

**Global Studies 9 Quarterly “Regents” Examination
Class of 2011
January 2008**

Overview

In the 2007-2008 academic year, I established a practice of administering quarterly examinations to students in Global History and Geography 9. The examinations are preceded by 2-3 review classes and consist of questions from old NYS Regents examinations on topics covered in the class during the ten weeks. There are three reasons to give this test:

1. To compare student scores in the class overall with the New York State standard. How well is this class learning what it needs to learn?
2. To compare test performance with overall class grade. Does my grading system match the state standards?
3. To develop a baseline for comparison in future classes. How will future classes perform on this test given at this time of year?

This analysis is a follow up to one completed last year comparing students' performance in my Global History and Geography Regents 9 class and their performance on a test of regents questions on material we covered in class. The purpose of the analysis is to see what progress I have made in aligning my 9th grade class with the Regents standard.

On 12 March 2007, 20 of 22 students in 9th grade Global Studies were given a surprise test. The test consisted of 40 multiple-choice questions from old New York State Regents Exams. The questions were limited to material we had already covered in class that year. Such a test is assumed to represent the level of knowledge students are expected to have attained: it is a standard to measure against. Students should have passed the test (passing being 65% or better). The test did not count in their average.

On 31 October 2007, 18 of 19 students were given a planned test consisting of 51 multiple-choice questions from old Regents exams. The questions were limited to topics we have already covered. The test was preceded by 3 review classes. Students had access to extensive online review using old test questions and could have unknowingly practiced many of the actual questions on the exam.

On 17 January 2008, 18 of 19 students were given a similar test consisting of 49 multiple-choice questions from old Regents exams. The questions were limited to topics we have already covered. The test was preceded by 3 review classes. Students had access to extensive online review using old test questions and could have unknowingly practiced many of the actual questions on the exam.

Results

	January 2008	October 2007	March 2007	Grade 10 June 2004	Grade 10 June 2005
num tested	18	18	22	24	28
scoring 55- 100	16	15	13	22	26
scoring 65- 100	15	14	7	19	22
scoring 85- 100	6	7	3	9	11
perc 55- 100	89%	83%	59%	92%	93%
perc 65- 100	83%	77%	32%	79%	79%
perc 85- 100	33%	38%	14%	38%	39%

- The high was 98, the low was 41, and the mean was 75.
- 15 students passed.
- The class average on my grading scale for quarter 2 is 76. The class average on this test was 75. (The class average on the quarter 1 exam was also 75)

How well is this class learning what it needs to learn?

The class is performing slightly better than average. Of the three students who failed the test, Student 00331¹ scored 63 and was within “striking distance” from passing. This student passed the first quarterly exam, so I think it likely 00331 will eventually pass the Regents. The two other students, 00111 and 00463, who failed scored in the 40s and they are significantly behind where they need to be.

An anomaly to report: Two students who normally score above 96 in the class on average and on class examinations scored in the high 60s on the exam. I am at a loss to explain why. Student 00122 has a history of scoring poorly on multiple-choice style tests (Could it be a reading problem?). 00122 only scored 73 on the first quarterly exam and scored only 60% correct on the multiple-choice section of the 8th grade Social Studies test. Student 00334 scored only 67 on the test and carries a class average above 96. 00334 scored 96 on the last test.

Does my grading system match the state standards?

I think I can conclude with confidence that the class grading system overall matched the state standards during the preceding 20 weeks, given that (1) there is only 1 point difference between the class average in the second quarter and their score on the exam; (2) The class average on the first

¹ Numbers are school ID numbers known only to school personnel.

quarter exam is the same as the class average on this one; (3) The exams consisted of multiple-choice questions from old Regents examinations on topics covered during the 10 weeks leading up to the exam.