practice, it is clear that larger coefficients are more desirable because they indicate that the test scores are less influenced by random error.

Coefficient Alpha

Reliability is most often estimated using the formula for Coefficient Alpha, which provides a practical internal consistency index. Coefficient Alpha can be conceptualized as the extent to which an exchangeable set of items from the same domain would result in a similar rank ordering of students. Note that relative error is reflected in this index. Excessive variation in student performance from one sample of items to the next should be of particular concern for any achievement test user.

A general computational formula for Coefficient Alpha is as follows:

$$\alpha = \frac{N}{N-1}\left(1 - \frac{\sum_{i=1}^{N}\sigma_{Yi}^2}{\sigma_X^2}\right),$$

where N is the number of parts (items), σ_X^2 is the variance of the observed total test scores, and σ_{Yi}^2 is the variance of part *i*.

4.2 STANDARD ERROR OF MEASUREMENT (STANDARDS 2.13, 2.14, 2.15)

Reliability coefficients best reflect the extent to which measurement inconsistencies may be present or absent. The standard error of measurement (SEM) is another indicator of test score precision that is better suited for determining the effect of measurement inconsistencies for the scores obtained by individual examinees. This is particularly so for conditional SEMs (CSEMs), discussed further below.

Traditional Standard Error of Measurement

The standard error of measurement is defined as the standard deviation of the distribution of observed scores for students with identical true scores. Because the SEM is an index of the random variability in test scores in test score units, it represents important information for test score users. The SEM formula is provided below.

$$SEM = SD\sqrt{1 - \alpha}$$

This formula indicates that the value of the SEM depends on both the reliability coefficient (the Coefficient Alpha, as detailed previously) and the standard deviation of test scores. If the reliability were equal to 0.00 (the lowest possible value), the SEM would be equal to the standard deviation of the test scores. If test reliability were equal to 1.00 (the highest possible value), the SEM would be 0.0. In other words, a perfectly reliable test has no measurement error (Harvill, 1991). Additionally, the value of the SEM takes the group variation (i.e., score

standard deviation) into account. Consider that a SEM of 3 on a 10-point test would be very different from a SEM of 3 on a 100-point test.

Traditional Standard Error of Measurement Confidence Intervals

The SEM is an index of the random variability in test scores reported in actual score units, which is why it has such great utility for test score users. SEMs allow statements regarding the precision of individual test scores. SEMs help place "reasonable limits" (Gulliksen, 1950) around observed scores through construction of an approximate score band. Often referred to as confidence intervals, these bands are constructed by taking the observed scores, *X*, and adding and subtracting a multiplicative factor of the SEM. As an example, students with a given true score will have observed scores that fall between ±1 SEM about two-thirds of the time.[4] For ±2 SEM confidence intervals, this increases to about 95 percent.

The Coefficient Alpha and associated SEM for the Regents Examination in Global History and Geography are provided in Table 7.

Table 7 Reliabilities and Standard Errors of Measurement: Regents Examination in Global History and Geography

Subject	Coefficient Alpha	SEM
Global History and Geography	0.90	5.81

Assuming normally distributed scores, one would expect about two-thirds of the observations to be within one standard deviation of the mean. An estimate of the standard deviation of the true scores can be computed as

$$\hat{\sigma}_T = \sqrt{\hat{\sigma}_X^2 - \hat{\sigma}_X^2(1-\hat{\rho}_{XX})} \ .$$

Conditional Standard Error of Measurement

Every time an assessment is administered, the score the student receives contains some error. If the same exam were administered an infinite number of times to the same student, the mean of the distribution of the student's raw scores would be equal to their true score (θ, the score obtained with no error), and the standard deviation of the distribution of their raw scores would be the conditional standard error. Since there is a one-to-one correspondence between the raw score and θ in the Rasch model, we can apply this concept more generally to all students who obtained a particular raw score and calculate the probability of obtaining each possible raw score given the students' estimated θ. The standard deviation of this conditional distribution is defined as the conditional standard error of measurement (CSEM). The computer program POLYCSEM (Kolen, 2004) was used to carry out the mechanics of this computation.

[4] Some prefer the following interpretation: If a student were tested an infinite number of times, the ±1 SEM confidence intervals constructed for each score would capture the student's true score 68 percent of the time.

The relationship between θ and the scale score is not expressible in a simple mathematical form because it is a blend of the third-degree polynomial relationship between the raw and scale scores and the nonlinear relationship between the expected raw and θ scores. In addition, as the exam is equated from year to year, the relationship between the raw and scale scores moves away from the original third-degree polynomial relationship to one that is also no longer expressible in a simple mathematical form. In the absence of a simple mathematical relationship between θ and the scale scores, the CSEMs that are available for each θ score via Rasch IRT cannot be converted directly to the scale score metric.

The use of Rasch IRT to scale and equate the Regents Examinations does, however, make it possible to calculate CSEMs using the procedures described by Kolen, Zeng, and Hanson (1996) for dichotomously scored items and extended by Wang, Kolen, and Harris (2000) to polytomously scored items. For tests, such as the Regents Examination in Global History and Geography, that have a one-to-one relationship between raw (θ) and scale scores, the CSEM for each achievable scale score can be calculated using the compound multinomial distribution to represent the conditional distribution of raw scores for each level of θ.

Consider an examinee with a certain performance level. If it were possible to measure this examinee's performance perfectly, without any error, this measure could be called the examinee's "true score," as discussed earlier. This score is equal to the expected raw score. However, whenever an examinee takes a test, the observed test score always includes some level of measurement error. Sometimes this error is positive, and the examinee achieves a higher score than would be expected, given his or her level of θ; other times it is negative, and the examinee achieves a lower-than-expected score. If we could give an examinee the same test multiple times and record the observed test scores, the resulting distribution would be the conditional distribution of raw scores for that examinee's level of θ with a mean value equal to the examinee's expected raw (true) score. The CSEM for that level of θ in the raw score metric is the square root of the variance of this conditional distribution.

The conditional distribution of raw scores for any level of θ is the compound multinomial distribution (Wang et al., 2000). An algorithm to compute this can be found in Hanson (1994) and Thissen, Pommerich, Billeaud, and Williams (1995) and is also implemented in the computer program POLYCSEM (Kolen, 2004). The compound multinomial distribution yields the probabilities that an examinee with a given level of θ has of achieving each achievable raw (and accompanying scale) score. The point values associated with each achievable raw or scale score point can be used to calculate the mean and variance of this distribution in the raw or scale score metric, respectively; the square root of the variance is the CSEM of the raw or scale score point associated with the current level of θ.

Conditional Standard Error of Measurement Confidence Intervals

CSEMs allow statements regarding the precision of individual tests scores. Like SEMs, they help place reasonable limits around observed scaled scores through the construction of an approximate score band. The confidence intervals are constructed by adding and subtracting a multiplicative factor of the CSEM.

Conditional Standard Error of Measurement Characteristics

The relationship between the scale score CSEM and θ depends both on the nature of the raw-to-scale score transformation (Kolen and Brennan, 2005; Kolen and Lee, 2011) and on whether the CSEM is derived from the raw scores or from θ (Lord, 1980). The pattern of CSEMs for raw scores and linear transformations of the raw score tend to have a characteristic "inverted-U" shape, with smaller CSEMs at the ends of the score continuum and larger CSEMs towards the middle of the distribution.

Achievable raw score points for these distributions are spaced equally across the score range. Kolen and Brennan (2005, p. 357) state, "When, relative to raw scores, the transformation compresses the scale in the middle and stretches it at the ends, the pattern of the conditional standard errors of measurement will be concave up (U-shaped), even though the pattern for the raw scores was concave down (inverted-U shape)."

Results and Observations

The relationship between raw and scale scores for the Regents Examinations tends to be roughly linear from scale scores of 0 to 65 and then concave down from about 65 to 100. In other words, the scale scores track linearly with the raw scores for the first quarter of the scale score range and then are compressed relative to the raw scores for the remaining three quarters of the range, though there are slight variations. The CSEMs for the Regents Examinations can be expected to have inverted-U shaped patterns, with some variations.

Figure 4 shows this type of CSEM variation for the Regents Examination in Global History and Geography, in which the compression of raw score to scale scores around the cut score of 64 changes the shape of the curve slightly. This type of expansion and compression can be seen in Figure 4 by looking at the changing density of raw score points along the scale score range on the horizontal axis. Specifically, at the lower end of the scale, scale scores 0 through 19 span raw scores 0 through 19 (20 raw score points for 20 scale score points). Over the range of scale scores from 20 to 84, the raw score range is 20 to 68 (49 raw score points for 65 scale score points). Finally, scale scores over the range of 86 to 100 span raw scores of 69 to 93 (25 raw score points for 15 scale score points).

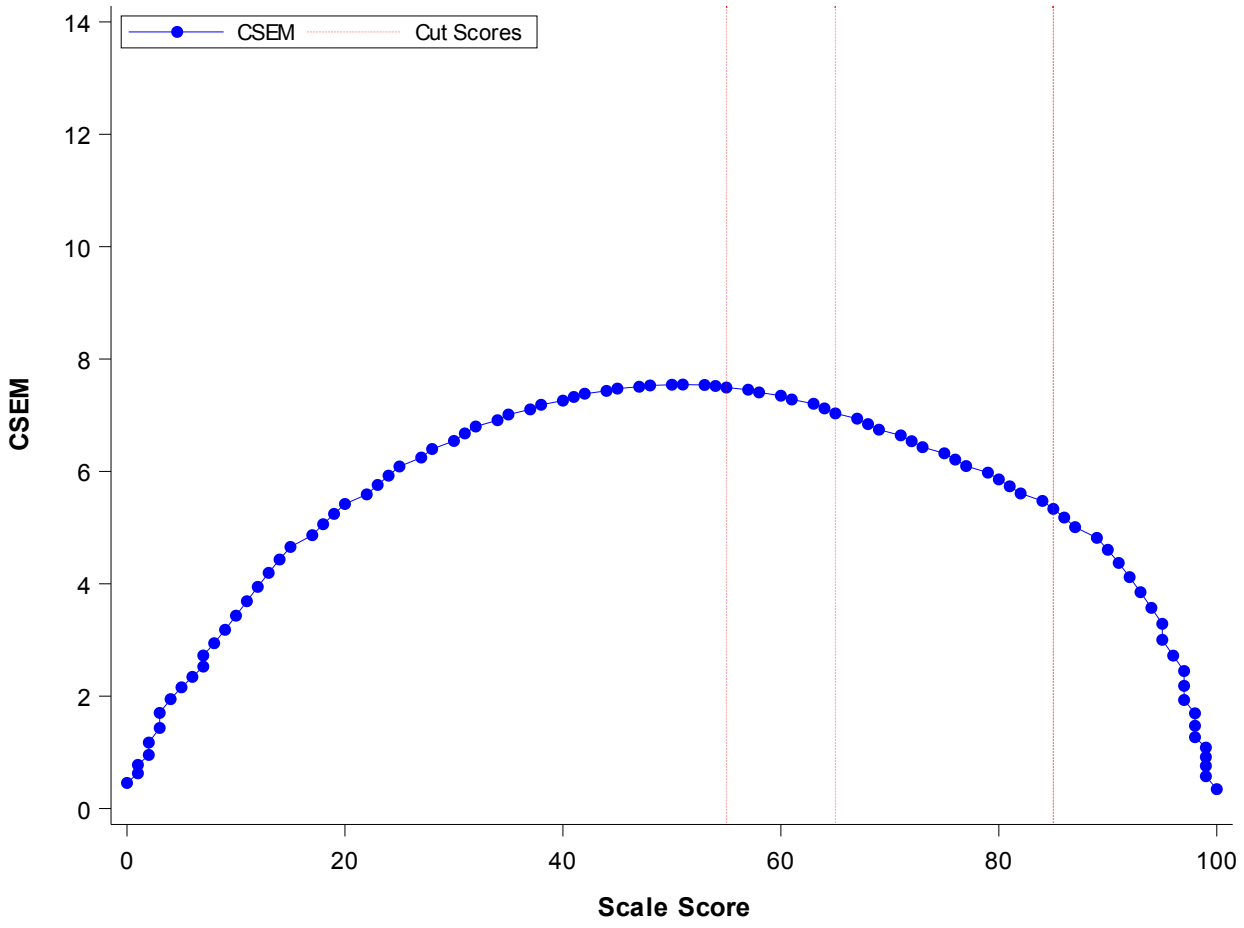

Figure 4 Conditional Standard Error Plot: Regents Examination in Global History and Geography

4.3 DECISION CONSISTENCY AND ACCURACY (STANDARD 2.16)

In a standards-based testing program, there is interest in knowing how accurately students are classified into performance categories. In contrast to the Coefficient Alpha, which is concerned with the relative rank-ordering of students, it is the absolute values of student scores that are important in decision consistency and accuracy.

Classification consistency refers to the degree to which the achievement level for each student can be replicated upon retesting using an equivalent form (Huynh, 1976). Decision consistency answers the following question: What is the agreement in classifications between the two non-overlapping, equally difficult forms of the test? If two parallel forms of the test were given to the same students, the consistency of the measure would be reflected by the extent to which the classification decisions based on the first set of test scores matched the decisions based on the second set of test scores. Consider the following tables.

		TEST ONE		
		LEVEL I	LEVEL II	MARGINAL
TEST TWO	LEVEL I	φ11	φ12	φ1●
	LEVEL II	φ21	φ22	φ2●
	MARGINAL	φ●1	φ●2	1

Figure 5 Pseudo-Decision Table for Two Hypothetical Categories

		TEST ONE				
		LEVEL I	LEVEL II	LEVEL III	LEVEL IV	MARGINAL
TEST TWO	LEVEL I	φ11	φ12	φ13	φ14	φ1●
	LEVEL II	φ21	φ22	φ23	φ24	φ2●
	LEVEL III	φ31	φ32	φ33	φ34	φ3●
	LEVEL IV	φ41	φ42	φ43	φ44	φ4●
	MARGINAL	φ●1	φ●2	φ●3	φ●4	1

Figure 6 Pseudo-Decision Table for Four Hypothetical Categories

If a student is classified as being in one category based on Test One's score, how probable would it be that the student would be reclassified as being in the same category if he or she took Test Two (a non-overlapping, equally difficult form of the test)? This proportion is a measure of decision consistency.

The proportions of correct decisions, φ, for two and four categories are computed by the following two formulas, respectively:

$$\varphi = \varphi_{11} + \varphi_{22}$$

$$\varphi = \varphi_{11} + \varphi_{22} + \varphi_{33} + \varphi_{44}$$

The sum of the diagonal entries — that is, the proportion of students classified by the two forms into exactly the same achievement level — signifies the overall consistency.

Classification accuracy refers to the agreement of the observed classifications of students with the classifications made on the basis of their true scores. As discussed above, an observed score contains measurement error while a true score is theoretically free of measurement error. A student's observed score can be formulated by the sum of his or her true score plus measurement error, or $Observed = True + Error$. Decision accuracy is an index to determine the extent to which measurement error causes a classification different than the one expected from the true score.

Since true scores are unobserved and decision consistency is computed based on a single administration of the Regents Examination in Global History and Geography, a statistical model using solely data from the available administration is used to estimate the true scores and to project the consistency and accuracy of classifications (Hambleton & Novick, 1973). Although a number of procedures are available, a well-known method developed by Livingston and Lewis (1995) that utilizes a specific true score model is used.

Several factors might affect decision consistency and accuracy. One important factor is the reliability of the scores. All other things being equal, more reliable test scores tend to result in more similar reclassifications and less measurement error. Another factor is the location of the cut score in the score distribution. More consistent and accurate classifications are observed when the cut scores are located away from the mass of the score distribution. The number of performance levels is also a consideration. Consistency and accuracy indices based on four performance levels should be lower than those based on two performance levels. This is not surprising, since classification and accuracy using four performance levels would allow more opportunity to change performance levels. Hence, there would be more classification errors and less accuracy with four performance levels, resulting in lower consistency indices.

Results and Observations

The results for the dichotomies created by the three cut scores are presented in Table 8. The tabled values are derived with the program *BB-Class* (Brennan, 2004) using the Livingston and Lewis method. Decision consistency ranged from 0.88 to 0.92, and the decision accuracy ranged from 0.91 to 0.94. Both decision consistency and accuracy values based on individual cut points indicate very good consistency and accuracy of examinee classifications. Refer to Table 8.

Table 8 Decision Consistency and Accuracy Results: Regents Examination in Global History and Geography

Statistic	1/2	2/3	3/4
Consistency	0.92	0.90	0.88
Accuracy	0.94	0.93	0.91

Mean scale scores were computed based on reported gender, race/ethnicity, English language learner status, economically disadvantaged status, and student with a disability status. The results are reported in Table 9.

Table 9 Group Means: Regents Examination in Global History and Geography

Demographics	Number	Mean Scale Score	SD Scale Score
All Students*	201,817	73.70	18.77
Ethnicity			
American Indian/Alaska Native	1,298	68.73	17.54
Asian/Native Hawaiian/Other Pacific Islander	18,977	81.51	16.11
Black/African American	36,915	63.45	18.44
Hispanic/Latino	49,380	66.34	18.53
Multiracial	3,091	75.69	17.65
White	92,152	80.14	16.05
English Language Learner			
No	187,521	75.02	18.19
Yes	14,296	56.40	17.63
Economically Disadvantaged			
No	100,754	80.24	16.39
Yes	101,063	67.17	18.72
Gender			
Female	100,651	74.10	18.11
Male	101,162	73.30	19.40
Student with a Disability			
No	171,272	76.48	17.39
Yes	30,545	58.07	18.58

*Note: Four students were not reported in the Ethnicity and Gender group, but they are reflected in "All Students."

4.5 STATE PERCENTILE RANKINGS

State percentile rankings based on raw score distributions are noted in Table 10. The percentiles are based on the distribution of all students taking the Regents Examination in Global History and Geography. Note that the scale scores for the Regents Examination in Global History and Geography range from 0 to 100, but some scale scores may not be obtainable, depending on the raw score to scale score relationship for a specific administration. The percentile ranks are computed in the following manner:

- A student's assigned "state percentile rank" will be the cumulative percentage of students scoring at the immediate lower score plus half of the percentage of students obtaining the given score.
- Students who obtain the highest possible score will receive a percentile rank of 99.

Table 10 State Percentile Ranking for Raw Score – Regents Examination in Global History and Geography

Scale Score	Percentile Rank	Scale Score	Percentile Rank	Scale Score	Percentile Rank	Scale Score	Percentile Rank
0	1	26	1	52	15	78	51
1	1	27	1	53	16	79	54
2	1	28	2	54	17	80	56
3	1	29	2	55	18	81	58
4	1	30	2	56	19	82	60
5	1	31	2	57	20	83	61
6	1	32	3	58	21	84	63
7	1	33	3	59	23	85	65
8	1	34	3	60	25	86	67
9	1	35	4	61	25	87	70
10	1	36	4	62	26	88	72
11	1	37	4	63	28	89	74
12	1	38	5	64	28	90	77
13	1	39	5	65	29	91	79
14	1	40	6	66	31	92	81
15	1	41	6	67	33	93	83
16	1	42	7	68	35	94	85
17	1	43	8	69	37	95	87
18	1	44	8	70	39	96	90
19	1	45	9	71	40	97	93
20	1	46	10	72	41	98	96
21	1	47	11	73	43	99	99
22	1	48	11	74	45	100	99
23	1	49	12	75	47		
24	1	50	13	76	48		
25	1	51	14	77	49		

Chapter 5: Validity (Standard 1)

Restating the purpose and uses of the Regents Examination in Global History and Geography, this exam measures examinee achievement against the New York State learning standards. The exam is prepared by teacher examination committees and New York State Education Department subject matter and testing specialists, and it provides teachers and students with important information about student learning and performance against the established curriculum standards. Results of this exam may be used to identify student strengths and needs in order to guide classroom teaching and learning. The exams also provide students, parents, counselors, administrators, and college admissions officers with objective and easily understood achievement information that may be used to inform empirically based educational and vocational decisions about students. As a state-provided objective benchmark, the Regents Examination in Global History and Geography is intended for use in satisfying state testing requirements for students who have finished a course in Global History and Geography. A passing score on the exam counts toward requirements for a high school diploma as described in the New York State diploma requirements: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/currentdiplomarequirements2.pdf. Results of the Regents Examination in Global History and Geography may also be used to satisfy various locally established requirements throughout the state.

The validity of score interpretations for the Regents Examination in Global History and Geography is supported by multiple sources of evidence. Chapter 1 of the *Standards for Educational Psychological Testing* (AERA et al., 2014) specifies five sources of validity evidence that are important to gather and document in order to support validity claims for an assessment:

- test content
- response processes
- internal test structure
- relation to other variables
- consequences of testing

It is important to note that these categories are not mutually exclusive. One source of validity evidence often falls into more than one category, as discussed in more detail in this chapter. Nevertheless, these classifications provide a useful framework within the *Standards* (AERA et al., 2014) for the discussion and documentation of validity evidence, so they are used here. The process of gathering evidence of the validity of score interpretations is best characterized as ongoing throughout test development, administration, scoring, reporting, and beyond.

5.1 EVIDENCE BASED ON TEST CONTENT

The validity of test content is fundamental to arguments that test scores are valid for their intended purpose. It demands that a test developer provide evidence that test content is well-aligned with the framework and standards used in curriculum and instruction. Accordingly, detailed attention was given to this correspondence between standards and test content during test design and construction.

The Regents Examination in Global History and Geography measures student achievement on the NYS P–12 Curriculum Standards for Global History and Geography. The Global History and Geography standards can be found at http://www.p12.nysed.gov/ciai/socst/ssrg.html.

Content Validity

Content validity is necessarily concerned with the proper definition of the construct and evidence that the test provides an accurate measure of examinee performance within the defined construct. The test blueprint for the Regents Examination in Global History and Geography is essentially the design document for constructing the exam. It provides explicit definition of the content domain that is to be represented on the exam. The test development process (discussed in the next section) is in place to ensure, to the extent possible, that the blueprint is met in all operational forms of the exam. Table 11 displays the item types used to assess each standard on the exam.

Table 11 Test Blueprint, Regents Examination in Global History and Geography

Item Type	Standards
Multiple-choice	See Specifications Grid*
Thematic essay	World History Geography
Document-based question	Civics, Citizenship, and Government

* See pages 98-99 for item level details: http://www.p12.nysed.gov/assessment/ss/samplers/

Item Development Process

Test development for the Regents Examination in Global History and Geography is a detailed, step-by-step process of development and review cycles. An important element of this process is that all test items are developed by New York State educators in a process facilitated by state subject matter and testing experts. Bringing experienced classroom teachers into this central item development role serves to draw a strong connection between classroom and test content.

Only New York State-certified educators may participate in this process. The New York State Education Department asks for nominations from districts, and all recruiting is done with diversity of participants in mind, including diversity in gender, ethnicity, geographic region, and teaching experience. Educators with item-writing skills from around the state are retained to write all items for the Regents Examination in Global History and Geography, under strict guidelines that leverage best practices (see Appendix C). State educators also conduct all item quality and bias reviews to ensure that item content is appropriate to the construct being measured and fair for all students. Finally, educators use the defined standards, test blueprint targets, and statistical information generated during field testing to select the highest quality items for use in the operational test.

Figure 7 summarizes the full test development process, with steps 3 and 4 addressing initial item development and review. This figure also demonstrates the ongoing nature of ensuring the content validity of items through field test trials, and final item selection for operational testing.

Initial item development is conducted under the criteria and guidance provided by the Department. Both multiple-choice and constructed-response items are included in the Regents Examination in Global History and Geography to ensure appropriate coverage of the construct domain.

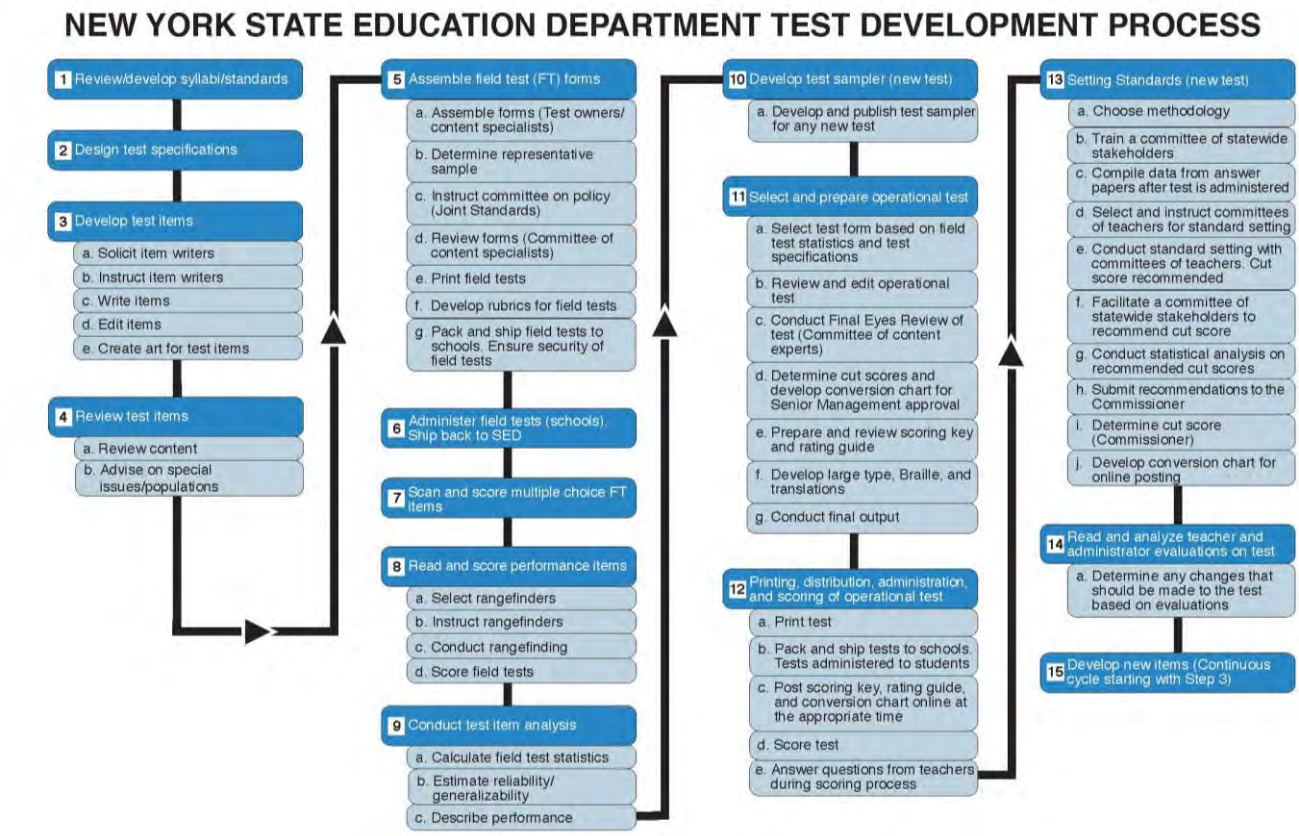

Figure 7 New York State Education Department Test Development Process

Item Review Process

The item review process helps to ensure the consistent application of rigorous item reviews intended to assess the quality of the items developed and identify items that require edits or removal from the pool of items to be field tested. This process allows high-quality items to be continually developed in a manner that is consistent with the test blueprint.

All reviewers participate in rigorous training designed to assist in a consistent interpretation of the standards throughout the item review process. This is a critical step in item development because consistency between the standards and what the items are asking examinees is a fundamental form of evidence of the validity of the intended score interpretations. Another integral component of this item review process is to review the

scoring rules, or “rubrics,” for their clarity and consistency in what the examinee is being asked to demonstrate by responding to each item. Each of these elements of the review process is in place, ultimately, to target fairness for all students by targeting consistency in examinee scores and providing evidence of the validity of their interpretations.

Specifically, the item review process articulates the four major item characteristics that the New York State Education Department looks for when developing quality items:

1. language and graphical appropriateness
2. sensitivity/bias
3. fidelity of measurement to standards
4. conformity to the expectations for the specific item types and formats

Each section of the criteria includes pertinent questions that help reviewers determine whether or not an item is of sufficient quality. Within the first two categories, criteria for language appropriateness are used to help ensure that students understand what is asked in each question and that the language in the question does not adversely affect a student’s ability to perform the required task. Similarly, sensitivity/bias criteria are used to evaluate whether questions are unbiased, non-offensive, and not disadvantageous to any given subgroup(s).

The third category of item review, alignment, addresses how each item measures a given standard. This category asks the reviewer to comment on key aspects of how the item addresses and calls for the skills demanded by the standards.

The fourth category addresses the specific demands for different item types and formats. Reviewers evaluate each item to ensure that it conforms to the given requirements. For example, multiple-choice items must have, among other characteristics, one unambiguously correct answer and several plausible, but incorrect, answer choices. Following these reviews, only items that are approved by an assigned educator panel move forward for field testing.

Ongoing attention is also given to the relevance of the standards used to guide curriculum and assessment. Consistent with a desire to assess this relevance, the New York State Education Department is committed to ongoing standards review over time and periodically solicits thoughtful, specific responses from stakeholders about individual standards within the NYS P–12 Standards.

5.2 EVIDENCE BASED ON RESPONSE PROCESSES

The second source of validity evidence is based on examinee response processes. This standard requires evidence that examinees are responding in the manner intended by the test items and rubrics and that raters are scoring those responses in a manner that is consistent with the rubrics. Accordingly, it is important to control and monitor whether construct-irrelevant variance in response patterns has been introduced at any point in the test development, administration, or scoring processes.

The controls and monitoring in place for the Regents Examination in Global History and Geography include the item development process, with attention paid to mitigating the introduction of construct-irrelevant variance. The development process described in the previous sections details the process and attention given to reducing the potential for construct irrelevance in response processes by attending to the quality and alignment of test content to the test blueprint and to the item development guidelines (Appendix C). Further evidence is documented in the test administration and scoring procedures, as well as in the results of statistical analyses, which are covered in the following two sections.

Administration and Scoring

Adherence to standardized administration procedures is fundamental to the validity of test scores and their interpretation, as such procedures allow for adequate and consistently applied conditions for scoring the work of every student who takes the examination. For this reason, guidelines, which are contained in the *School Administrator's Manual, Secondary Level Examinations* (http://www.p12.nysed.gov/assessment/sam/secondary/hssam-update.html), have been developed and implemented for the New York State Regents testing program. All secondary-level Regents Examinations are administered under these standard conditions in order to support valid inferences for all students. These standard procedures also cover testing students with disabilities who are provided testing accommodations consistent with their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans). Full test administration procedures are available at http://www.p12.nysed.gov/assessment/hsgen/.

The implementation of rigorous scoring procedures directly supports the validity of the scores. Regents test-scoring practices therefore focus on producing high-quality scores. Multiple-choice items are scored via local scanning at testing centers, and trained educators score constructed-response items. There are many studies that focus on various elements of producing valid and reliable scores for constructed-response items, but generally, attention to the following all contribute to valid and reliable scores for constructed-response items:

1) Quality training (Hoyt & Kerns, 1999; Lumley & McNamara, 1995; Wang, Wong, and Kwong, 2010; Gorman & Rentsch, 2009; Schleicher, Day, Bronston, Mayes, and Riggo, 2002; Woehr & Huffcutt, 1994; Johnson, Penny, and Gordon, 2008; Weigle, 1998)
2) Detection and correction of rating bias (McQueen & Congdon, 1997; Congdon & McQueen, 2000; Myford & Wolfe, 2009; Barkaoui, 2011; Patz, Junker, Johnson, and Mariano, 2002)
3) Consistency or reliability of ratings (Congdon & McQueen, 2000; Harik, Clauser, Grabovsky, Nungester, Swanson, & Nandakumar, 2009; McQueen & Congdon, 1997; Myford & Wolfe, 2009; Mero & Motowidlo, 1995; Weinrott & Jones, 1984)
4) Rubric designs that facilitate consistency of ratings (Pecheone & Chung, 2006; Wolfe & Gitomer, 2000; Cronbach, Linn, Brennan, & Haertel, 1995; Cook & Beckman, 2009; Penny, Johnson, & Gordon, 2000; Smith, 1993; Leacock, Gonzalez, and Conarroe, 2014)

The distinct steps for operational test scoring include close attention to each of these elements and begin before the operational test is even selected. After the field test process, during which many more items than appear on the operational test are administered to a representative sample of students, a set of "anchor" papers representing student responses across the range of possible responses for constructed-response items is selected. The objective of these "range-finding" efforts is to create a training set for scorer training and execution, the scores from which are used to generate important statistical information about the item. Training scorers to produce reliable and valid scores is the basis for creating rating guides and scoring ancillaries to be used during operational scoring.

To review and select these anchor papers, NYS educators serve as table leaders during the range-finding session. In the range-finding process, committees of educators receive a set of student papers for each field-tested question. Committee members familiarize themselves with each item type and score a number of responses that are representative of each of the different score points. After the independent scoring is completed, the committee reviews and discusses their results and determines consensus scores for the student responses. During this process, atypical responses are important to identify and annotate for use in training and live scoring. The range-finding results are then used to build training materials for the vendor's scorers, who then score the rest of the field test responses to constructed-response items. The final model response sets for the August 2016, January 2017, and June 2017 administrations of the Regents Examination in Global History and Geography are located at http://www.nysedregents.org/GlobalHistoryGeography/.

During the range-finding and field test scoring processes, it is important to be aware of and control for sources of variation in scoring. One possible source of variation in constructed-response scores is unintended rater bias associated with items and examinee responses. Because the rater is often unaware of such bias, this type of variation may be the most challenging source of variation in scoring to control and measure. Rater biases can appear as severity or leniency in applying the scoring rubric. Bias also includes phenomena such as the halo effect, which occurs when good or poor performance on one element of the rubric encourages inaccurate scoring of other elements. These types of rater bias can be effectively controlled by training practices with a strict focus on rubric requirements.

The training process for operational scoring by state educators begins with a review and discussion of actual student work on constructed-response test items. This helps raters understand the range and characteristics typical of examinee responses, as well as the kinds of mistakes that students commonly make. This information is used to train raters on how to consistently apply key elements of the scoring rubric across the domain of student responses.

Raters then receive training consistent with the guidelines and ancillaries produced after field testing and are allowed to practice scoring prior to the start of live scoring. Throughout the scoring process, there are important procedures for correcting inconsistent scoring or the misapplication of scoring rubrics for constructed-response items. When monitoring and correction do not occur during scoring, construct-irrelevant variation may be introduced. Accordingly, a scoring lead may be assigned to review the consistency of scoring for their

assigned staff against model responses and to be available for consultation throughout the scoring process.

Attention to the rubric design also fundamentally contributes to the validity of examinee response processes. The rubric specifies what the examinee needs to provide as evidence of learning based on the question asked. The more explicit the rubric (and the item), the more clear the response expectations are for examinees. To facilitate the development of constructed-response scoring rubrics, NYSED training for writing items includes specific attention to rubric development as follows:

- The rubric should clearly specify the criteria for awarding each credit.
- The rubric should be aligned to what is asked for in the item and correspond to the knowledge or skill being assessed.
- Whenever possible, the rubric should be written to allow for alternative approaches and other legitimate methods.

In support of the goal of valid score interpretations for each examinee, then, such scoring training procedures are implemented for the Regents Examination in Global History and Geography. Operational raters are selected based on expertise in the exam subject and are assigned a specific set of items to score. No more than approximately one-half of the items on the test are assigned to any one rater. This has the effect of increasing the consistency of scoring across examinee responses by allowing each rater to focus on a subset of items. It also assures that no one rater is allowed to score the entire test for any one student. This practice reduces the effect of any potential bias of a single rater on individual examinees. Additionally, no rater is allowed to score the responses of his or her own students.

Statistical Analysis

One statistic that is useful for evaluating the response processes for multiple-choice items is an item's point-biserial correlation on the distractors. A high point-biserial on a distractor may indicate that students are not able to identify the correct response for a reason other than the difficulty of the item. A finding of poor model fit for an item may also support a finding that examinees are not responding the way that the item developer intended them to. As documented in Table 2, the point-biserial statistics for distractors in the multiple-choice items all appear to be very low, indicating that, for the most part, examinees are not being drawn to an unintended construct. INFIT statistics are provided in Table 6.

5.3 EVIDENCE BASED ON INTERNAL STRUCTURE

The third source of validity evidence comes from the internal structure of the test. This requires that test developers evaluate the test structure to ensure that the test is functioning as intended. Such an evaluation may include attention to item interactions, tests of dimensionality, or indications of test bias for or against one or more subgroups of examinees detected by differential item functioning (DIF) analysis. Evaluation of internal test structure also includes a review of the results of classical item analyses, test reliability, and the IRT scaling and equating.

The following analyses were conducted for the Regents Examination in Global History and Geography:

- item difficulty
- item discrimination
- differential item functioning
- IRT model fit
- test reliability
- classification consistency
- test dimensionality

Item Difficulty

Multiple analyses allow an evaluation of item difficulty. For this exam, *p*-values and Rasch difficulty (item location) estimates were computed for MC and CR items. Items for the Regents Examination in Global History and Geography show a range of *p*-values consistent with the targeted exam difficulty. Item *p*-values range from 0.45 to 0.96, with a mean of 0.73. Furthermore, the point-biserial values (discussed in the following section) for these items indicate that they are discriminating the high performers well. Refer to Chapter 2 of this report for additional details.

Item Discrimination

How well the items on a test discriminate between high- and low-performing examinees is an important measure of the structure of a test. Items that do not discriminate well generally provide less reliable information about student performance. Tables 2 and 3 provide point-biserial values on the correct responses, and Table 2 also provides point-biserial values on the three distractors. The values for correct answers are 0.23 or higher for all items, and for all distracters they are negative or zero, indicating that examinees are responding to the items as expected during item and rubric development.

Differential Item Functioning

Differential item functioning (DIF) for gender was conducted following field testing of the items in 2012, 2013, 2014, 2015, and 2016. Sample sizes for subgroups based on ethnicity and English language learner status were, unfortunately, too small to reliably compute DIF statistics, so only gender DIF analyses were conducted. The Mantel-Haenszel χ^2 and standardized mean difference were used to detect items that may function differently for any of these subgroups. The Mantel-Haenszel χ^2 is a conditional mean comparison of the ordered response categories for reference and focal groups combined over values of the matching variable score. “Ordered” means that a response earning a score of “1” on an item is better than a response earning a score of “0,” a “2” is better than “1,” and so on. “Conditional,” on the other hand, refers to the comparison of members from the two groups who received the same score on the matching variable — the total test score in our analysis.

Ten operational items for the June 2017 administration had DIF flags from the field test. One item (# 26) had a moderate DIF favoring female students while three items (#s 10, 24, 44) had a moderate DIF favoring male students. There were also five items (#s 4, 6, 9, 33, 39) with a strong DIF favoring the female students. These items were subsequently reviewed

by content specialists. They were unable to identify content-based reasons why the items might be functioning differently between male students and female students and did not see any issue with using them for the operational exam.

Full differential item functioning results are reported in Appendix E of the field test report.

IRT Model Fit

Model fit for the Rasch method used to estimate location (difficulty) parameters for the items on the Regents Examination in Global History and Geography provide important evidence that the internal structure of the test is of high technical quality. The number of items within a targeted range of [0.7, 1.3] is reported in Table 5. The mean INFIT value is 0.99, with 63 of 63 items falling in a targeted range of [0.7, 1.3]. These results indicate that the Rasch model fits the Regents Examination in Global History and Geography item data well.

Test Reliability

As discussed, test reliability is a measure of the internal consistency of a test (Cronbach, 1951). It is a measure of the extent to which the items on a test provide consistent information about student mastery of the domain. Reliability should ultimately demonstrate that examinee score estimates maximize consistency and therefore minimize error or, theoretically speaking, that examinees who take a test multiple times would get the same score each time. The reliability estimate for the Regents Examination in Global History and Geography is 0.90, showing high reliability of examinee scores. Refer to Chapter 4 of this report for additional details.

Classification Consistency and Accuracy

A decision consistency analysis measures the agreement between the classifications based on two non-overlapping, equally difficult forms of the test. If two parallel forms of the test were given to the same students, the consistency of the measure would be reflected by the extent to which the classification decisions based on the first set of test scores matched the decisions based on the second set of test scores. Decision accuracy is an index to determine the extent to which measurement error causes a classification different from that expected from the true score. High decision consistency and accuracy provide strong evidence that the internal structure of a test is sound.

For the Regents Examination in Global History and Geography, both decision consistency and accuracy values are high, indicating very good consistency and accuracy of examinee classifications. The decision consistency ranged from 0.88 to 0.92, and the decision accuracy ranged from 0.91 to 0.94. For the Regents Examination in Global History and Geography, both decision consistency and accuracy values for all three cut points are high, indicating very good consistency and accuracy of examinee classifications. Refer to Table 7 for details.

Dimensionality

In addition to model fit, a strong assumption of the Rasch model is that the construct measured by a test is unidimensional. Violation of this assumption might suggest that the test is measuring something other than the intended content and indicate that the quality of the test structure is compromised. A principal components analysis was conducted to test the

assumption of unidimensionality, and the results provide strong evidence that a single dimension in the Regents Examination in Global History and Geography is explaining a large portion of the variance in student response data. This analysis does not characterize or explain the dimension, but a reasonable assumption can be made that the test is largely unidimensional and that the dimension most present is the targeted construct. Refer to Chapter 3 for details of this analysis.

Considering this collection of detailed analyses of the internal structure of the Regents Examination in Global History and Geography, strong evidence exists that the exam is functioning as intended and is providing valid and reliable information about examinee performance.

5.4 EVIDENCE BASED ON RELATIONS TO OTHER VARIABLES

Another source of validity evidence is based on the relation of the test to other variables. This source commonly encompasses two validity categories prevalent in the literature and practice — concurrent and predictive validity. To make claims about the validity of a test that is to be used for high-stakes purposes, such as the Regents Examination in Global History and Geography, these claims could be supported by providing evidence that performance on this test correlates well with other tests that measure the same or similar constructs. Although not absolute in its ability to offer evidence that concurrent test score validity exists, such correlations can be helpful for supporting a claim of concurrent validity if the correlation is high. To conduct such studies, matched examinee score data for other tests measuring the same content as the Regents Examination in Global History and Geography are ideal, but the systematic acquisition of such data is complex and costly.

Importantly, a strong connection between classroom curriculum and test content may be inferred by the fact that New York State educators, deeply familiar with both the curriculum standards and their enactment in the classroom, develop all content for the Regents Examination in Global History and Geography.

In terms of predictive validity, time is a fundamental constraint on gathering evidence. The gold standard for supporting the validity of predictive statements about test scores requires empirical evidence of the relationship between test scores and future performance on a defined characteristic. To the extent that the objective of the standards is to prepare students for meeting graduation requirements, it will be important to gather evidence of this empirical relationship over time.

5.5 EVIDENCE BASED ON TESTING CONSEQUENCES

There are two general approaches in the literature to evaluating consequential validity. Messick (1995) points out that adverse social consequences invalidate test use mainly if they are due to flaws in the test. In this sense, the sources of evidence documented in this report (based on the construct, internal test structure, response processes, and relation to other variables) serve as a consequential validity argument, as well. This evidence supports conclusions based on test scores that social consequences are not likely to be traced to characteristics or qualities of the test itself.

Cronbach (1988), on the other hand, argues that negative consequences could invalidate test use. From this perspective, the test user is obligated to make the case for test use and to ensure appropriate and supported uses. Regardless of perspective on the nature of consequential validity, it is important to caution against uses that are not supported by the validity claims documented for this test. For example, use of this test to predict examinee scores on other tests is not directly supported by either the stated purposes or by the development process and research conducted on examinee data. A brief survey of websites of New York State universities and colleges finds that, beyond the explicitly defined use as a testing requirement toward graduation for students who have completed a course in Global History and Geography, the exam is most commonly used to inform admissions and course placement decisions. Such uses can be considered reasonable, assuming that the competencies demonstrated in the Regents Examination in Global History and Geography are consistent with those required in the courses for which a student is seeking enrollment or placement. Educational institutions using the exam for placement purposes are advised to examine the scoring rules for the Regents Examination in Global History and Geography, and to assess their appropriateness for the inferences being made about course placement.

As stated, the nature of validity arguments is not absolute, but it is supported through ongoing processes and studies designed to accumulate support for validity claims. The evidence provided in this report documents the evidence to date that supports the use of the Regents Examination in Global History and Geography scores for the purposes described.

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Appendix A: Operational Test Maps

Table A.1 Test Map for August 2016 Administration

Position	Item Type	Max Points	Weight	Standard	Mean	Point-Biserial	Rasch Difficulty	INFIT
1	MC	1	1	3	0.52	0.38	0.2834	1.15
2	MC	1	1	2	0.68	0.43	−0.5646	1.05
3	MC	1	1	5	0.54	0.54	0.1966	0.94
4	MC	1	1	3	0.62	0.46	−0.0811	0.98
5	MC	1	1	2	0.58	0.47	−0.0031	1.03
6	MC	1	1	3	0.55	0.30	0.1157	1.25
7	MC	1	1	3	0.64	0.56	−0.3297	0.89
8	MC	1	1	4	0.81	0.56	−1.4124	0.80
9	MC	1	1	2	0.69	0.49	−0.6340	0.96
10	MC	1	1	2	0.57	0.49	0.0408	1.00
11	MC	1	1	4	0.50	0.46	0.5187	1.01
12	MC	1	1	3	0.57	0.53	0.0533	0.95
13	MC	1	1	2	0.71	0.57	−0.7407	0.87
14	MC	1	1	3	0.47	0.46	0.5501	1.04
15	MC	1	1	2	0.40	0.42	0.9369	1.09
16	MC	1	1	2	0.51	0.58	0.3453	0.89
17	MC	1	1	2	0.62	0.46	−0.2515	1.02
18	MC	1	1	3	0.61	0.52	−0.1678	0.95
19	MC	1	1	4	0.68	0.60	−0.5508	0.83
20	MC	1	1	3	0.66	0.40	−0.4156	1.08
21	MC	1	1	5	0.52	0.58	0.2834	0.88
22	MC	1	1	2	0.51	0.52	0.3391	0.96
23	MC	1	1	2	0.57	0.57	0.0157	0.90
24	MC	1	1	5	0.68	0.40	−0.5258	1.10
25	MC	1	1	3	0.77	0.42	−1.1031	1.03
26	MC	1	1	4	0.57	0.45	0.1599	1.00
27	MC	1	1	4	0.68	0.53	−0.2627	0.98
28	MC	1	1	3	0.60	0.45	0.1800	0.99
29	MC	1	1	2	0.64	0.49	−0.2898	0.99
30	MC	1	1	2	0.62	0.48	−0.1852	1.01
31	MC	1	1	3	0.61	0.46	−0.1594	1.03
32	MC	1	1	2	0.70	0.54	−0.6809	0.91
33	MC	1	1	2	0.76	0.47	−1.0297	0.97
34	MC	1	1	5	0.74	0.51	−0.8885	0.94
35	MC	1	1	2	0.48	0.45	0.5448	1.05
36	MC	1	1	4	0.79	0.51	−1.2653	0.88
37	MC	1	1	3	0.53	0.36	0.2449	1.14
38	MC	1	1	3	0.68	0.44	−0.3277	1.04
39	MC	1	1	2	0.51	0.41	0.3701	1.12
40	MC	1	1	2	0.63	0.56	−0.2635	0.90
41	MC	1	1	3	0.62	0.53	−0.1982	0.94
42	MC	1	1	2	0.72	0.50	−0.7757	0.94
43	MC	1	1	2	0.44	0.47	0.9203	0.96

Position	Item Type	Max Points	Weight	Standard	Mean	Point-Biserial	Rasch Difficulty	INFIT
44	MC	1	1	2	0.48	0.37	0.5011	1.17
45	MC	1	1	4	0.49	0.56	0.4761	0.91
46	MC	1	1	2	0.69	0.65	−0.6167	0.77
47	MC	1	1	3	0.64	0.52	−0.3162	0.95
48	MC	1	1	2	0.61	0.52	−0.1658	0.95
49	MC	1	1	2	0.50	0.52	0.3763	0.96
50	MC	1	1	2	0.55	0.61	0.1392	0.84
THM	THM	5	3	2, 3, 4, 5	0.97	0.54	2.6686	1.14
1a	SCF	1	1	2, 3	0.75	0.44	−0.7270	1.00
1b	SCF	1	1	2	0.62	0.55	0.0263	0.90
2	SCF	1	1	2, 3	0.56	0.49	0.3388	0.97
3a	SCF	1	1	3, 4	0.79	0.54	−1.0072	0.86
3b	SCF	1	1	5	0.80	0.58	−1.0809	0.81
4a	SCF	1	1	3, 4	0.62	0.43	0.0577	1.05
4b	SCF	1	1	3, 4	0.83	0.57	−1.2849	0.81
5a	SCF	1	1	2, 3, 4	0.63	0.56	−0.0371	0.89
5b	SCF	1	1	5	0.59	0.55	0.2072	0.91
6	SCF	1	1	3, 4	0.71	0.52	−0.4852	0.92
7a	SCF	1	1	3, 4	0.76	0.54	−0.7531	0.89
7b	SCF	1	1	5	0.80	0.60	−1.0659	0.80
8a	SCF	1	1	3, 4	0.75	0.59	−0.7077	0.84
8b	SCF	1	1	3, 4, 5	0.67	0.60	−0.2603	0.84
DBQ	DBQ	5	3	2, 3, 4, 5	1.10	0.55	1.4065	1.23

Table A.2 Test Map for January 2017 Administration

Position	Item Type	Max Points	Weight	Standard	Mean	Point-Biserial	Rasch Difficulty	INFIT
1	1	1	1	3	0.63	0.40	-0.0244	1.07
2	2	1	1	2	0.75	0.42	-0.6878	1.00
3	3	1	1	4	0.55	0.41	0.3814	1.07
4	5	1	1	3	0.63	0.46	0.0191	0.99
5	6	1	1	3	0.67	0.39	-0.2285	1.08
6	8	1	1	2	0.75	0.56	-0.7180	0.79
7	9	1	1	2	0.62	0.44	0.0315	1.02
8	10	1	1	3	0.64	0.46	-0.0369	0.99
9	11	1	1	2	0.79	0.33	-0.9314	1.05
10	13	1	1	3	0.67	0.55	-0.2350	0.85
11	14	1	1	2	0.51	0.47	0.5875	0.99
12	15	1	1	2	0.56	0.48	0.3696	0.97
13	16	1	1	2	0.52	0.46	0.5758	1.01
14	17	1	1	3	0.75	0.50	-0.7028	0.88
15	18	1	1	4	0.41	0.38	1.1083	1.09
16	20	1	1	2	0.62	0.46	0.0253	0.98
17	21	1	1	5	0.74	0.43	-0.6505	0.95
18	22	1	1	2	0.46	0.46	0.8755	1.00
19	23	1	1	3	0.69	0.46	-0.3410	0.97
20	25	1	1	3	0.67	0.43	-0.1960	0.99
21	26	1	1	4	0.59	0.54	0.1903	0.89
22	27	1	1	2	0.50	0.50	0.6462	0.95
23	28	1	1	4	0.78	0.58	-0.8663	0.76
24	30	1	1	5	0.61	0.53	0.0930	0.90
25	31	1	1	3	0.59	0.51	0.1782	0.93
26	1	1	1	2	0.71	0.37	-0.4570	1.09
27	2	1	1	2	0.80	0.37	-1.0446	1.05
28	3	1	1	5	0.56	0.32	0.3391	1.21
29	4	1	1	4	0.72	0.48	-0.5412	0.95
30	6	1	1	3	0.41	0.28	1.1187	1.26
31	7	1	1	3	0.78	0.45	-0.9605	0.93
32	9	1	1	2	0.66	0.52	-0.2153	0.91
33	10	1	1	2	0.82	0.37	-1.2137	1.01
34	12	1	1	4	0.74	0.40	-0.6865	1.01
35	13	1	1	3	0.64	0.45	-0.1057	1.02
36	14	1	1	4	0.69	0.43	-0.3478	1.02
37	16	1	1	2	0.69	0.48	-0.3952	0.95
38	18	1	1	2	0.73	0.47	-0.5841	0.95
39	19	1	1	5	0.67	0.56	-0.2350	0.85
40	21	1	1	2	0.63	0.57	-0.0233	0.84
41	22	1	1	3	0.68	0.43	-0.3344	1.02
42	23	1	1	3	0.52	0.37	0.5553	1.15
43	24	1	1	3	0.55	0.41	0.3692	1.08
44	26	1	1	4	0.48	0.43	0.7470	1.06
45	27	1	1	2	0.53	0.39	0.4834	1.12
46	28	1	1	2	0.63	0.49	-0.0549	0.95

Position	Item Type	Max Points	Weight	Standard	Mean	Point-Biserial	Rasch Difficulty	INFIT
47	29	1	1	2	0.73	0.46	-0.6276	0.95
48	30	1	1	2	0.53	0.51	0.5014	0.95
49	31	1	1	2	0.59	0.53	0.1628	0.91
50	32	1	1	2	0.45	0.56	0.8858	0.88
THM	THM	5	3	2, 3, 4	0.88	0.58	1.8347	1.02
1	1	1	1	5	0.73	0.41	-0.5867	1.02
2	2	1	1	3, 4, 5	0.80	0.52	-1.0359	0.85
3	3	1	1	2	0.77	0.43	-0.8084	0.97
4a	4a	1	1	2, 5	0.75	0.58	-0.6703	0.80
4b	4b	1	1	2, 5	0.44	0.50	0.9475	0.92
5a	5a	1	1	5	0.65	0.54	-0.0806	0.87
5b	5b	1	1	2, 5	0.58	0.56	0.2511	0.85
6	6	1	1	5	0.73	0.46	-0.5594	0.95
7	7	1	1	3, 5	0.34	0.46	1.4543	0.94
8	8	1	1	2, 4, 5	0.58	0.48	0.2622	0.95
9	9	2	1	2, 4, 5	1.34	0.59	0.0174	1.02
DBQ	DBQ	5	3	2, 3, 4, 5	1.06	0.58	1.5801	1.09

Table A.3 Test Map for June 2017 Administration

Position	Item Type	Max Points	Weight	Standard	Mean	Point-Biserial	Rasch Difficulty	INFIT
1	MC	1	1	2	0.62	0.31	−0.0811	1.16
2	MC	1	1	2	0.54	0.36	0.3195	1.12
3	MC	1	1	3	0.78	0.43	−0.9945	0.95
4	MC	1	1	2	0.81	0.47	−1.1878	0.89
5	MC	1	1	3	0.73	0.49	−0.7143	0.93
6	MC	1	1	3	0.55	0.53	0.2894	0.98
7	MC	1	1	3	0.74	0.38	−0.7612	1.02
8	MC	1	1	2	0.49	0.51	0.5606	0.95
9	MC	1	1	2	0.60	0.44	0.0206	1.01
10	MC	1	1	2	0.46	0.28	0.7093	1.24
11	MC	1	1	3	0.62	0.48	−0.1039	0.96
12	MC	1	1	4	0.64	0.55	−0.1960	0.87
13	MC	1	1	2	0.40	0.42	1.0075	1.05
14	MC	1	1	2	0.62	0.36	−0.0811	1.11
15	MC	1	1	3	0.46	0.44	0.6927	1.03
16	MC	1	1	4	0.52	0.50	0.4127	0.96
17	MC	1	1	3	0.53	0.55	0.3524	0.89
18	MC	1	1	2	0.62	0.49	−0.1154	0.95
19	MC	1	1	5	0.68	0.47	−0.3280	1.04
20	MC	1	1	2	0.56	0.44	0.2151	1.02
21	MC	1	1	5	0.76	0.40	−0.9057	1.05
22	MC	1	1	2	0.66	0.31	−0.3046	1.24
23	MC	1	1	2	0.59	0.53	0.0486	0.91
24	MC	1	1	4	0.52	0.51	0.4254	0.98
25	MC	1	1	5	0.76	0.44	−0.9577	1.01
26	MC	1	1	3	0.82	0.46	−1.3460	0.93
27	MC	1	1	3	0.64	0.45	−0.1923	1.05
28	MC	1	1	3	0.51	0.45	0.4963	1.08
29	MC	1	1	3	0.67	0.38	−0.4373	1.14
30	MC	1	1	2	0.62	0.58	−0.0818	0.89
31	MC	1	1	3	0.78	0.51	−1.0416	0.89
32	MC	1	1	5	0.55	0.50	0.2679	0.96
33	MC	1	1	2	0.75	0.56	−0.8983	0.84
34	MC	1	1	2	0.51	0.48	0.4668	1.04
35	MC	1	1	2	0.61	0.47	−0.0453	1.04
36	MC	1	1	2	0.48	0.60	0.6446	0.87
37	MC	1	1	4	0.44	0.49	0.8262	0.96
38	MC	1	1	3	0.48	0.57	0.6267	0.90
39	MC	1	1	2	0.60	0.62	−0.0214	0.81
40	MC	1	1	3	0.51	0.47	0.4845	1.05
41	MC	1	1	2	0.63	0.54	−0.1430	0.94
42	MC	1	1	2	0.69	0.61	−0.4907	0.82
43	MC	1	1	2	0.68	0.60	−0.4386	0.84
44	MC	1	1	5	0.67	0.48	−0.3743	0.99
45	MC	1	1	5	0.66	0.48	−0.3109	1.00
46	MC	1	1	4	0.61	0.64	−0.0272	0.82

Position	Item Type	Max Points	Weight	Standard	Mean	Point-Biserial	Rasch Difficulty	INFIT
47	MC	1	1	2	0.37	0.41	1.2589	1.13
48	MC	1	1	3	0.65	0.59	−0.2482	0.86
49	MC	1	1	3	0.65	0.57	−0.2544	0.90
50	MC	1	1	2	0.62	0.59	−0.1123	0.87
THM	ESS	5	3	2, 3, 4, 5	0.69	0.57	2.2265	0.95
1	SCF	2	1	2, 4	1.30	0.58	−0.0756	1.05
2	SCF	1	1	2	0.56	0.50	0.3618	0.95
3a	SCF	1	1	2, 5	0.73	0.47	−0.6024	0.98
3b	SCF	1	1	2, 5	0.76	0.50	−0.7788	0.94
4	SCF	1	1	4, 5	0.69	0.55	−0.3304	0.89
5	SCF	1	1	4, 5	0.69	0.57	−0.3188	0.87
6	SCF	1	1	4, 5	0.76	0.58	−0.7788	0.85
7	SCF	1	1	5	0.64	0.61	−0.0725	0.82
8	SCF	1	1	5	0.61	0.53	0.0827	0.93
9	SCF	2	1	5	1.23	0.59	0.1832	1.10
DBQ	ESS	5	3	2, 4, 5	0.92	0.59	1.9506	1.03

Appendix B: Raw-to-Theta-to-Scale Score Conversion Tables

Table B.1 Score Table for August 2016 Administration

Raw Score	Ability	Scale Score
0	−5.7700	0.667
1	−4.5530	1.366
2	−3.8412	2.044
3	−3.4169	2.724
4	−3.1103	3.490
5	−2.8682	4.357
6	−2.6669	5.158
7	−2.4935	6.029
8	−2.3407	6.924
9	−2.2035	7.820
10	−2.0786	8.799
11	−1.9637	9.809
12	−1.8569	10.817
13	−1.7570	11.836
14	−1.6629	12.939
15	−1.5738	14.066
16	−1.4890	15.189
17	−1.4080	16.323
18	−1.3303	17.447
19	−1.2555	18.677
20	−1.1834	19.908
21	−1.1135	21.140
22	−1.0459	22.376
23	−0.9801	23.628
24	−0.9160	24.952
25	−0.8534	26.193
26	−0.7922	27.517
27	−0.7323	28.838
28	−0.6736	30.159
29	−0.6159	31.476
30	−0.5591	32.780
31	−0.5032	34.112
32	−0.4480	35.496
33	−0.3935	36.803
34	−0.3395	38.185
35	−0.2862	39.485
36	−0.2332	40.854
37	−0.1807	42.152
38	−0.1285	43.526
39	−0.0765	44.893
40	−0.0247	0.667
41	0.0270	46.247
42	0.0786	47.520
43	0.1301	48.883
44	0.1818	50.243
45	0.2335	51.514
46	0.2854	52.860
47	0.3376	54.213
48	0.3901	55.461
49	0.4430	56.796
50	0.4963	58.153
51	0.5502	59.426
52	0.6047	60.690
53	0.6598	62.027
54	0.7157	63.313
55	0.7725	64.571
56	0.8303	65.844
57	0.8891	67.126
58	0.9491	68.412
59	1.0104	69.632
60	1.0731	70.887
61	1.1374	72.138
62	1.2033	73.362
63	1.2711	74.590
64	1.3408	75.826
65	1.4128	77.084
66	1.4871	78.270
67	1.5640	79.534
68	1.6437	80.750
69	1.7263	81.956
70	1.8121	83.098
71	1.9013	84.320
72	1.9940	85.481
73	2.0905	86.664
74	2.1908	87.789
75	2.2951	88.895
76	2.4033	90.017
77	2.5156	91.085
78	2.6318	92.087
79	2.7517	93.067
80	2.8756	93.905
81	3.0032	94.709
82	3.1349	95.416
83	3.2712	96.022
84	3.4130	96.580
85	3.5615	97.061
86	3.7187	97.460
87	3.8876	97.827
88	4.0727	98.162
89	4.2811	98.477
90	4.5246	98.740
91	4.8259	98.953
92	5.2365	99.209
93	5.9232	99.571
94	7.1126	100.000

Table B.2 Score Table for January 2017 Administration

Raw Score	Ability	Scale Score
0	−5.5983	0.000
1	−4.3813	0.835
2	−3.6695	1.627
3	−3.2452	2.415
4	−2.9386	3.257
5	−2.6966	4.223
6	−2.4953	5.150
7	−2.3220	6.140
8	−2.1693	7.156
9	−2.0322	8.193
10	−1.9075	9.323
11	−1.7927	10.452
12	−1.6862	11.580
13	−1.5865	12.778
14	−1.4927	14.017
15	−1.4038	15.247
16	−1.3193	16.485
17	−1.2387	17.727
18	−1.1614	19.064
19	−1.0870	20.390
20	−1.0154	21.712
21	−0.9461	23.035
22	−0.8788	24.420
23	−0.8135	25.749
24	−0.7500	27.125
25	−0.6879	28.513
26	−0.6273	29.894
27	−0.5679	31.272
28	−0.5097	32.626
29	−0.4524	33.997
30	−0.3961	35.434
31	−0.3406	36.775
32	−0.2858	38.193
33	−0.2316	39.527
34	−0.1780	40.918
35	−0.1249	42.246
36	−0.0721	43.640
37	−0.0197	45.026
38	0.0325	46.383
39	0.0846	47.679
40	0.1365	49.051
41	0.1884	50.407
42	0.2404	51.692
43	0.2924	53.041
44	0.3447	54.387
45	0.3972	55.630
46	0.4500	56.975
47	0.5032	58.328
48	0.5569	59.581
49	0.6111	60.840
50	0.6660	62.178
51	0.7215	63.441
52	0.7778	64.687
53	0.8351	65.949
54	0.8932	67.215
55	0.9525	68.485
56	1.0130	69.681
57	1.0748	70.920
58	1.1379	72.148
59	1.2026	73.350
60	1.2689	74.551
61	1.3371	75.761
62	1.4073	76.987
63	1.4795	78.151
64	1.5540	79.367
65	1.6310	80.559
66	1.7106	81.733
67	1.7930	82.835
68	1.8785	84.031
69	1.9670	85.148
70	2.0588	86.279
71	2.1542	87.392
72	2.2530	88.451
73	2.3555	89.528
74	2.4617	90.606
75	2.5714	91.573
76	2.6848	92.528
77	2.8018	93.411
78	2.9226	94.209
79	3.0471	94.974
80	3.1757	95.609
81	3.3091	96.182
82	3.4480	96.709
83	3.5939	97.146
84	3.7489	97.526
85	3.9158	97.889
86	4.0991	98.208
87	4.3060	98.504
88	4.5483	98.766
89	4.8487	98.967
90	5.2588	99.223
91	5.9456	99.579
92	7.1356	100.000

Table B.3 Score Table for June 2017 Administration

Raw Score	Ability	Scale Score
0	−5.6045	0.000
1	−4.3874	0.829
2	−3.6754	1.617
3	−3.2511	2.402
4	−2.9444	3.238
5	−2.7023	4.197
6	−2.5010	5.123
7	−2.3277	6.106
8	−2.1750	7.114
9	−2.0380	8.142
10	−1.9134	9.266
11	−1.7987	10.391
12	−1.6923	11.514
13	−1.5928	12.698
14	−1.4991	13.931
15	−1.4104	15.155
16	−1.3261	16.385
17	−1.2456	17.610
18	−1.1684	18.940
19	−1.0942	20.259
20	−1.0227	21.574
21	−0.9536	22.889
22	−0.8865	24.257
23	−0.8214	25.592
24	−0.7580	26.948
25	−0.6961	28.329
26	−0.6356	29.703
27	−0.5764	31.074
28	−0.5183	32.423
29	−0.4613	33.770
30	−0.4052	35.220
31	−0.3498	36.531
32	−0.2952	37.967
33	−0.2413	39.272
34	−0.1879	40.677
35	−0.1350	41.980
36	−0.0825	43.367
37	−0.0303	44.745
38	0.0217	46.116
39	0.0734	47.385
40	0.1250	48.747
41	0.1766	50.110
42	0.2282	51.381
43	0.2798	52.714
44	0.3317	54.058
45	0.3837	55.310
46	0.4360	56.619
47	0.4888	57.961
48	0.5419	59.233
49	0.5956	60.479
50	0.6498	61.782
51	0.7048	63.067
52	0.7605	64.306
53	0.8170	65.552
54	0.8746	66.812
55	0.9332	68.073
56	0.9929	69.299
57	1.0540	70.492
58	1.1165	71.746
59	1.1804	72.940
60	1.2461	74.142
61	1.3136	75.345
62	1.3830	76.566
63	1.4547	77.767
64	1.5286	78.944
65	1.6050	80.168
66	1.6842	81.345
67	1.7662	82.482
68	1.8513	83.652
69	1.9397	84.806
70	2.0315	85.945
71	2.1270	87.097
72	2.2261	88.166
73	2.3290	89.250
74	2.4358	90.346
75	2.5465	91.360
76	2.6609	92.331
77	2.7790	93.254
78	2.9010	94.069
79	3.0268	94.851
80	3.1567	95.519
81	3.2913	96.107
82	3.4315	96.648
83	3.5785	97.105
84	3.7344	97.494
85	3.9022	97.859
86	4.0864	98.186
87	4.2939	98.491
88	4.5367	98.753
89	4.8376	98.960
90	5.2479	99.217
91	5.9345	99.575
92	7.1243	100.000

Appendix C: Item Writing Guidelines

GENERAL RULES FOR WRITING MULTIPLE-CHOICE ITEMS

1. The item should focus on a single issue, problem, or topic stated clearly and concisely in the stem.

2. The item should be written in clear and simple language, with vocabulary and sentence structure kept as simple as possible.

3. The stem should be written as a direct question or an incomplete statement

4. The stem should not contain irrelevant or unnecessary detail.

5. The stem should be stated positively. Avoid using negatively stated stems.

6. The phrase *which of the following* should not be used to refer to the alternatives. Instead use *which* followed by a noun.

7. The stem should include any words that must otherwise be repeated in each alternative.

8. The item should have one and only one correct answer (key).

9. The distractors should be plausible and attractive to students who lack the knowledge, understanding, or ability assessed by the item.

10. The alternatives should be grammatically consistent with the stem.

11. The alternatives should be parallel with one another in form.

12. The alternatives should be arranged in logical order, when possible.

13. The alternatives should be independent and mutually exclusive.

14. The item should not contain extraneous clues to the correct answer.

15. Items should be written in the third person. Use generic terms instead of proper nouns, such as first names and brand names.

CHECKLIST OF TEST CONSTRUCTION PRINCIPLES

(Multiple-Choice Items)

		YES	NO
1.	Is the item significant?		
2.	Does the item have curricular validity?		
3.	Is the item presented in clear and simple language, with vocabulary kept as simple as possible?		
4.	Does the item have one and only one correct answer?		
5.	Does the item state one single central problem completely in the stem? (See Helpful Hint below.)		
6.	Does the stem include any extraneous material ("window dressing")?		
7.	Are all responses grammatically consistent with the stem and parallel with one another in form?		
8.	Are all responses plausible (attractive to students who lack the information tested by the item)?		
9.	Are all responses independent and mutually exclusive?		
10.	Are there any extraneous clues due to grammatical inconsistencies, verbal associations, length of response, etc.?		
11.	Were the principles of Universal Design used in constructing the item?		

HELPFUL HINT

To determine if the stem is complete (meaningful all by itself):

1. Cover up the responses and read just the stem.

2. Try to turn the stem into a short-answer question by drawing a line after the last word. If it is not a good-short answer item, then there may a problem with the stem.

3. The stem must consist of a statement that contains a verb.

GUIDELINES FOR WRITING CONSTRUCTED-RESPONSE ITEMS

1. The item should focus on a single issue, problem, or topic stated clearly and concisely.

2. The item should be written with terminology, vocabulary and sentence structure kept as simple as possible. The item should be free of irrelevant or unnecessary detail.

3. The item should be written in the third person. Use generic terms instead of proper nouns such as first names and brand names.

4. The item should not contain extraneous clues to the correct answer.

5. The item should assess student understanding of the material by requiring responses that show evidence of knowledge, comprehension, application, analysis, synthesis, and/or evaluation.

6. When a stimulus is used, an introduction is required.

7. The item should clearly specify what the student is expected to do to provide an acceptable response.

8. A group of constructed response items should be arranged in logical sequence, and each item should test different knowledge, understandings, and/or skills.

9. The stimulus should provide information/data that is scientifically accurate.

10. The source of each stimulus must be clearly identified for all material that is not original.

11. The introduction, stimulus (when used), item, student answer space, and rating guide must correspond.

12. The rating guide must provide examples of correct responses.

13. The rating guide and items should clearly specify if credit is allowed for labeling units. If no credit is allowed for units, the unit should be provided within the student answer space.

14. The rating guide should specify the acceptable range for numerical responses.

Appendix D: Tables and Figures for August 2016 Administration

Table D.1 Multiple-Choice Item Analysis Summary: Regents Examination in Global History and Geography

Item	Number of Students	*p*-Value	SD	Point-Biserial	Point-Biserial Distractor 1	Point-Biserial Distractor 2	Point-Biserial Distractor 3
1	26,693	0.44	0.50	0.21	−0.09	−0.10	−0.07
2	26,693	0.53	0.50	0.24	−0.07	−0.13	−0.14
3	26,693	0.48	0.50	0.31	−0.16	−0.19	−0.14
4	26,693	0.51	0.50	0.23	−0.08	−0.13	−0.07
5	26,693	0.51	0.50	0.29	−0.16	−0.18	−0.04
6	26,693	0.51	0.50	0.14	−0.10	−0.05	−0.02
7	26,693	0.48	0.50	0.30	−0.15	−0.17	−0.10
8	26,693	0.82	0.38	0.38	−0.17	−0.23	−0.20
9	26,693	0.62	0.48	0.30	−0.12	−0.20	−0.10
10	26,693	0.40	0.49	0.25	−0.09	−0.11	−0.09
11	26,693	0.53	0.50	0.23	−0.03	−0.23	−0.05
12	26,693	0.41	0.49	0.29	−0.10	−0.12	−0.17
13	26,693	0.65	0.48	0.32	−0.16	−0.17	−0.17
14	26,693	0.34	0.48	0.17	−0.13	−0.10	0.01
15	26,693	0.32	0.47	0.20	−0.13	−0.07	−0.03
16	26,693	0.39	0.49	0.22	−0.04	−0.13	−0.11
17	26,693	0.61	0.49	0.19	−0.10	−0.05	−0.12
18	26,693	0.55	0.50	0.27	−0.10	−0.15	−0.14
19	26,693	0.63	0.48	0.37	−0.18	−0.18	−0.16
20	26,693	0.67	0.47	0.20	−0.18	−0.09	−0.05
21	26,693	0.43	0.49	0.29	−0.08	−0.12	−0.16
22	26,693	0.46	0.50	0.29	−0.11	−0.13	−0.12
23	26,693	0.53	0.50	0.26	−0.08	−0.15	−0.13
24	26,693	0.54	0.50	0.24	−0.06	−0.15	−0.11
25	26,693	0.64	0.48	0.28	−0.13	−0.16	−0.10
26	26,693	0.49	0.50	0.27	−0.10	−0.13	−0.14
27	26,693	0.49	0.50	0.25	−0.15	−0.18	−0.07
28	26,693	0.48	0.50	0.14	−0.06	−0.05	−0.07
29	26,693	0.40	0.49	0.24	−0.15	−0.05	−0.11
30	26,693	0.43	0.49	0.28	−0.18	−0.12	−0.04
31	26,693	0.57	0.49	0.28	−0.12	−0.16	−0.16
32	26,693	0.54	0.50	0.32	−0.16	−0.20	−0.10

Item	Number of Students	*p*-Value	SD	Point-Biserial	Point-Biserial Distractor 1	Point-Biserial Distractor 2	Point-Biserial Distractor 3
33	26,693	0.60	0.49	0.38	−0.13	−0.25	−0.14
34	26,693	0.55	0.50	0.32	−0.16	−0.07	−0.22
35	26,693	0.23	0.42	0.11	−0.04	−0.11	0.04
36	26,693	0.70	0.46	0.35	−0.20	−0.19	−0.16
37	26,693	0.42	0.49	0.24	−0.09	−0.11	−0.11
38	26,693	0.49	0.50	0.21	−0.11	−0.08	−0.08
39	26,693	0.45	0.50	0.20	−0.05	−0.04	−0.15
40	26,693	0.52	0.50	0.35	−0.10	−0.14	−0.22
41	26,693	0.63	0.48	0.30	−0.13	−0.19	−0.18
42	26,693	0.70	0.46	0.34	−0.17	−0.17	−0.17
43	26,693	0.27	0.44	0.20	−0.06	−0.09	−0.04
44	26,693	0.40	0.49	0.21	−0.11	−0.10	−0.05
45	26,693	0.27	0.44	0.20	−0.06	−0.12	0.00
46	26,693	0.57	0.49	0.43	−0.25	−0.17	−0.16
47	26,693	0.60	0.49	0.27	−0.09	−0.17	−0.09
48	26,693	0.48	0.50	0.26	−0.19	−0.14	−0.02
49	26,693	0.44	0.50	0.21	0.04	−0.20	−0.12
50	26,693	0.29	0.45	0.27	−0.04	−0.17	−0.06

Table D.2 Constructed-Response Item Analysis Summary: Regents Examination in Global History and Geography

Item	Min. score	Max. score	Number of Students	Mean	SD	*p*-Value	Point-Biserial
51	0	5	26,693	1.55	1.03	0.31	0.65
52	0	1	26,693	0.82	0.38	0.82	0.29
53	0	1	26,693	0.67	0.47	0.67	0.33
54	0	1	26,693	0.77	0.42	0.77	0.22
55	0	1	26,693	0.93	0.26	0.93	0.27
56	0	1	26,693	0.90	0.30	0.90	0.33
57	0	1	26,693	0.80	0.40	0.80	0.28
58	0	1	26,693	0.90	0.30	0.90	0.38
59	0	1	26,693	0.80	0.40	0.80	0.31
60	0	1	26,693	0.74	0.44	0.74	0.33
61	0	1	26,693	0.90	0.30	0.90	0.32
62	0	1	26,693	0.78	0.41	0.78	0.31
63	0	1	26,693	0.89	0.31	0.89	0.37

64	0	1	26,693	0.86	0.35	0.86	0.39
65	0	1	26,693	0.79	0.41	0.79	0.39
66	0	5	26,693	2.02	0.94	0.40	0.61

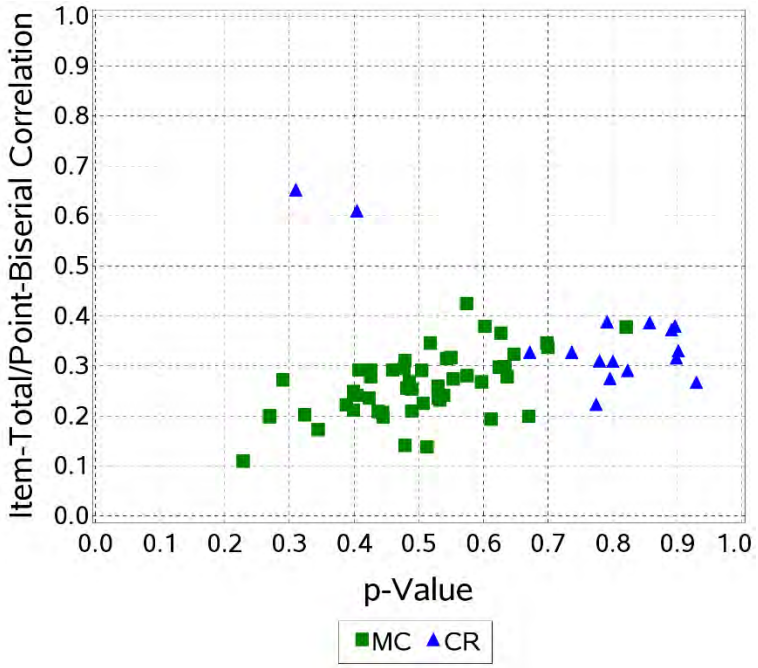

Figure D.1 Scatter Plot: Regents Examination in Global History and Geography

Table D.3 Descriptive Statistics in *p*-value and Point-Biserial Correlation: Regents Examination in Global History and Geography

Statistics	N	Mean	Min	Q1	Median	Q3	Max
p-value	66	0.56	0.23	0.44	0.53	0.67	0.93
Point-Biserial	66	0.29	0.11	0.23	0.28	0.32	0.65

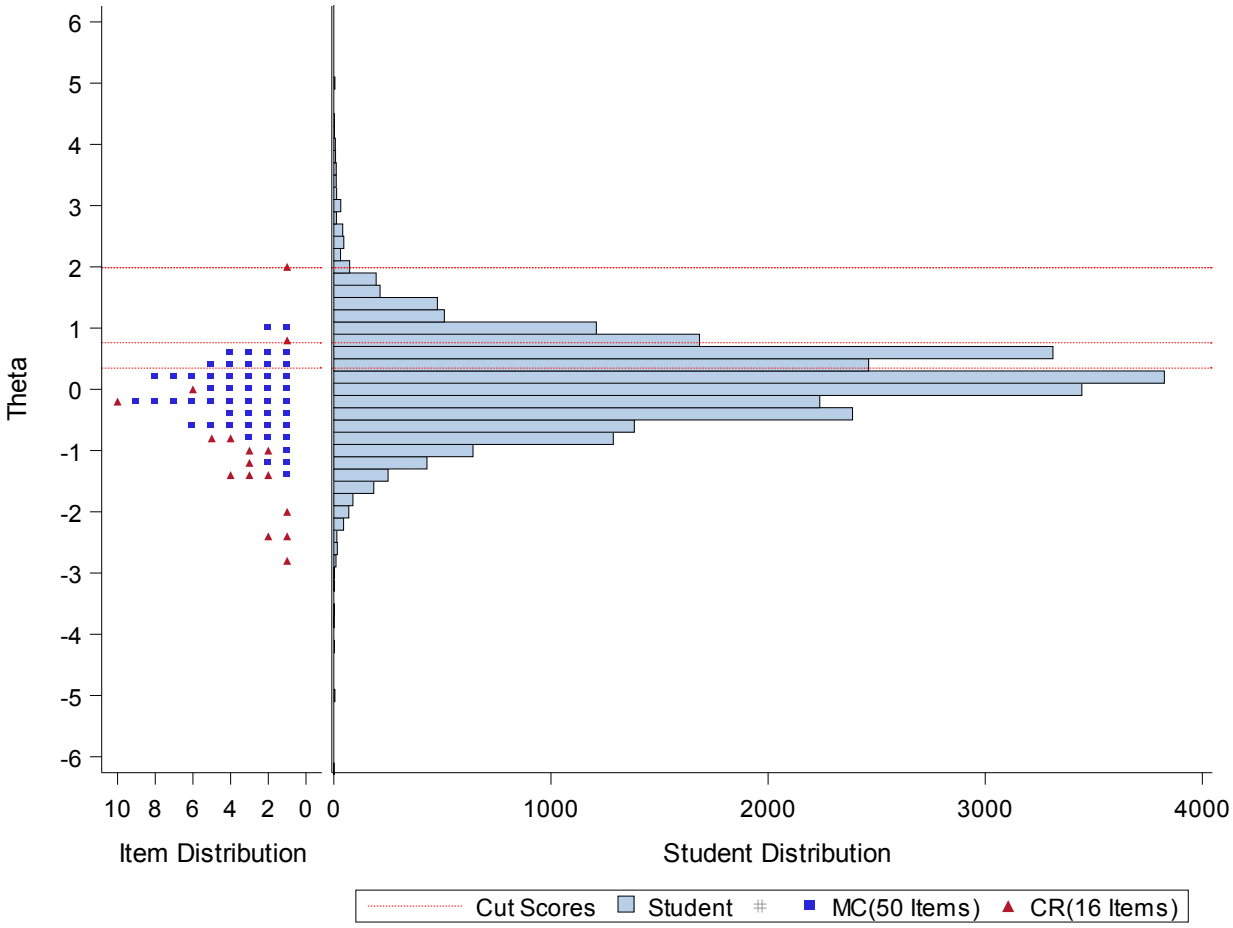

Figure D.2 Student Performance Map: Regents Examination in Global History and Geography

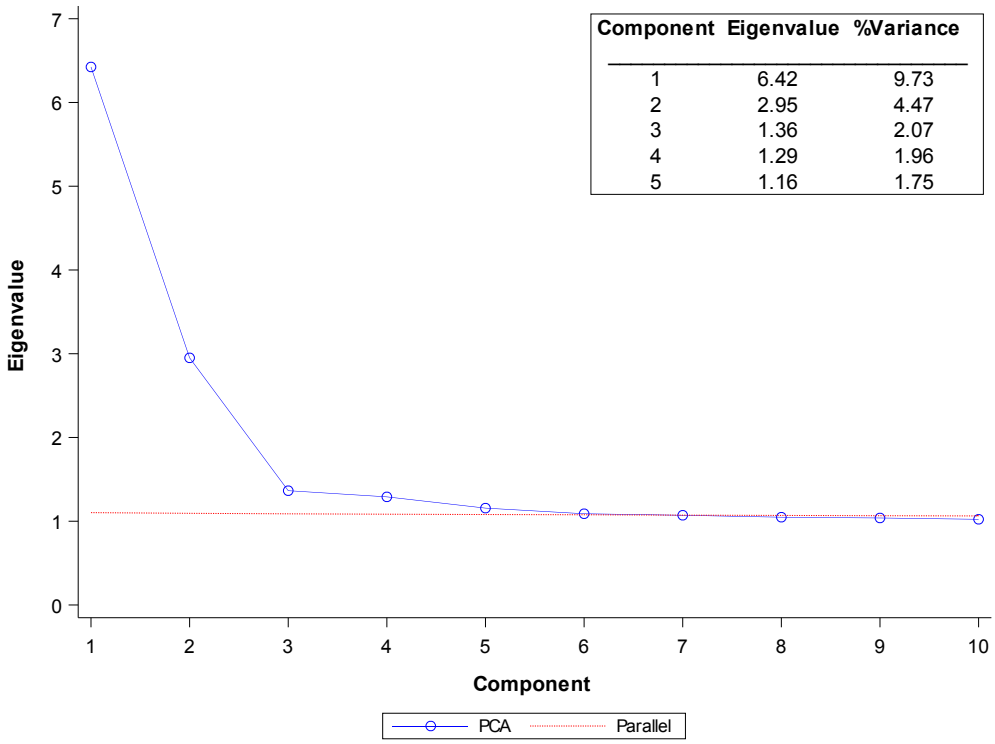

Figure D.3 Scree Plot: Regents Examination in Global History and Geography

Table D.4 Summary of Item Residual Correlations: Regents Examination in Global History and Geography

Statistic Type	Value
N	2145
Mean	−0.01
SD	0.04
Minimum	−0.11
P_{10}	−0.05
P_{25}	−0.04
P_{50}	−0.02
P_{75}	0.00
P_{90}	0.02
Maximum	0.29
>|0.20|	4

Table D.5 Summary of INFIT Mean Square Statistics: Regents Examination in Global History and Geography

	INFIT Mean Square					
	N	Mean	SD	Min	Max	[0.7, 1.3]
Global History and Geography	66	0.99	0.05	0.89	1.11	[66/66]

Table D.6 Reliabilities and Standard Errors of Measurement: Regents Examination in Global History and Geography

Subject	Coefficient Alpha	SEM
Global History and Geography	0.84	4.73

Table D.7 Decision Consistency and Accuracy Results: Regents Examination in Global History and Geography

Statistic	1/2	2/3	3/4
Consistency	0.83	0.84	0.98
Accuracy	0.87	0.88	0.98

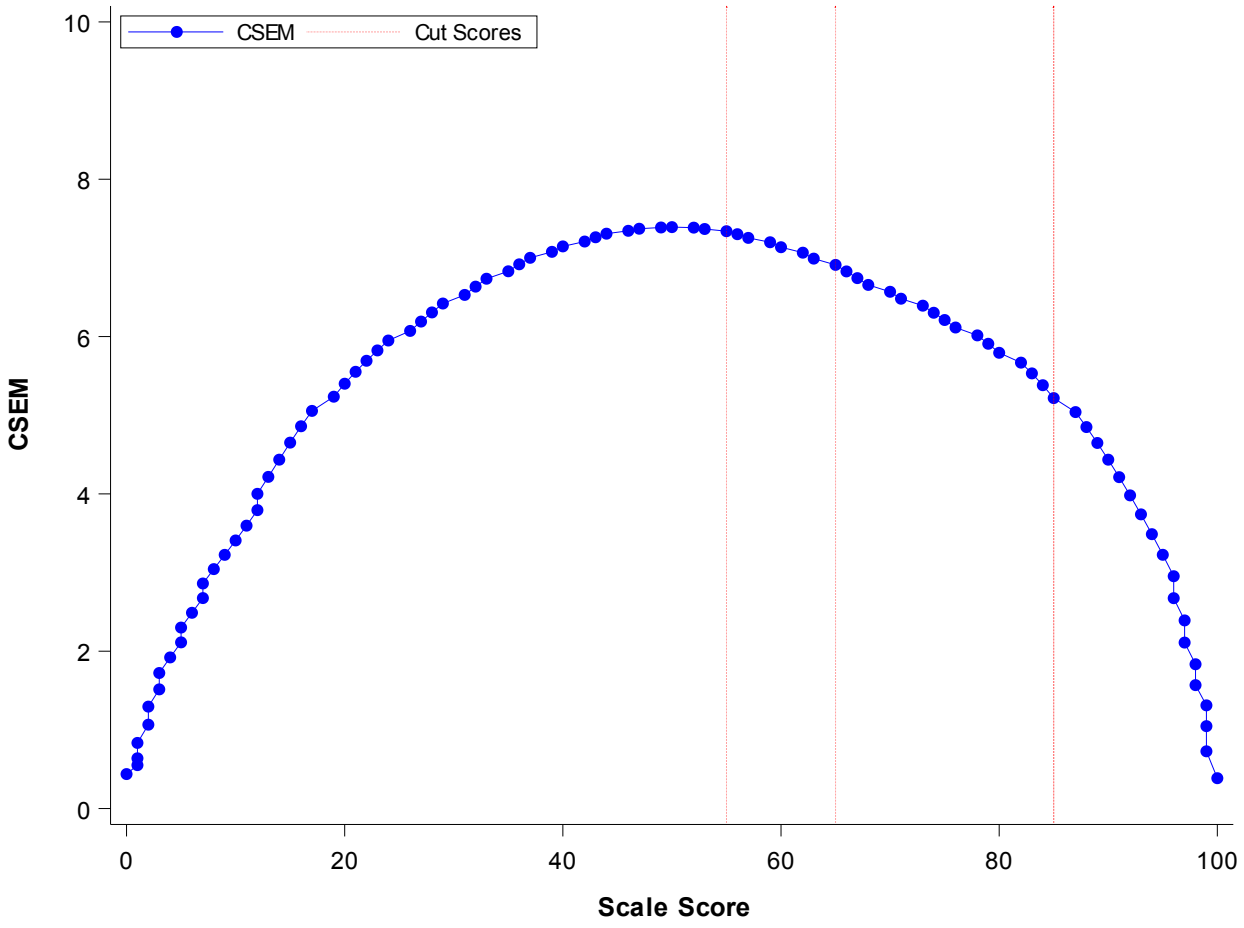

Figure D.4 Conditional Standard Error Plot: Regents Examination in Global History and Geography

Table D.8 Group Means: Regents Examination in Global History and Geography

Demographics	Number	Mean Scale Score	SD Scale Score
All Students*	26,693	55.00	15.27
Ethnicity			
American Indian/Alaska Native	267	54.17	14.49
Asian/Native Hawaiian/Other Pacific Islander	1,322	57.10	17.61
Black/African American	9,109	52.86	14.93
Hispanic/Latino	9,114	54.36	14.94
Multiracial	288	58.20	15.31
White	6,585	58.30	15.09
English Language Learner			
No	23,679	55.88	15.01
Yes	3,014	48.07	15.54
Economically Disadvantaged			
No	8,857	57.69	15.47
Yes	17,836	53.66	14.99
Gender			
Female	13,744	56.07	14.49
Male	12,941	53.86	15.98
Student with a Disability			
No	20,049	57.05	14.59
Yes	6,644	48.81	15.61

*Note: Eight students were not reported in the Ethnicity and Gender group, but they are reflected in "All Students."

Appendix E: Tables and Figures for January 2017 Administration

Table E.1 Multiple-Choice Item Analysis Summary: Regents Examination in Global History and Geography

Item	Number of Students	*p*-Value	SD	Point-Biserial	Point-Biserial Distractor 1	Point-Biserial Distractor 2	Point-Biserial Distractor 3
1	46,187	0.45	0.50	0.22	−0.03	−0.14	−0.10
2	46,187	0.57	0.49	0.34	−0.12	−0.22	−0.12
3	46,187	0.34	0.48	0.20	−0.14	−0.06	−0.02
4	46,187	0.42	0.49	0.27	−0.09	−0.13	−0.13
5	46,187	0.56	0.50	0.16	−0.01	−0.12	−0.09
6	46,187	0.55	0.50	0.36	−0.20	−0.18	−0.10
7	46,187	0.39	0.49	0.24	−0.19	−0.05	−0.12
8	46,187	0.47	0.50	0.30	−0.16	−0.12	−0.10
9	46,187	0.74	0.44	0.19	−0.04	−0.14	−0.10
10	46,187	0.41	0.49	0.39	−0.16	−0.16	−0.17
11	46,187	0.33	0.47	0.28	−0.07	−0.12	−0.11
12	46,187	0.39	0.49	0.26	−0.07	−0.13	−0.12
13	46,187	0.46	0.50	0.19	−0.04	−0.16	−0.09
14	46,187	0.57	0.50	0.38	−0.18	−0.17	−0.19
15	46,187	0.22	0.42	0.19	0.01	−0.10	−0.09
16	46,187	0.52	0.50	0.26	−0.10	−0.13	−0.12
17	46,187	0.81	0.39	0.26	−0.10	−0.15	−0.15
18	46,187	0.34	0.47	0.19	−0.18	−0.05	0.00
19	46,187	0.54	0.50	0.22	−0.15	−0.15	−0.05
20	46,187	0.63	0.48	0.25	−0.08	−0.17	−0.11
21	46,187	0.45	0.50	0.24	−0.11	−0.05	−0.15
22	46,187	0.40	0.49	0.25	−0.09	−0.11	−0.11
23	46,187	0.83	0.38	0.33	−0.17	−0.19	−0.16
24	46,187	0.57	0.50	0.33	−0.16	−0.15	−0.15
25	46,187	0.48	0.50	0.23	−0.13	−0.10	−0.09
26	46,187	0.51	0.50	0.20	−0.07	−0.11	−0.12
27	46,187	0.55	0.50	0.28	−0.12	−0.15	−0.12
28	46,187	0.47	0.50	0.13	−0.06	−0.08	−0.02
29	46,187	0.45	0.50	0.32	−0.15	−0.11	−0.14
30	46,187	0.38	0.48	0.14	0.00	−0.06	−0.12
31	46,187	0.46	0.50	0.32	−0.13	−0.16	−0.11
32	46,187	0.34	0.47	0.26	−0.10	−0.08	−0.13

Item	Number of Students	*p*-Value	SD	Point-Biserial	Point-Biserial Distractor 1	Point-Biserial Distractor 2	Point-Biserial Distractor 3
33	46,187	0.80	0.40	0.27	−0.12	−0.15	−0.14
34	46,187	0.61	0.49	0.27	−0.14	−0.11	−0.13
35	46,187	0.59	0.49	0.21	−0.11	−0.08	−0.10
36	46,187	0.51	0.50	0.30	−0.09	−0.18	−0.16
37	46,187	0.40	0.49	0.27	−0.11	−0.12	−0.09
38	46,187	0.53	0.50	0.27	−0.10	−0.18	−0.09
39	46,187	0.53	0.50	0.32	−0.13	−0.16	−0.14
40	46,187	0.49	0.50	0.31	−0.13	−0.17	−0.13
41	46,187	0.63	0.48	0.25	−0.10	−0.15	−0.15
42	46,187	0.48	0.50	0.25	−0.13	−0.14	−0.07
43	46,187	0.45	0.50	0.31	−0.10	−0.08	−0.20
44	46,187	0.44	0.50	0.22	−0.18	0.02	−0.18
45	46,187	0.58	0.49	0.11	−0.02	−0.04	−0.09
46	46,187	0.47	0.50	0.26	−0.12	−0.14	−0.11
47	46,187	0.74	0.44	0.26	−0.10	−0.18	−0.11
48	46,187	0.39	0.49	0.25	−0.11	−0.09	−0.10
49	46,187	0.45	0.50	0.33	−0.17	−0.09	−0.15
50	46,187	0.24	0.43	0.13	−0.03	−0.07	−0.02

Table E.2 Constructed-Response Item Analysis Summary: Regents Examination in Global History and Geography

Item	Min. score	Max. score	Number of Students	Mean	SD	*p*-Value	Point-Biserial
51	0	5	46,187	1.54	0.95	0.31	0.65
52	0	1	46,187	0.92	0.28	0.92	0.24
53	0	1	46,187	0.90	0.29	0.90	0.27
54	0	1	46,187	0.97	0.18	0.97	0.21
55	0	1	46,187	0.91	0.28	0.91	0.29
56	0	1	46,187	0.61	0.49	0.61	0.27
57	0	1	46,187	0.82	0.38	0.82	0.30
58	0	1	46,187	0.79	0.41	0.79	0.30
59	0	1	46,187	0.93	0.25	0.93	0.25
60	0	1	46,187	0.82	0.39	0.82	0.24
61	0	1	46,187	0.87	0.34	0.87	0.27
62	0	2	46,187	1.75	0.55	0.87	0.35
63	0	5	46,187	1.90	0.93	0.38	0.62

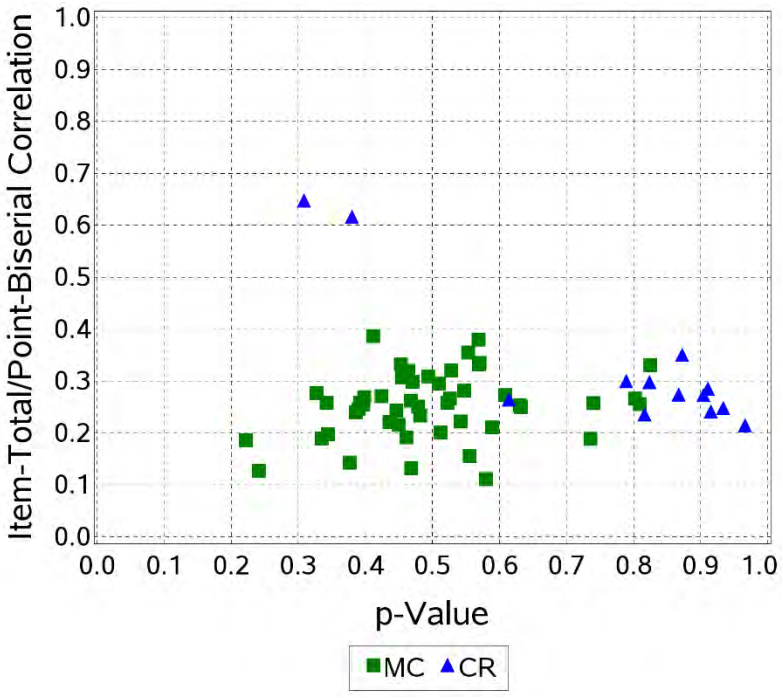

Figure E.1 Scatter Plot: Regents Examination in Global History and Geography

Table E.3 Descriptive Statistics in *p*-value and Point-Biserial Correlation: Regents Examination in Global History and Geography

Statistics	N	Mean	Min	Q1	Median	Q3	Max
p-value	63	0.56	0.22	0.42	0.51	0.63	0.97
Point-Biserial	63	0.27	0.11	0.22	0.26	0.30	0.65

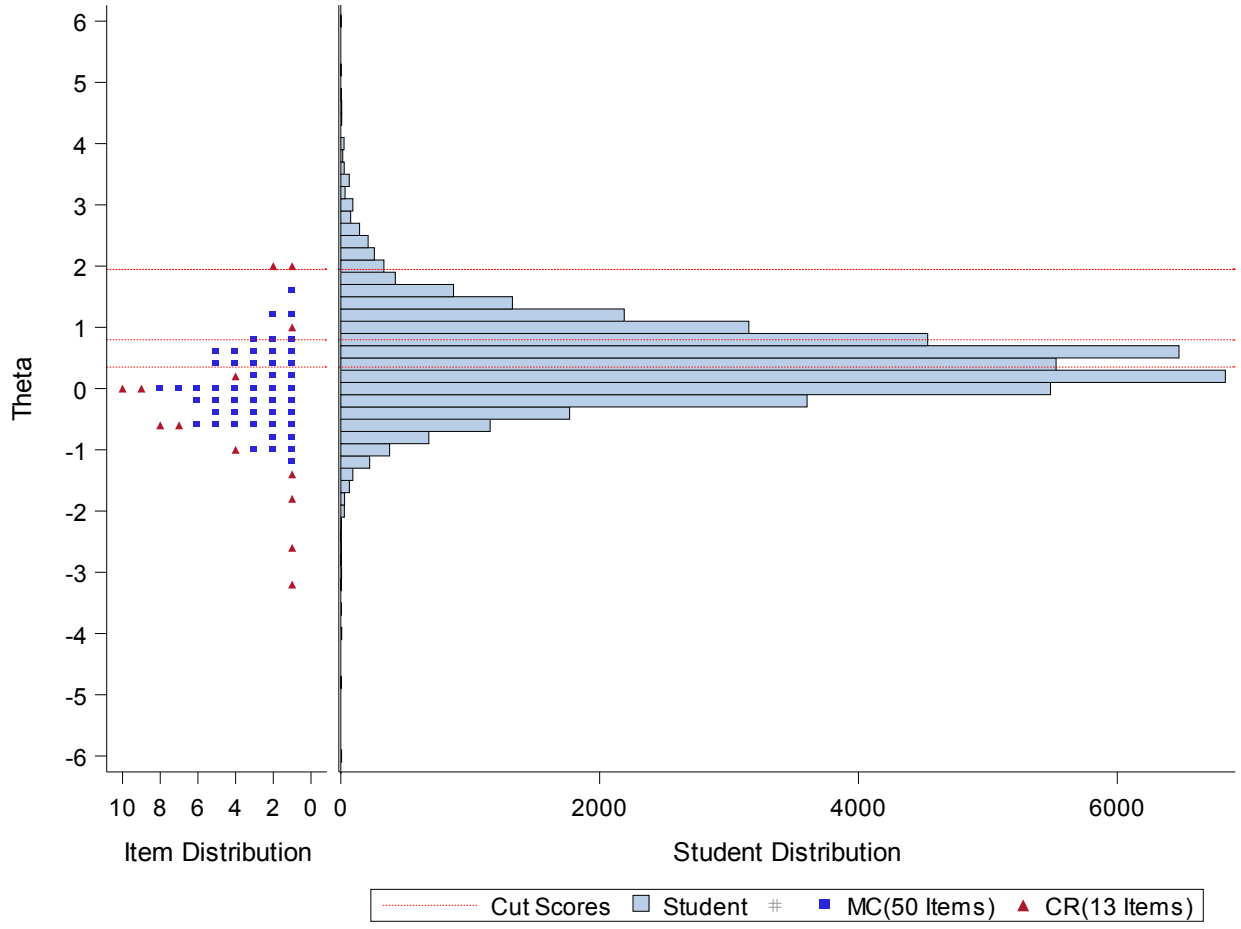

Figure E.2 Student Performance Map: Regents Examination in Global History and Geography

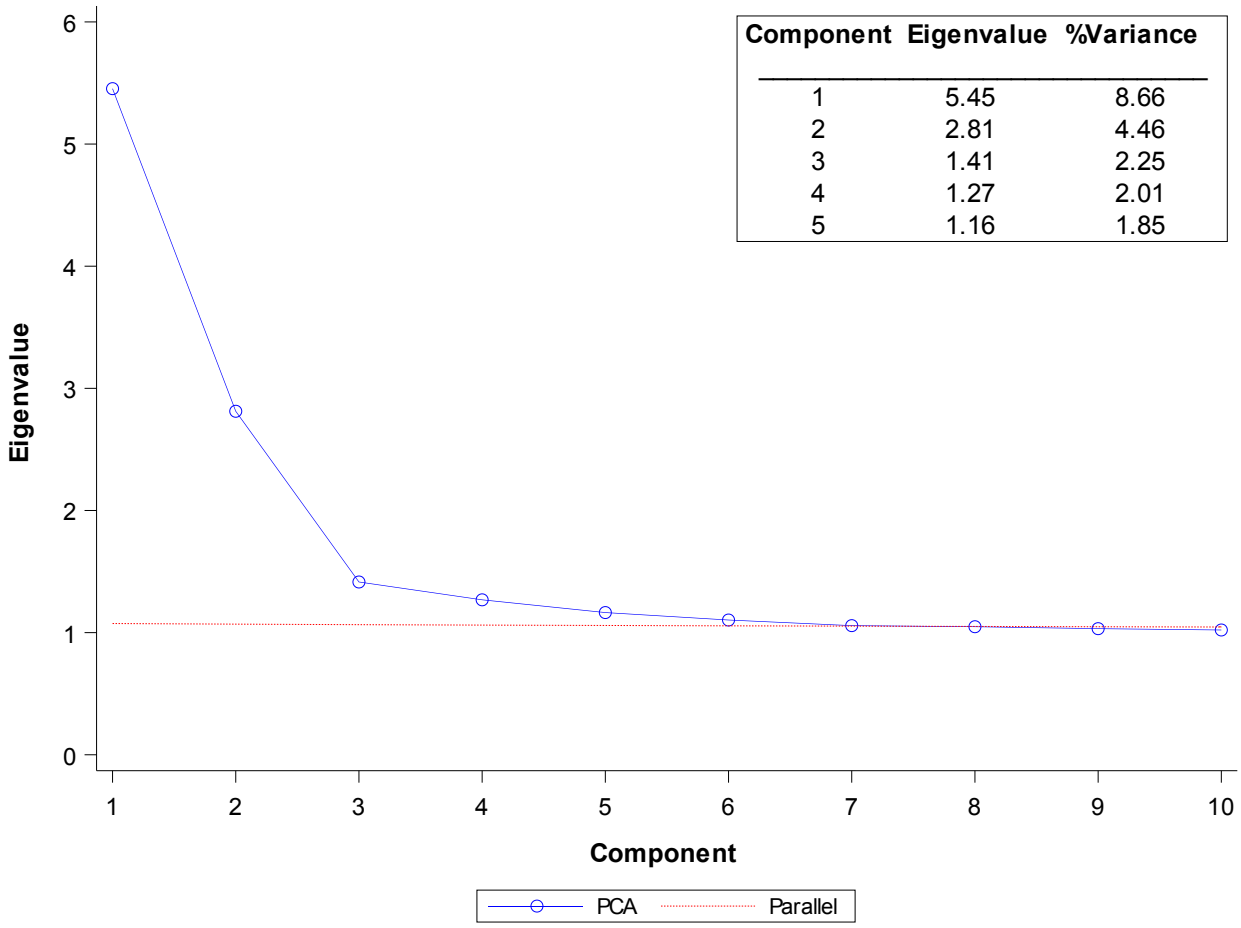

Figure E.3 Scree Plot: Regents Examination in Global History and Geography

Table E.4 Summary of Item Residual Correlations: Regents Examination in Global History and Geography

Statistic Type	Value
N	1953
Mean	−0.01
SD	0.03
Minimum	−0.14
P10	−0.05
P25	−0.03
P50	−0.02
P75	0.00
P90	0.01
Maximum	0.25
>|0.20|	2

Table E.5 Summary of INFIT Mean Square Statistics: Regents Examination in Global History and Geography

	INFIT Mean Square					
	N	Mean	SD	Min	Max	[0.7, 1.3]
Global History and Geography	63	1	0.04	0.91	1.1	[63/63]

Table E.6 Reliabilities and Standard Errors of Measurement: Regents Examination in Global History and Geography

Subject	Coefficient Alpha	SEM
Global History and Geography	0.82	4.66

Table E.7 Decision Consistency and Accuracy Results: Regents Examination in Global History and Geography

Statistic	1/2	2/3	3/4
Consistency	0.81	0.84	0.97
Accuracy	0.87	0.88	0.98

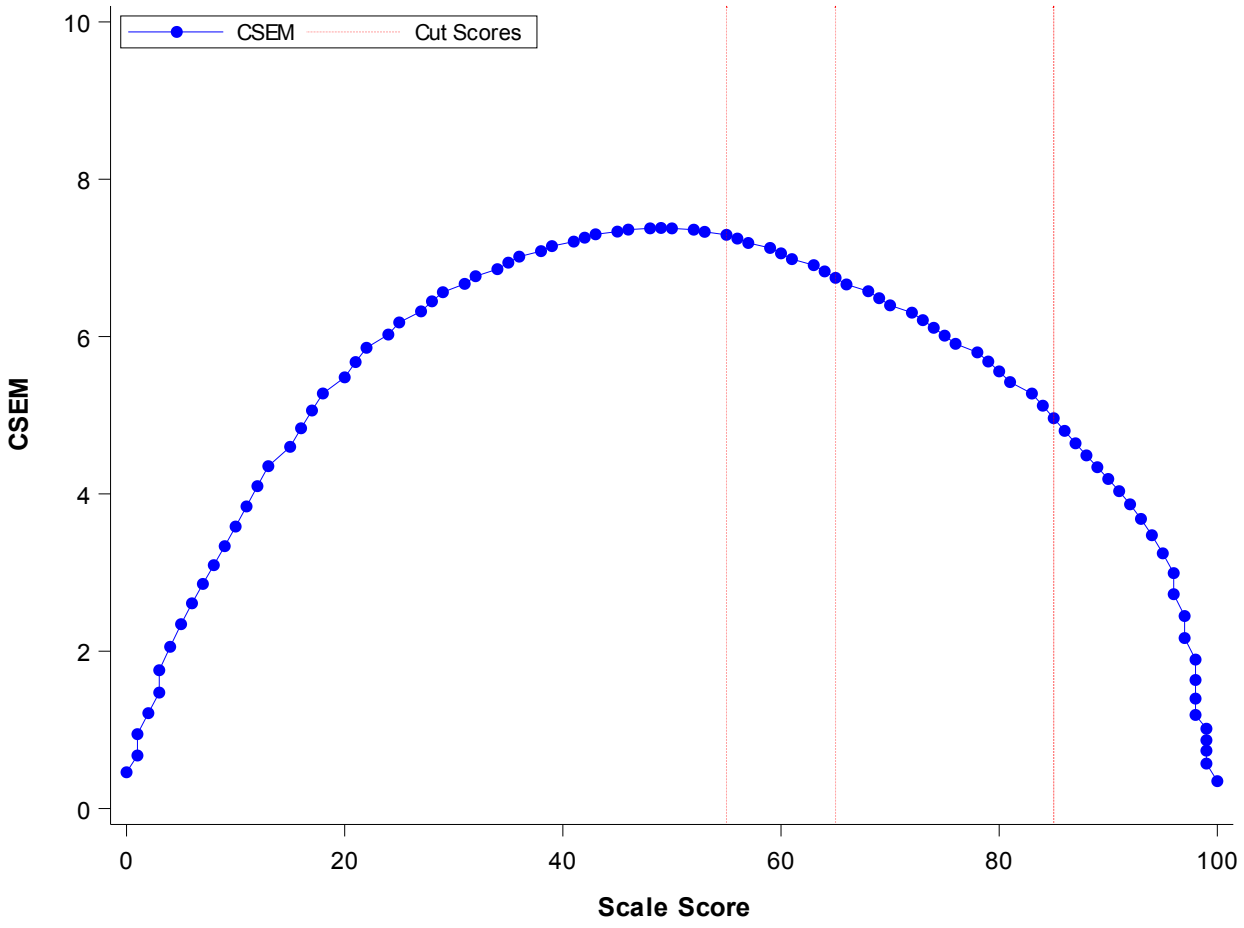

Figure E.4 Conditional Standard Error Plot: Regents Examination in Global History and Geography

Table E.8 Group Means: Regents Examination in Global History and Geography

Demographics	Number	Mean ScaleScore	SD Scale Score
All Students*	46,187	56.83	13.97
Ethnicity			
American Indian/Alaska Native	424	56.99	12.94
Asian/Native Hawaiian/Other Pacific Islander	2,776	60.04	15.37
Black/African American	15,415	55.04	13.27
Hispanic/Latino	17,243	55.84	13.41
Multiracial	489	60.23	14.20
White	9,830	60.31	14.80
English Language Learner			
No	39,576	57.67	13.87
Yes	6,611	51.82	13.53
Economically Disadvantaged			
No	12,794	59.00	14.95
Yes	33,393	56.00	13.49
Gender			
Female	22,278	57.50	13.03
Male	23,899	56.21	14.77
Student with a Disability			
No	33,718	58.90	13.60
Yes	12,469	51.24	13.42

*Note: Ten students were not reported in the Ethnicity and Gender group, but they are reflected in "All Students."