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| **New York State Social Studies Regents Exams** |
|  | **Framework Global History & Geography Exam** | **Framework U.S. History &** **Government Exam** |
| **TRANSITION****OR****OVERLAP** | Transition Exam (two-year exam to one-year exam)Overlap of Transition Exam and Framework Exam | NO transition examOverlap of Current Exam and Framework Exam |
| **PART 1** | **28 Stimulus-Based Multiple-Choice Questions*** 2-3 questions per stimulus
* 9-10 stimulus total
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* 9-10 stimulus total
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| **PART 2** | **2 Sets of Constructed Response Questions*** 2 documents each
	+ Doc 1 may be primary or secondary
	+ Doc 2 most likely a primary source
	+ **Set 1**
		- Causation: Cause and Effect
		- 3 questions and 3 points
	+ **Set 2**
		- Turning Points OR Comparisons: Similarities and Differences
		- 3 questions and 4 points
 | **2 Stimulus-Based** **Short Essays** * **Set 1**
	+ Students describe the historical context surrounding two documents and identify and explain the relationship between the two documents (Cause/Effect or Similarity/Difference or Turning Point)
	+ 5-point rubric
* **Set 2**
	+ Students describe the historical context surrounding two documents and (for one identified document) explain how audience, purpose, bias OR point of view affects the identified document’s use as a reliable source of evidence
	+ 5-point rubric
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| **PART 3** | **Enduring Issues Essay*** Five documents
* Prompt will be the same on every exam
* Set of 5 documents will change
* Documents can be used to support more than one enduring issue. The issue **WILL NOT** be provided.
* Students will read and analyze the documents and determine what issues they may represent.
* Students will identify a common issue across at least 3 of the documents.
* Students will define the issue and argue why the issue is significant and has endured across time.
 | **Civic Literacy Document-Based Essay*** Focused on constitutional and civic issues. The issue **WILL** be provided.
* Short-response (scaffolding) questions based on a set of 6 documents
* Extended essay based on the set of 6 documents
* Students will read and analyze the documents. Using information from at least 4 documents and their knowledge of United States history and government, students will write an essay in which they:
* Describe the historical circumstances surrounding a constitutional or civic issue
* Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
* Discuss the extent to which the efforts were successful, **OR**
* Discuss the impact of the efforts on the United States and/or American society
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| **LINKS** | * [Commissioner’s Memo Concerning Global History and Geography Transition](http://www.p12.nysed.gov/assessment/ss/hs/ghg-transitionnote.pdf)
* [Frequently Asked Questions Regarding the Transition Timeline for the Regents Examination in Global History and Geography](http://www.p12.nysed.gov/assessment/ss/hs/ghg-faqtransitiontimeline.pdf)
* [Educator Guide to the Regents Examination in Global History and Geography II (Grade 10), First Administration, June 2019](http://www.p12.nysed.gov/assessment/ss/hs/framework/ghg2/educator-guide-ghg2-18acc.pdf)
* [More information on each section of the Global History and Geography Test including scoring](http://www.p12.nysed.gov/assessment/ss/framework-globalhistory.html)
 | * [Regents Examination in United States History and Government (Framework) Test Design](http://www.p12.nysed.gov/assessment/ss/hs/framework/usg/ushg-framework-test-designrev.pdf)
* [Performance Level Descriptors (PLDs) for United States History and Government (Framework)](http://www.p12.nysed.gov/assessment/ss/hs/framework/usg/ushg-plds.pdf)
* [Part I: Task Models for Stimulus Based Multiple-Choice Question](http://www.p12.nysed.gov/assessment/ss/hs/framework/usg/ushg-task-models-mcq.pdf)
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