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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 exam  Overlap of Current Exam and Framework Exam |
| **PART 1** | **28 Stimulus-Based Multiple-Choice Questions**   * 2-3 questions per stimulus * 9-10 stimulus total | **28 Stimulus-Based Multiple-Choice Questions**   * 2-3 questions per stimulus * 9-10 stimulus total |
| **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 |
| **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 |
| **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) |