New York State Transition Regents Examination in Global History and Geography

Performance Standards Verification Technical Report

Prepared for the New York State Education Department
by Pearson

June 2018

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Executive Summary

Performance standards verification was conducted for New York State Education Department's (NYSED) Transition Regents Examination in Global History and Geography. The primary goal for this activity was to verify that performance standards, or cut scores, that operationally define the four performance levels (Level 1, Level 2, Level 3, and Level 4) set for the New York State Regents Examination in Global History and Geography, continue to function appropriately for the transition exam. The transition exam uses the same item bank as the previous exam. However, the blueprint for the transition exam is reduced to cover only Grade 10 content, whereas the previous exam covered content from both Grades 9 and 10.

To conduct the performance standards verification, a representative sample of New York state schools were selected to participate in a score collection. The performance standards verification was conducted during the week of June 17, 2018, which allowed NYSED to conduct the standards verification before publishing the final conversion chart of the New York State Transition Regents Examination in Global History and Geography on June 22, 2018, for the June 2018 administration.

As part of the verification, the frequency distribution of scale scores on the Transition Regents Examination in Global History and Geography for the June 2018 administration as well as impact data[1], including historical performance data on the previous Regents Examinations in Global History and Geography for the June administrations in 2014 through 2017, were reviewed by NYSED. Compared to 2017, there was a slight increase in the percent of students scoring at a performance level of 2 or above (from 82.2% to 84.2%), 3 or above (from 71.2% to 71.8%), or 4 (36.1% to 37.8%) on the Transition Examination, but the percentages were fairly comparable. There was no evidence suggesting that student performance shifted due to the removal of the Grade 9 content from 2017 to 2018. Thus, it was decided that the three cut scores that distinguish the four levels of performance set for the Regents Examination in Global History and Geography remained the same for the Transition Examination.

In this report, materials, methodologies, and results are presented for the Transition Regents Examination in Global History and Geography.

[1] Note that the impact data was generated excluding non-public schools.

Transition Regents Examination in Global History and Geography

The Office of State Assessment has been working with the NYSED Social Studies Content Advisory Panel (CAP) to develop a high school Regents Examination in Global History and Geography II that measures the new Framework adopted by the Board of Regents in 2014. This exam will differ from the previous exam in the content measured (prior Core Curriculum versus new Framework) and the overall coverage of the curriculum. Specifically, the new exam will measure only Grade 10 content, whereas the previous exam measured materials taught in both Grade 9 and Grade 10.

The new exam was originally scheduled to be first administered in June 2018. The development process has progressed more slowly than planned, so this initial administration has been moved to June 2019. In the meantime, CAP recommended that NYSED offer a transition year with a Transition Regents Examination for the period when the new exam was originally scheduled. Therefore, the New York State Transition Regents Examination in Global History and Geography (Grade 10) was offered in June 2018 and will continue to be offered through June 2020. The overlap with the new exam is to ensure that students have access to the appropriate exam that is based on their instruction.

The Transition Regents Examination in Global History and Geography (Grade 10) will be based on one year of study, the NYS Learning Standards for Social Studies (1996), and the skills and content for Grade 10 found in http://www.p12.nysed.gov/ciai/socst/ssrg.html in Units 5–8 (pages 105–120). Skills-based questions from the Methodology unit (pages 92–93) may also be included in this examination, if the content of the questions relates to Units 5–8. In other words, the Transition Exam will be constructed using the existing item bank used for the previous Regents Examination in Global History and Geography, except that the Transition Exam will cover only Grade 10 material, instead of both Grade 9 and Grade 10 material.

The test blueprint for the Transition Regents Examination in Global History and Geography is presented in Table 1. Compared to the previous Regents Examination, which measured Grade 9 and Grade 10 content, the number of multiple-choice questions is reduced to 30 from 50, while the other parts remain the same in terms of the number and types of items in each part. The test specification grid can be found in http://www.p12.nysed.gov/assessment/ss/hs/ghg-transitionspecificationgrid.pdf.

Table 1. Test Blueprint for Transition Regents Examination in Global History and Geography

Part	Type of Questions	Number of Questions	Weighting of Section
Part I	Multiple-Choice	30	55%
Part II	Thematic Essay	1	15%
Part III A	Document-Based Question (DBQ) Scaffolding	11–14	15%
Part III B	DBQ Essay	1	15%

Performance Standards Verification

The objective of the performance standards verification study was to verify if the performance standards for the previous Regents Examination in Global History and Geography continue to be appropriate for the Transition Regents Examination in Global History and Geography, which represents a change in content coverage. Performance level descriptions (PLDs) for New York State Regents social studies are presented in Table 2. To conduct the performance standards verification, a representative sample of New York State schools were selected to participate in a score collection. Upon a receipt of data, representativeness of the sampled schools selected was re-evaluated. Once representativeness was established, student performance on the June 2018 Transition Examination from the sampled schools was compared with historical data on previous exams from 2014 through 2017.

Table 2. New York State Regents Social Studies Performance Level Descriptions

Performance Levels	Policy Description
Level 5	Exceeds expectations.
Level 4	Meets framework grade-level expectations at a level demonstrating preparation for entry to Grade 11 United States History and Government course and on track for an entry-level college social science course.
Level 3	Sufficient for graduation and credit proficiency; student partially meets grade-level expectations.
Level 2	(Safety Net) Partially meets expectations.
Level 1	Does not demonstrate knowledge and skills for Level 2.

TEST SAMPLE

A sample of schools was identified for the Transition Regents Examination in Global History and Geography for its first administration in June 2018, in order to verify the performance standards set for the previous Regents Examination in Global History and Geography. A representative sample of schools was selected with regard to demographic and achievement characteristics. For the sample evaluation, a tolerance of 3% was applied for the demographic and achievement characteristics. After the June 2018 administration, the obtained sample was compared to the total test-taking population, in order to ensure representativeness. Because some demographic characteristics exceeded the tolerance of 3%, it was decided to adjust the sample (by randomly excluding schools) to match the demographic characteristics of the total June 2018 test-taking population. The final sample consisted of approximately 29,300 students. Table 3 contains a summary of the final sample included in the verification study, the planned sample, and the testing population from June 2017.

Table 3. 2018 Test Sample for Performance Standards Verification

		June 2018 Sample				Population in June 2017	
		Final		Planned			
		N	%	N	%	N	%
All Students		29,288	100.00	29,906	100.00	201,373	100.00
Gender	Female	14,580	49.78	14,836	49.61	100,736	50.02
	Male	14,708	50.22	15,070	50.39	100,637	49.98
Ethnicity	Asian	3,158	10.78	3,136	10.49	18,554	9.21
	Black or African American	5,185	17.7	5,364	17.94	37,307	18.53
	Hispanic or Latino	7,826	26.72	7,531	25.18	49,305	24.48
	American Indian or Alaska Native	141	0.48	150	0.50	1,296	0.64
	Multiracial	467	1.59	438	1.46	3,075	1.53
	Native Hawaiian or Pacific Islander	81	0.28	85	0.28	523	0.26
	White	12,430	42.44	13,202	44.14	91,313	45.35
Students with a Disability	No	24,783	84.62	25,350	84.77	171,771	85.30
	Yes	4,505	15.38	4,556	15.23	29,602	14.70
English Language Learner	No	26,984	92.13	27,773	92.87	186,946	92.84
	Yes	2,304	7.87	2,133	7.13	14,427	7.16
Economically Disadvantaged	No	13,857	47.31	14,324	47.90	100,090	49.70
	Yes	15,431	52.69	15,582	52.10	101,283	50.30
Need/Resource Capacity Category	High Need: New York City	10,804	36.89	10,487	35.07	70,204	34.86
	High Need: Large Cities	1,562	5.33	1,702	5.69	7,363	3.66
	High Need: Urban/Suburban	2,558	8.73	2,559	8.56	13,089	6.50
	High Need: Rural	1,274	4.35	1,335	4.46	9,237	4.59
	Average Need	7,739	26.42	8,270	27.65	57,171	28.39
	Low Need	4,696	16.03	4,758	15.91	30,335	15.06
	Charter School	285	0.97	270	0.90	5,980	2.97
	Nonpublic School	370	1.26	525	1.76	7,994	3.97

METHODOLOGY

Following TAC advice from a prior meeting, linking was used to create the raw score-to-scale score table for the Transition Examination, and the historical trend was evaluated for determining the cut scores. Impact data, which contain performance level distributions, were compared for the June administrations from 2014 to 2017 on the previous Regents Examination in Global History and Geography with the representative sample from the 2018 administration of the Transition Examination.[2] Such a comparison enabled NYSED to determine whether the removal of the Grade 9 content for the examination affected student performance. If there was no noticeable change in student performance, we should observe similar impact data across years.

The frequency distribution of scale scores on the Transition Examination in the representative sample of public and charter schools shows the number and percentage of students at each scale score point, as well as the cumulative number and percentage of students at or below a given scale score point.

Impact data and frequency distributions of scale scores provided NYSED with empirical evidence on how students performed on the Transition Examination.

[2] Note that the impact data was generated excluding non-public schools

RESULTS

The impact data are presented in Figures 1 through 4 and include the performance of students from sampled schools in 2018, as well as historical data from all public and charter schools between 2014–2017. There was a slight increase in the percent of students scoring at a performance level of 2 or above (from 82.2% to 84.2%), 3 or above (from 71.2% to 71.8%), or 4 (36.1% to 37.8%), but the percentages were fairly comparable to what they were in 2017.

Appendix A presents the impact data by gender, race/ethnicity, students with disabilities, English Language Learners, the big 5 school districts (Buffalo, Rochester, Syracuse, Yonkers, and New York City), and the Need/Resource Capacity Category. The percentage of students scoring at a performance level of 2 or above was presented only for students with disabilities and for English Language Learners. The frequency distribution of scale scores is presented in Appendix B.

CONCLUSION

The performance results for the Transition Exam and the previous exam were very comparable. No evidence was observed suggesting that students' performance shifted after the content coverage change on this exam. It should be noted that the comparison was conducted on a representative sample of schools from the June 2018 administration, instead of on the entire testing population. However, the sample is of acceptable size (almost 30,000 examinees) and can be considered representative of the larger testing population.

After the impact data was carefully reviewed by NYSED, it was decided that the Performance Level cuts that were set for the previous Regents Examination in Global History and Geography continue to be appropriate for the Transition Examination and will be retained.

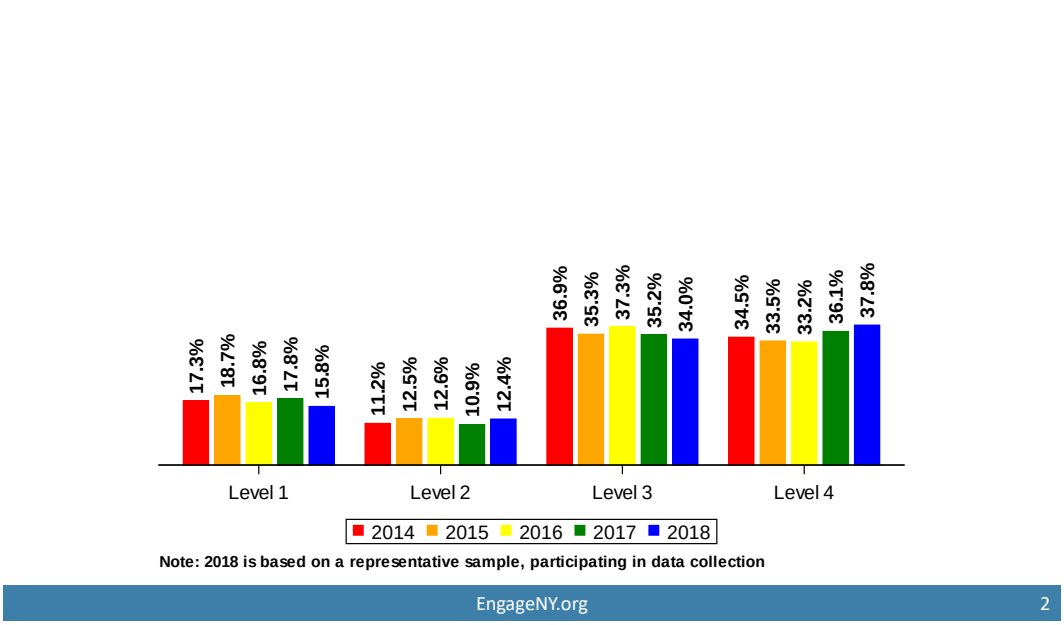


Figure 1. Performance Level Distribution for Public and Charter Schools in 2014–2018

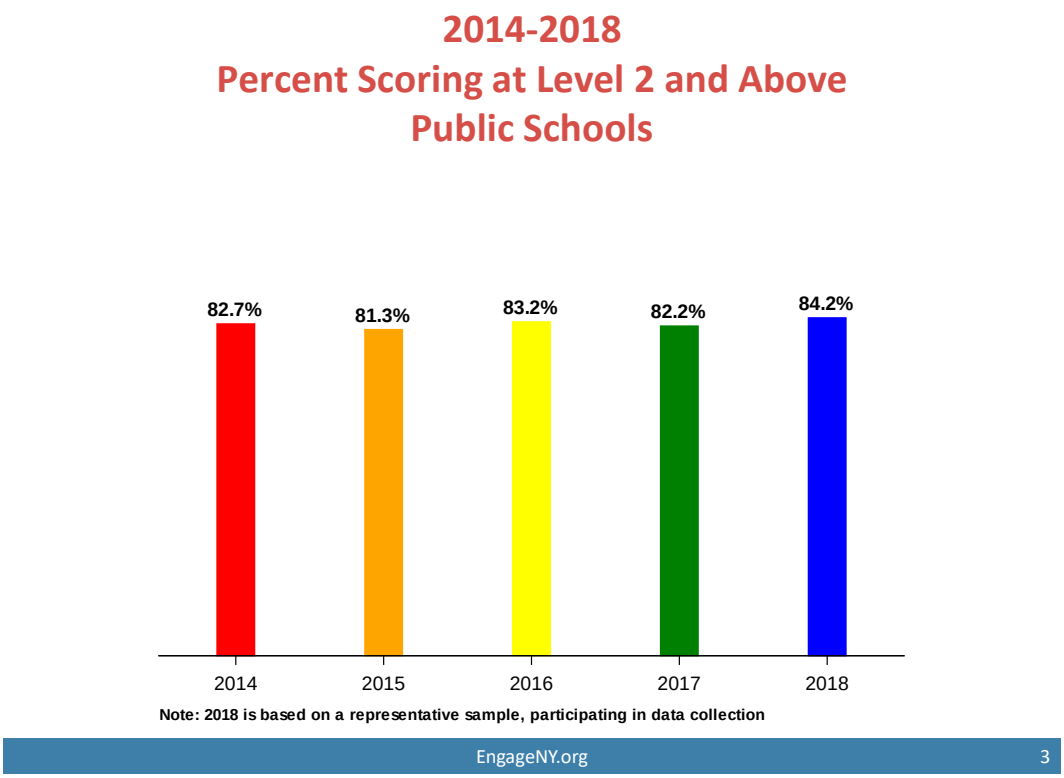


Figure 2. Percent Scoring at Level 2 and above for Public and Charter Schools in 2014–2018

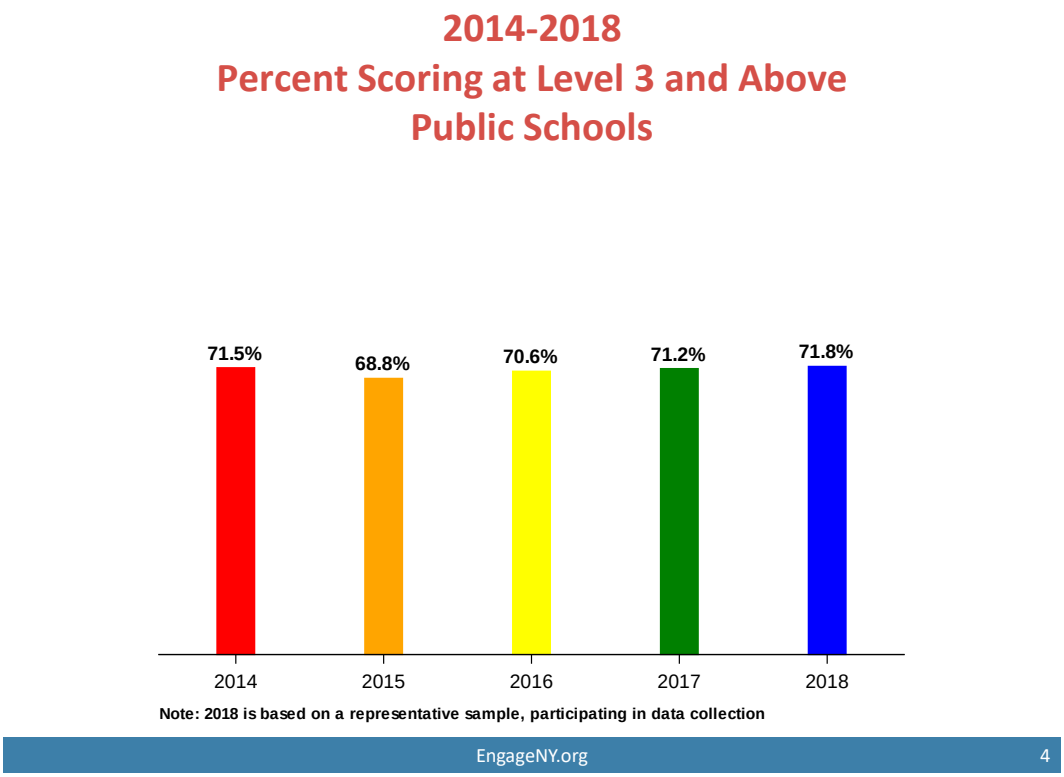


Figure 3. Percent Scoring at Level 3 and above for Public and Charter Schools in 2014–2018

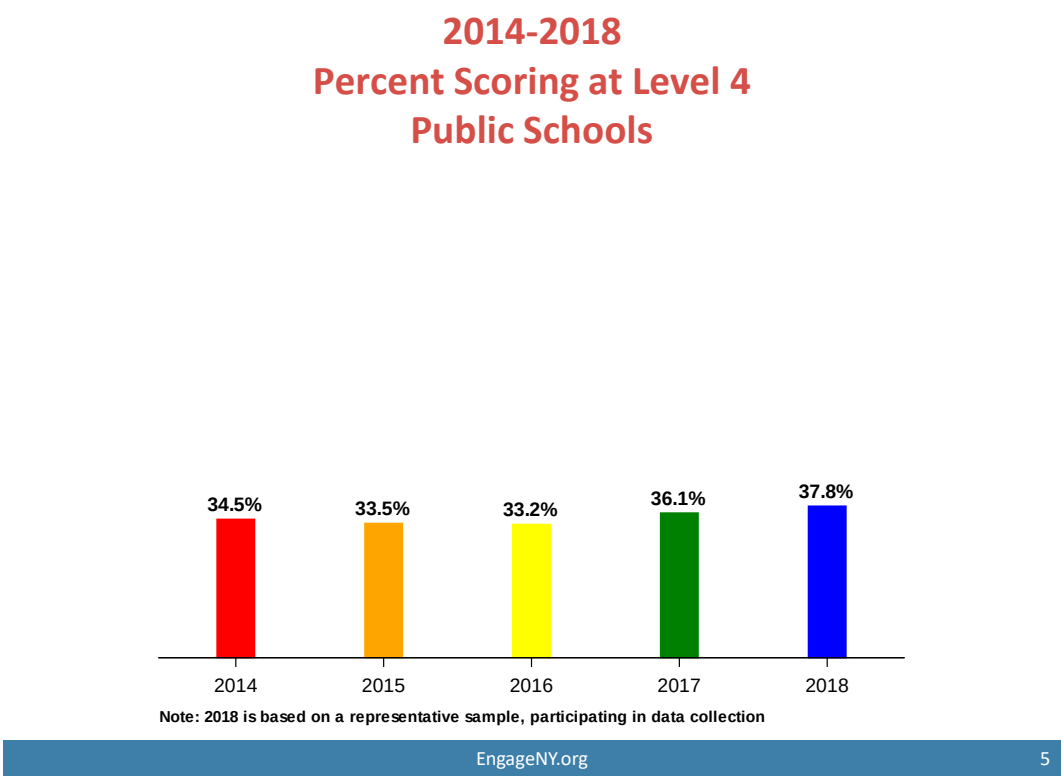


Figure 4. Percent Scoring at Level 4 and above for Public and Charter Schools in 2014–2018

Appendix A: Impact Data

engage^ny

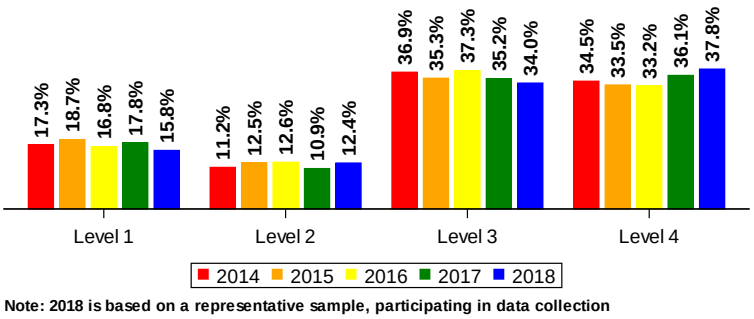
Our Students. Their Moment.

June 2018
Global History and Geography Transition Exam

Standards Verification Impact Data

EngageNY.org

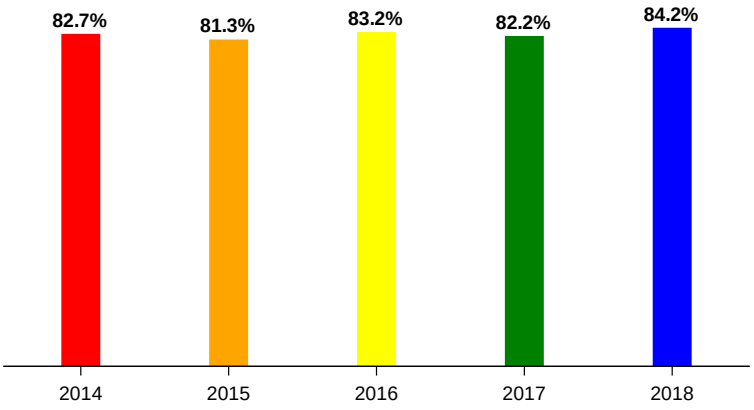
2014-2018
Percent in each Performance Level
Public Schools



Note: 2018 is based on a representative sample, participating in data collection

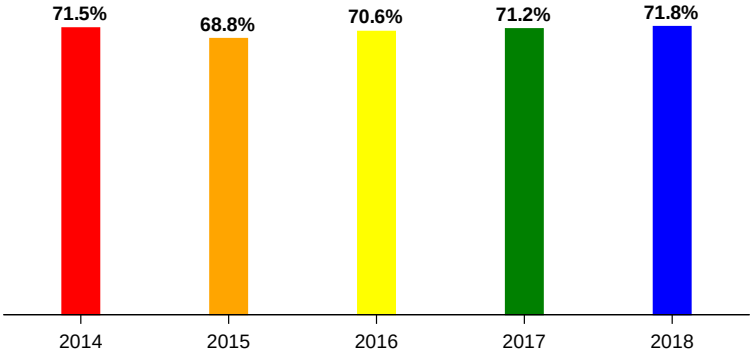
EngageNY.org 2

2014-2018
Percent Scoring at Level 2 and Above
Public Schools



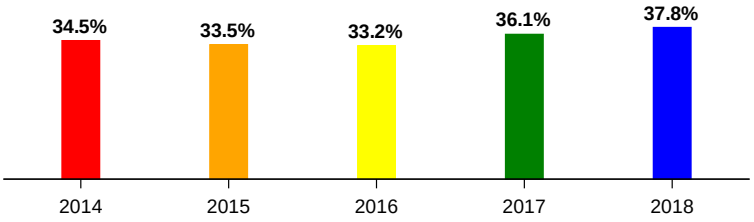
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 3 and Above
Public Schools



Note: 2018 is based on a representative sample, participating in data collection

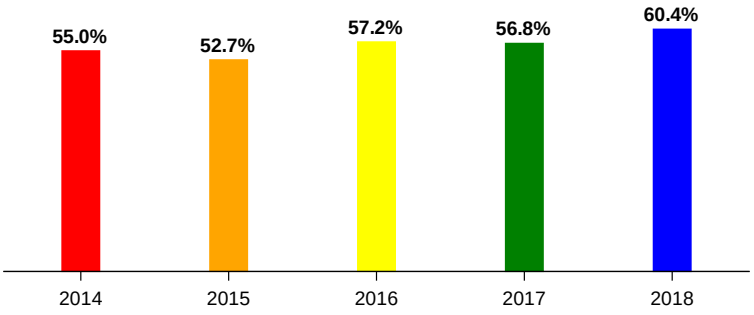
2014-2018
Percent Scoring at Level 4
Public Schools



Note: 2018 is based on a representative sample, participating in data collection

EngageNY.org 5

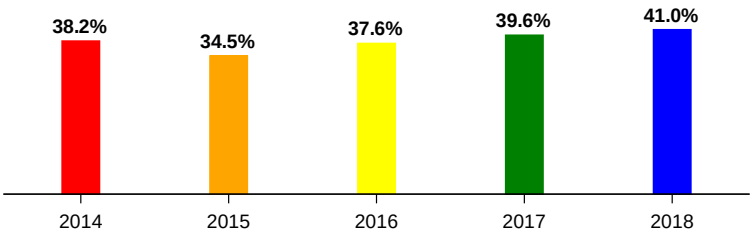
2014-2018
Percent Scoring at Level 2 and Above
Students with Disabilities



Note: 2018 is based on a representative sample, participating in data collection

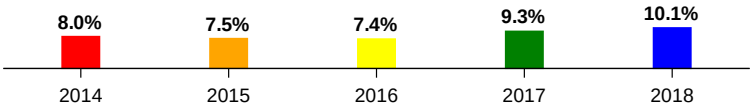
EngageNY.org 6

2014-2018
Percent Scoring at Level 3 and Above
Students with Disabilities



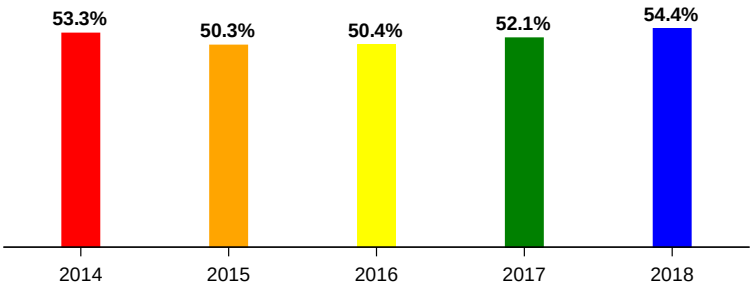
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 4
Students with Disabilities



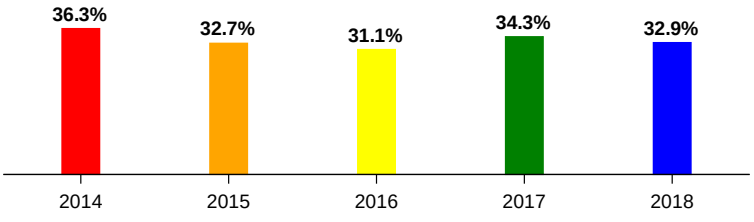
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 2 and Above
English Language Learners



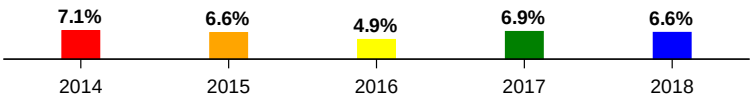
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 3 and Above
English Language Learners



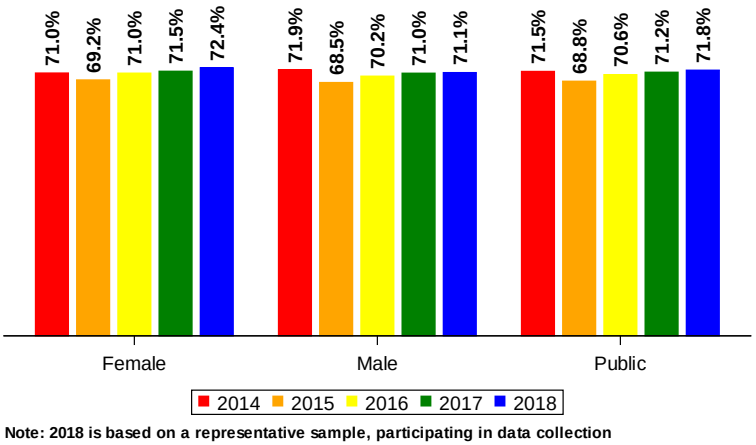
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 4
English Language Learners



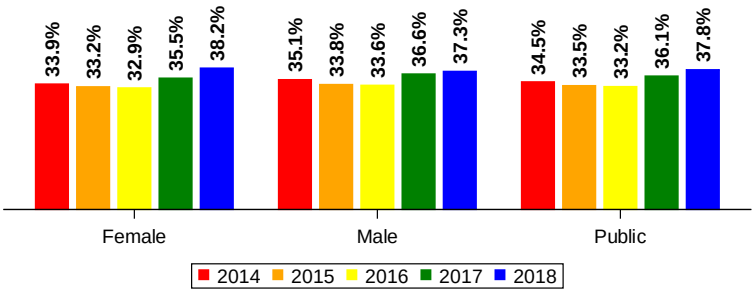
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 3 and Above
by Gender



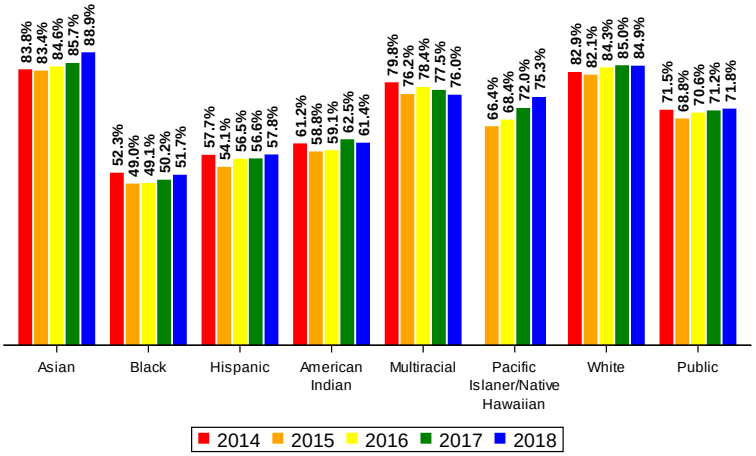
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 4
by Gender



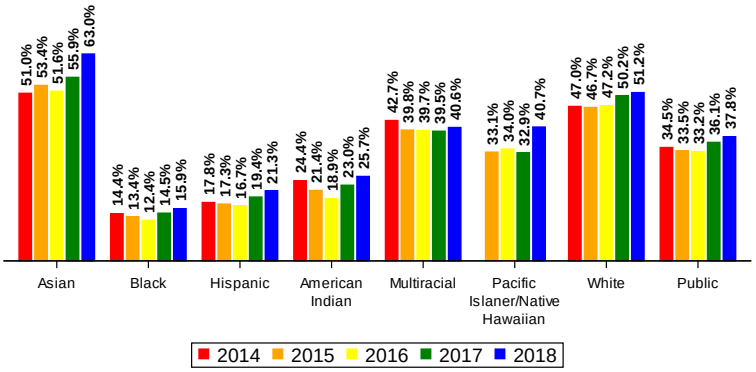
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 3 and Above
by Race/Ethnicity



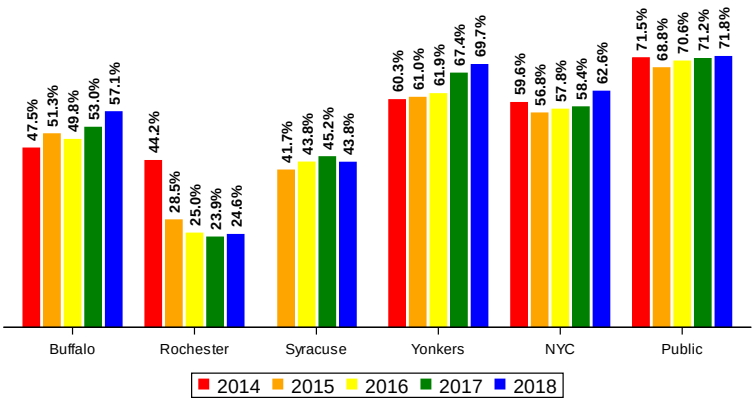
Note: 2018 is based on a representative sample, participating in data collection, Asian and Pacific Islander/Native Hawaiian are combined as Asian in 2014

2014-2018
Percent Scoring at Level 4
by Race/Ethnicity



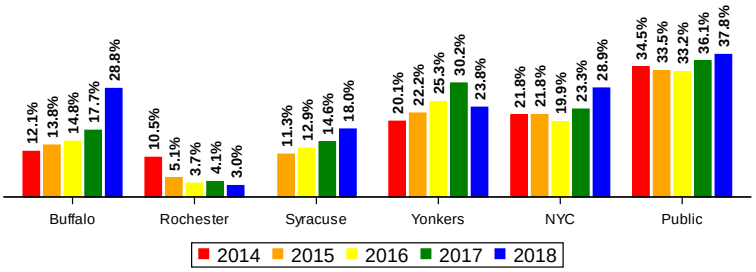
Note: 2018 is based on a representative sample, participating in data collection, Asian and Pacific Islander/Native Hawaiian are combined as Asian in 2014

2014-2018
Percent Scoring at Level 3 and Above
by Big 5 School District



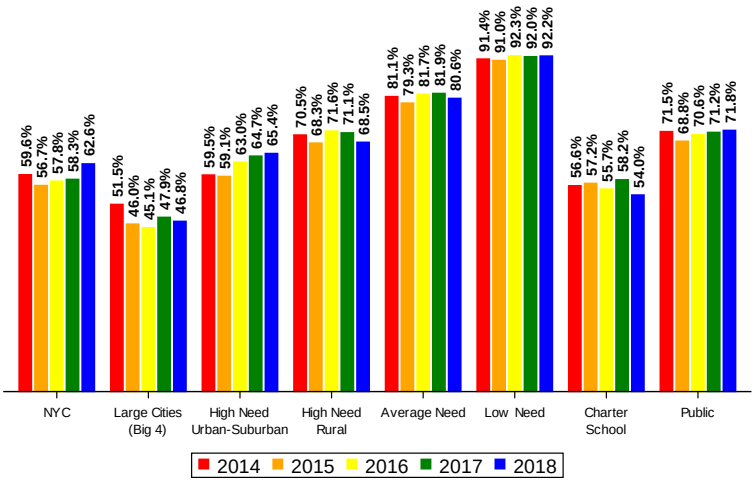
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 4
by Big 5 School District



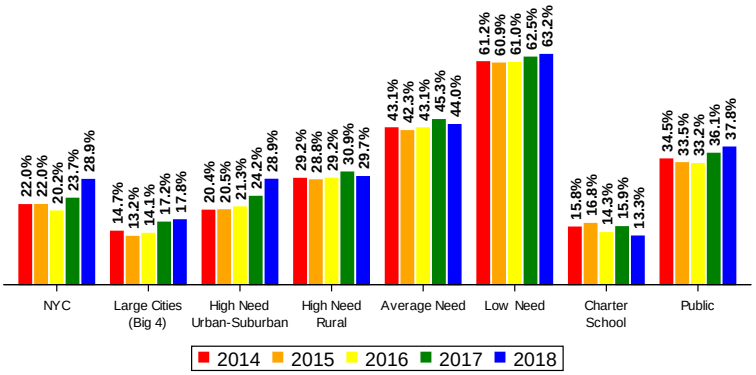
Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 3 and Above
by Needs/Resource Capacity Code



Note: 2018 is based on a representative sample, participating in data collection

2014-2018
Percent Scoring at Level 4
by Needs/Resource Capacity Code



Note: 2018 is based on a representative sample, participating in data collection

Appendix B: Frequency Distribution of Scale Score in June 2018 Administration

Scale Score	Count	Percent	Cum. Count	Cum. Percent
0	1	0.00	1	0.00
7	3	0.01	4	0.01
8	1	0.00	5	0.02
9	2	0.01	7	0.02
10	1	0.00	8	0.03
11	10	0.03	18	0.06
12	5	0.02	23	0.08
13	8	0.03	31	0.11
14	12	0.04	43	0.15
15	19	0.07	62	0.21
16	12	0.04	74	0.26
17	21	0.07	95	0.33
19	13	0.04	108	0.37
20	20	0.07	128	0.44
21	25	0.09	153	0.53
22	44	0.15	197	0.68
23	27	0.09	224	0.77
25	26	0.09	250	0.86
26	52	0.18	302	1.04
27	54	0.19	356	1.23
28	48	0.17	404	1.40
29	72	0.25	476	1.65
31	82	0.28	558	1.93
32	86	0.30	644	2.23
33	106	0.37	750	2.59
34	117	0.40	867	3.00
36	137	0.47	1,004	3.47
37	158	0.55	1,162	4.02
38	163	0.56	1,325	4.58
39	175	0.61	1,500	5.19
41	174	0.60	1,674	5.79
42	183	0.63	1,857	6.42
43	213	0.74	2,070	7.16
44	237	0.82	2,307	7.98
45	254	0.88	2,561	8.86
47	266	0.92	2,827	9.78
48	245	0.85	3,072	10.62
49	292	1.01	3,364	11.63
50	264	0.91	3,628	12.55
51	332	1.15	3,960	13.69
53	306	1.06	4,266	14.75
54	305	1.05	4,571	15.81
55	330	1.14	4,901	16.95
56	367	1.27	5,268	18.22
57	399	1.38	5,667	19.60
58	410	1.42	6,077	21.01
59	400	1.38	6,477	22.40
61	415	1.44	6,892	23.83
62	403	1.39	7,295	25.23
63	418	1.45	7,713	26.67
64	445	1.54	8,158	28.21
65	448	1.55	8,606	29.76
66	402	1.39	9,008	31.15
67	431	1.49	9,439	32.64
68	429	1.48	9,868	34.12
69	532	1.84	10,400	35.96
70	467	1.61	10,867	37.58
72	483	1.67	11,350	39.25
73	518	1.79	11,868	41.04
74	511	1.77	12,379	42.81

Scale Score	Count	Percent	Cum. Count	Cum. Percent
75	524	1.81	12,903	44.62
76	525	1.82	13,428	46.43
77	526	1.82	13,954	48.25
78	566	1.96	14,520	50.21
79	553	1.91	15,073	52.12
80	561	1.94	15,634	54.06
81	608	2.10	16,242	56.17
82	578	2.00	16,820	58.16
83	569	1.97	17,389	60.13
84	603	2.09	17,992	62.22
85	544	1.88	18,536	64.10
86	584	2.02	19,120	66.12
87	534	1.85	19,654	67.96
88	585	2.02	20,239	69.99
89	576	1.99	20,815	71.98
90	551	1.91	21,366	73.88
91	539	1.86	21,905	75.75
92	1,116	3.86	23,021	79.61
93	541	1.87	23,562	81.48
94	516	1.78	24,078	83.26
95	941	3.25	25,019	86.52
96	932	3.22	25,951	89.74
97	802	2.77	26,753	92.51
98	1,032	3.57	27,785	96.08
99	916	3.17	28,701	99.25
100	217	0.75	28,918	100.00