

Claims, Evidence, and Performance Level Descriptors (PLDs) for Regents Exam in Global History and Geography II (Grade 10)
July 2019

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>CLAIM 1 Students can analyze sources and use evidence to create and analyze discipline-based (e.g., geographic, economic, political and/or historical) claims.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis of sources includes two components: <ul style="list-style-type: none"> A. Recognition or Acknowledgement of: <ul style="list-style-type: none"> i. Format ii. Authorship iii. Time/Place iv. Audience v. Content vi. Purpose vii. Bias/Point of View B. Corroboration <ul style="list-style-type: none"> i. Relationship between sources ii. Relationship between sources and discipline-based claims 	<p>1.1 Student identifies origin and intent of sources and inaccurately describes how these factors influence the reliability of sources.</p> <hr/> <p>1.2 Student incorrectly identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives without using the historical context of the time in which it was created).</p> <hr/>	<p>1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes with minor inaccuracies how some of these factors influence the reliability of sources.</p> <hr/> <p>1.2 Student identifies the biases she/he brings to the examination of a source with minor inaccuracies (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).</p> <hr/>	<p>1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/uses) of sources.</p> <hr/> <p>1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).</p> <hr/>	<p>1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources and analyzes how some of these factors influence the reliability (strengths/weaknesses/uses) of sources.</p> <hr/> <p>1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created) and explains the biases of others.</p> <hr/>

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<p>iii. Reliability of the source(s) in light of analysis</p> <ul style="list-style-type: none"> • Creation of discipline-based claim or argument includes: <ul style="list-style-type: none"> A. Discipline-based claim or argument B. Evidence from source(s) to support or refute the claim or argument • Analysis of discipline-based claim or argument includes: <ul style="list-style-type: none"> A. Discipline-based claim(s) or argument(s) B. Evidence from source(s) to support or refute the claim C. Validity of the claim in light of evidence 	<p>1.3 Student uses irrelevant and/or disconnected evidence from multiple sources to support a claim without reference to perspective or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using invalid evidence or sources.</p> <hr/> <p>1.5 Student makes an implausible claim or argument using irrelevant and/or disconnected evidence and data from sources.</p> <hr/> <p>1.6 Student describes the relationship between a given set of sources/documents and may use irrelevant and/or disconnected evidence.</p> <hr/>	<p>1.3 Student uses relevant evidence from multiple sources to support a claim without reference to perspective or historical context.</p> <hr/> <p>1.4. Student evaluates a claim or argument using isolated evidence from one or more sources.</p> <hr/> <p>1.5 Student presents a plausible claim or argument using relevant evidence and data from sources.</p> <hr/> <p>1.6 Student explains how a given set of sources/documents are related, using relevant evidence.</p> <hr/>	<p>1.3 Student uses relevant evidence from multiple sources to support or refute a claim or an argument with reference to perspective and/or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using multiple sources.</p> <hr/> <p>1.5 Student constructs a coherent claim or argument using relevant evidence from sources.</p> <hr/> <p>1.6 Student interprets and explains how a given set of sources/ documents are related, using historical context and relevant evidence.</p> <hr/>	<p>1.3 Student uses relevant evidence from multiple sources to support or refute a claim or an argument and proposes alternate interpretations, with reference to both perspective and historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using and integrating multiple sources.</p> <hr/> <p>1.5 Student constructs a strong, coherent claim or argument by integrating relevant evidence from sources.</p> <hr/> <p>1.6 Student creates a historically accurate interpretation of how a given set of sources/ documents are related, using historical context, current perspectives, and relevant evidence.</p> <hr/>

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	1.7 Student supports or refutes the validity of a claim/argument by using opinion, or without the support of sources.	1.7 Student supports or refutes the validity of a claim/argument by explaining the reliability of the sources used to make the claim.	1.7 Student evaluates the validity of a claim/argument by analyzing the reliability of sources used to make the claim.	1.7 Student evaluates the validity of a claim/argument by analyzing the reliability of sources used to make the claim and proposes alternative interpretations.
<p>CLAIM 2 Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis includes: <ul style="list-style-type: none"> A. Dynamics of continuity and change over periods of time B. Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time C. Causes and effects using geographic, economic, political and/or historical lenses 	<p>2.1 Student identifies a time period, but inaccurately defines the historical, geographic, economic, or political characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies events in chronological sequence with inaccuracies.</p> <hr/>	<p>2.1 Student identifies a time period and defines the historical, geographic, economic, or political characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies related events in chronological sequence.</p> <hr/>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, geographic, economic, or political characteristics associated with the period(s).</p> <hr/> <p>2.2 Student identifies and describes related events in chronological sequence.</p> <hr/>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, explaining her/his reasoning including historical, geographic, economic, or political characteristics associated with the period(s).</p> <hr/> <p>2.2 Student identifies and analyzes related events in chronological sequence.</p> <hr/>

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<p>D. Effects of location and other spatial concepts</p> <p>E. Characteristics that define historical period(s)</p>	<p>2.3 Student confuses the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p> <hr/> <p>2.4 Student defines the concept of a turning point.</p> <hr/> <p>2.5 Student confuses cause and/or effect using a single historical, geographic, economic, or political lens.</p> <hr/>	<p>2.3 Student identifies the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period with minor inaccuracies.</p> <hr/> <p>2.4 Student defines the concept of a turning point and identifies a specific turning point.</p> <hr/> <p>2.5 Student distinguishes between cause and effect using a single historical, geographic, economic, or political lens as appropriate.</p> <hr/>	<p>2.3 Student describes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p> <hr/> <p>2.4 Student identifies a specific turning point and provides evidence of subsequent changes.</p> <hr/> <p>2.5 Student identifies multiple causes and multiple effects for events using historical, geographic, economic, and/or political lenses as appropriate.</p> <hr/>	<p>2.3 Student analyzes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p> <hr/> <p>2.4 Student identifies a specific turning point, provides evidence of subsequent changes, and evaluates the significance of those changes.</p> <hr/> <p>2.5 Student identifies and explains multiple causes and multiple effects for events in the context in which they occur, using historical, geographic, economic, and/or political lenses as appropriate.</p> <hr/>

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	<p>2.6 Student confuses immediate and/or long-term causes and effects.</p> <hr/> <p>2.7 Student describes the location and the spatial organization of people, places, regions, and/or environments using simplistic terms (e.g., cardinal directions, distance) relating this description to events and/or time periods.</p>	<p>2.6 Student identifies immediate and long-term causes and effects for events, using historical, geographic, economic, and/or political lenses as appropriate with some inaccuracies.</p> <hr/> <p>2.7 Student explains the location and spatial organization of people, places, regions, and/or environments using geographic reasoning, relating this explanation to events and time periods with minor inaccuracies.</p>	<p>2.6 Student analyzes immediate and long-term causes and effects, as well as correlations for events, using historical, geographic, economic, and/or political lenses as appropriate with minor inaccuracies.</p> <hr/> <p>2.7 Student explains the location and spatial organization of people, places, regions, and/or environments using geographic reasoning, relating this explanation to events and time periods.</p>	<p>2.6 Student analyzes and evaluates immediate and long-term causes and effects, as well as correlations for events, using multiple disciplinary lenses as appropriate.</p> <hr/> <p>2.7 Student explains the location and spatial organization of people, places, regions, and/or environments using geographic reasoning, relating this explanation to events and time periods with some depth.</p>
<p>CLAIM 3 Students can analyze how the context of time and place affect discipline-based issues and historical events, and also compare issues and events across time and place.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis includes: <ul style="list-style-type: none"> A. Connection of historical developments to 	<p>3.1 Student places events in an inappropriate context of time and place.</p> <hr/>	<p>3.1 Student places issues and events in the context of time and place (including the spatial organization of people, places, and environment) with some inaccuracies.</p> <hr/>	<p>3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment) with minor inaccuracies.</p> <hr/>	<p>3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment).</p> <hr/>

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<p>specific circumstances of time and place including the spatial organization of people, places, and environments</p> <p>B. Connection of historical developments to broader regional, national, or global processes and patterns (e.g., revolutions, movements, crises, conflicts, ideologies, belief systems, networks of exchange, population distributions, settlement and migratory patterns) through a geographic, economic, political, and/or historical lens</p> <ul style="list-style-type: none"> • Comparison includes: <ul style="list-style-type: none"> A. Similarities and differences between events through a geographic, economic, political, and/or historical lens 	<p>3.2. Student identifies similarities or differences between issues, historical developments, and/or events in different geographic and cultural contexts with minor inaccuracies.</p> <hr/> <p>3.3 Student compares issues or events making errors and/or drawing inaccurate conclusions.</p>	<p>3.2. Student identifies similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts with minor inaccuracies.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events; the comparison and/or analysis may include errors.</p>	<p>3.2 Student identifies and explains in limited detail similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events with some depth.</p>	<p>3.2 Student identifies and analyzes in detail similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events in depth.</p>

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<p>CLAIM 4 Students can analyze discipline-based issues and demonstrate an informed course of action.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis includes: <ul style="list-style-type: none"> A. Identification and summary of a disciplinary issue(s) B. Summary of research using disciplinary lenses and skills (e.g., geographic, economic, political and/or historical) to support and/or refute the issue(s) C. Connection of the issue(s) to civic activism D. Social and political responsibilities associated with citizenship in an interdependent global community in light of the issue(s) E. Recommended course of action to address the issue(s) F. Benefits and costs of taking action to 	<p>4.1 Student partially summarizes an issue with errors.</p> <hr/> <p>4.2 Student incompletely researches issue, identifies a stakeholder interested in that issue, and applies a disciplinary lens to describe or partially explain the causes, current state, and effects of the issue lacking detail and support.</p> <hr/> <p>4.3 Student describes possible courses of action with errors and with limited detail.</p> <hr/>	<p>4.1 Student identifies and briefly summarizes an issue with some errors.</p> <hr/> <p>4.2 Student minimally researches issue, identifies a key stakeholder and his/her vested interest in that issue, and applies disciplinary lenses as appropriate to articulate the causes, current state, and effects of the issue with limited details and support.</p> <hr/> <p>4.3 Student evaluates possible courses of informed action noting some costs and benefits and explaining those courses of action in limited detail.</p> <hr/>	<p>4.1 Student identifies and summarizes an issue with limited depth.</p> <hr/> <p>4.2 Student researches and applies disciplinary lenses as appropriate to articulate and explain the relevant causes, current state, and relevant effects of the issue with detail and support while identifying key stakeholders and their vested interests in that issue, noting for some differing philosophies, political affiliations, or agendas.</p> <hr/> <p>4.3 Student evaluates possible courses of informed action, noting long- and/or short-term costs and benefits, and explaining those courses of action in detail.</p> <hr/>	<p>4.1 Student identifies and effectively summarizes an issue in depth.</p> <hr/> <p>4.2 Student researches and applies disciplinary lenses as appropriate to explain and analyze the relevant causes, current state, and relevant effects of the issue with significant detail and support while identifying key stakeholders and their vested interests in that issue, noting differing philosophies, political affiliations, or agendas of some of the stakeholders, and evaluating a course of action taken by a stakeholder.</p> <hr/> <p>4.3 Student effectively evaluates possible courses of informed action in depth, noting long- and short-term costs and benefits, and explaining and analyzing those courses of action in significant detail.</p> <hr/>

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<p>address the issue(s)</p> <ul style="list-style-type: none"> • Demonstration includes: <ul style="list-style-type: none"> A. Evidence of carrying out the recommended course of action to address the issue(s) B. Participation in activities (e.g., debate, negotiation, editorials, raising awareness, influencing others) that focus on the issue(s) 	<p>4.4 Student fails to or does not accurately articulate how her/his course of informed action is related to the issue and provides little or no evidence.</p> <hr/> <p>4.5 Student takes action that does not relate to issue and information gathered or student does not take action.</p> <hr/> <p>4.6 Student does not engage targeted audience.</p> <hr/> <p>4.7 Student minimally reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.4 Student articulates how her/his course of informed action is related to the issue with limited evidence and detail.</p> <hr/> <p>4.5 Student takes informed action in local, state, national, and/or global community and demonstrates civic responsibility through the action.</p> <hr/> <p>4.6 Student minimally engages the targeted audience through an appropriate course of informed action.</p> <hr/> <p>4.7 Student reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.4 Student articulates how her/his course of informed action is related to the issue with evidence and detail.</p> <hr/> <p>4.5 Student takes informed action in local, state, national, and/or global community and demonstrates civic responsibility through the action.</p> <hr/> <p>4.6 Student engages and/or affects the targeted audience and/or community in some ways through an appropriate course of informed action.</p> <hr/> <p>4.7 Student reflects on informed course of action with analysis and detail through written, visual, or verbal means.</p>	<p>4.4 Student effectively articulates and explains how her/his course of informed action is related to the issue with significant evidence and detail.</p> <hr/> <p>4.5 Student takes informed action in local, state, national, and/or global community and demonstrates civic responsibility through the action.</p> <hr/> <p>4.6 Student effectively engages and affects the targeted audience and/or community in significant ways through an appropriate course of informed action.</p> <hr/> <p>4.7 Student effectively reflects on informed course of action with significant analysis and detail through written, visual, or verbal means.</p>