

global regents scoring

global regents scoring is a critical aspect for students, educators, and parents seeking to understand the evaluation process of the Global History and Geography Regents Exam. This exam, administered in New York State, plays a pivotal role in determining high school graduation eligibility and assessing student proficiency in global history. In this comprehensive article, we will explore the structure of the Global Regents Exam, break down the scoring system, and analyze key factors that influence scores. Additionally, we will provide tips for maximizing performance, explain recent updates to the scoring process, and address frequently asked questions. Whether you are preparing for the exam, supporting a student, or simply interested in the assessment process, this guide offers detailed, up-to-date information on global regents scoring to help you navigate the system with confidence.

- Understanding the Global Regents Exam
- Exam Structure and Question Types
- The Global Regents Scoring Process
- Key Factors Influencing Scores
- Recent Changes and Updates in Scoring
- Tips for Maximizing Your Global Regents Score
- Frequently Asked Questions about Global Regents Scoring

Understanding the Global Regents Exam

The Global Regents Exam, formally known as the Global History and Geography Regents Examination, is a standardized assessment required for many New York State high school students. Its purpose is to evaluate a student's knowledge, comprehension, and analytical skills related to world history and geography. Passing the Global Regents is a graduation requirement for most students, making the scoring process highly significant. The exam is typically administered at the end of a two-year course sequence, covering historical events, themes, and geographic concepts from ancient civilizations through the modern era. Understanding the exam's purpose and content is essential for interpreting global regents scoring and preparing effectively.

Exam Structure and Question Types

A thorough understanding of the exam's structure is key to comprehending how global regents scoring works. The Global Regents is composed of several parts that assess a range of skills, from factual recall to critical thinking and essay writing.

Multiple-Choice Section

The multiple-choice section evaluates students on their ability to recall historical facts, interpret maps, and analyze documents. Questions are designed to test knowledge of global history themes, chronological events, and cause-and-effect relationships. Each correct response contributes directly to the raw score, making accuracy essential in this section.

Constructed-Response Questions

Constructed-response questions require short written answers. These items often involve interpreting historical sources, analyzing graphs, or responding to prompts with concise, evidence-based explanations. Strong responses demonstrate the ability to synthesize information and communicate ideas clearly.

Essay Components

The essay portion of the Global Regents, including the Thematic Essay and Document-Based Question (DBQ), measures higher-order thinking skills. Students must construct well-organized essays that address historical themes or analyze documents. Scoring for these essays is based on a detailed rubric that assesses content knowledge, organization, use of evidence, and writing mechanics.

The Global Regents Scoring Process

Global regents scoring follows a standardized and transparent process to ensure fairness and consistency across all test administrations. Understanding how raw scores are calculated and converted into final scores is crucial for interpreting results.

Raw Score Calculation

Each section of the exam is assigned a specific number of points. For multiple-choice questions, each correct answer yields one point. Constructed-response and essay questions are graded using detailed rubrics, with points awarded based on the quality and accuracy of responses. The sum of all points earned forms the raw score.

Conversion to Scaled Score

Raw scores are converted to a scaled score ranging from 0 to 100. This conversion accounts for variations in exam difficulty and maintains consistency from year to year. The conversion chart, provided by the New York State Education Department (NYSED), aligns raw scores with scaled scores, ensuring equitable results for all students.

Passing Requirements

A scaled score of 65 or higher is required to pass the Global Regents Exam. However, some students with disabilities may qualify for a "safety net" option, allowing them to pass with a score as low as 55. Achieving higher scores can impact academic records, honors eligibility, and college admissions.

Key Factors Influencing Scores

Several factors affect global regents scoring, from exam preparation to performance on test day. Recognizing these influences can help students optimize their study strategies and improve outcomes.

- **Content Mastery:** Thorough understanding of global history themes, key events, and geographic concepts is essential.
- **Test-Taking Skills:** Effective strategies for time management, question analysis, and essay organization can significantly boost scores.
- **Essay Writing Proficiency:** Strong writing skills, including clear thesis statements and evidence-backed arguments, are critical for the essay sections.
- **Document Analysis:** The ability to interpret and analyze primary and secondary sources directly impacts DBQ performance.
- **Attention to Rubrics:** Familiarity with scoring rubrics ensures that responses meet all required criteria for maximum points.

Recent Changes and Updates in Scoring

The Global Regents Exam and its scoring procedures have evolved over time to better align with educational standards and student needs. Staying informed about recent changes is vital for accurate preparation and understanding of the process.

Shift to the Global History and Geography II Exam

Beginning in June 2019, the Global Regents transitioned to the Global History and Geography II Exam, focusing on content from 1750 to the present. This adjustment aimed to deepen students' understanding of modern history and global interactions. The revised exam structure also introduced new question types and modified rubrics for essays.

Updated Scoring Rubrics

Essay and DBQ rubrics have been updated to emphasize historical reasoning, use of evidence, and analytical writing. These changes encourage students to develop critical thinking skills and produce well-supported arguments, impacting how essays are scored.

Remote and Hybrid Administration Adjustments

In response to recent global events, including the COVID-19 pandemic, NYSED implemented temporary changes for exam administration and scoring. These included alternative assessment options and modified requirements for graduation in certain years. While many adjustments were temporary, some practices have influenced ongoing exam procedures.

Tips for Maximizing Your Global Regents Score

Achieving a high score on the Global Regents Exam requires strategic preparation, focused study, and familiarity with the scoring process. The following tips can help students maximize their performance and approach the exam with confidence.

1. Review the official curriculum and key historical concepts regularly.
2. Practice with sample questions and past exams to become familiar with the format and timing.
3. Develop strong essay-writing skills by outlining and drafting thematic essays and DBQs.
4. Analyze sample responses and scoring rubrics to understand what graders look for in high-scoring answers.
5. Work on time management strategies to ensure all sections are completed within the allotted time.
6. Participate in study groups or seek help from teachers to clarify challenging topics.
7. Stay updated on any changes to the exam structure or scoring policies.

Frequently Asked Questions about Global Regents Scoring

Many students, parents, and educators have questions about global regents scoring, from understanding raw scores to interpreting results. Addressing these common concerns provides valuable clarity and guidance for all involved

in the exam process.

Q: What is the passing score for the Global Regents Exam?

A: The standard passing score for the Global Regents Exam is 65. However, students who qualify for the "safety net" option due to disabilities may pass with a score of 55.

Q: How are the essays on the Global Regents scored?

A: Essays, including the Thematic Essay and DBQ, are scored using detailed rubrics. Points are awarded for historical accuracy, use of evidence, organization, and writing quality. Two or more qualified educators typically grade each essay for objectivity.

Q: What topics are covered on the Global Regents Exam?

A: The exam covers a wide range of global history and geography topics, focusing primarily on events and themes from 1750 to the present. Key themes include revolutions, conflict, technological change, and global interdependence.

Q: Can students retake the Global Regents Exam if they do not pass?

A: Yes, students are allowed to retake the Global Regents Exam if they do not achieve a passing score. Multiple testing opportunities are available each academic year.

Q: How soon are global regents scores released after the exam?

A: Scores are typically released within a few weeks of the exam date. Schools inform students and families when scores are available and provide official score reports.

Q: Are there accommodations for students with special needs in global regents scoring?

A: Yes, students with documented disabilities may receive testing accommodations, such as extended time or alternate formats. The "safety net" scoring option is also available for eligible students.

Q: How important is the essay section in determining

the final score?

A: The essay section is a significant component of the Global Regents Exam and contributes substantially to the overall score. Strong essay performance can greatly enhance a student's final result.

Q: What resources are recommended for preparing for the Global Regents Exam?

A: Recommended resources include official NYSED study guides, past exam papers, review books, classroom notes, and online practice materials. Working with teachers and participating in review sessions can also be beneficial.

Q: Has the scoring process changed due to recent events?

A: The scoring process has experienced adjustments due to events like the COVID-19 pandemic, including remote administration and temporary changes in graduation requirements. Most standard procedures have since been reinstated, but staying informed about updates is important.

Q: What should students do if they believe their exam was scored incorrectly?

A: If students or families believe an exam was scored incorrectly, they can request a score review or appeal through their school's guidance office. This process ensures fairness and accuracy in global regents scoring.

Global Regents Scoring

Find other PDF articles:

<https://fc1.getfilecloud.com/t5-w-m-e-10/files?ID=Puf51-8635&title=scientist-at-work-answer-key.pdf>

Decoding the Mystery: A Comprehensive Guide to Global Regents Scoring

Navigating the world of standardized testing can feel like traversing a dense jungle. For New York State students, the Global History and Geography Regents exam is a significant hurdle.

Understanding how the Global Regents scoring works is crucial for success. This comprehensive guide dives deep into the intricacies of Global Regents scoring, providing you with the knowledge and strategies you need to confidently approach this important exam. We'll break down the grading system, explain how different question types contribute to your overall score, and offer practical tips

for maximizing your performance. Let's conquer the Global Regents together!

Understanding the Global Regents Exam Structure

The Global Regents exam assesses your understanding of global history and geography, spanning various periods and civilizations. The exam is structured to test a broad range of skills, including:

Knowledge recall: Demonstrating factual understanding of key historical events, figures, and concepts.

Analysis and interpretation: Analyzing primary and secondary sources, identifying bias, and drawing conclusions.

Synthesis and application: Connecting historical events and applying historical concepts to different contexts.

The exam itself is comprised of several sections, each weighted differently in the final score calculation. Let's delve into the specifics:

Section Breakdown: What Contributes to Your Score

The Global Regents typically includes a combination of multiple-choice questions, thematic essays, and document-based questions (DBQs). Each section contributes to your final score, and understanding the weighting of each is vital:

Multiple-Choice Questions (MCQs): These make up a significant portion of the exam and test your knowledge recall. Each correct answer earns you a point.

Thematic Essay: This section requires you to craft a well-structured essay addressing a specific historical theme, showcasing your analytical and writing skills. Points are awarded based on thesis statement clarity, supporting evidence, and overall essay structure.

Document-Based Question (DBQ): The DBQ presents you with several historical documents (primary sources) that you must analyze and synthesize to answer a specific question. Your ability to interpret these documents and construct a well-supported argument is key to earning a high score.

The Global Regents Scoring Rubric: Breaking Down the Points

The Global Regents scoring system isn't simply a matter of adding up correct answers. The thematic essay and DBQ are scored using detailed rubrics that outline the criteria for achieving different score levels. These rubrics often focus on:

Key Elements for High Scores on Essays and DBQs:

Thesis Statement: A clear and concise statement that directly addresses the essay prompt.

Supporting Evidence: Use of specific historical examples, facts, and details to support your claims.

Analysis & Interpretation: Showing an understanding of the significance of events and their connections.

Organization & Structure: A logical flow of ideas with a clear introduction, body paragraphs, and conclusion.

Document Use (for DBQs): Effectively incorporating and analyzing the provided historical documents.

Grammar and Mechanics: Correct grammar, spelling, and punctuation are essential for a polished response.

Strategies for Improving Your Global Regents Score

While understanding the scoring system is essential, it's equally important to adopt effective study strategies. Here are some key tips to improve your performance:

Practice, Practice, Practice: Work through past Global Regents exams to familiarize yourself with the question types and format.

Master Time Management: Learn to allocate your time effectively during the exam to ensure you complete all sections.

Develop Strong Essay-Writing Skills: Practice writing thematic essays and DBQs, focusing on clear thesis statements and well-supported arguments.

Learn to Analyze Documents: Hone your ability to critically analyze primary source documents and identify their biases and perspectives.

Focus on Key Concepts: Identify the key historical themes and concepts covered in the curriculum and dedicate sufficient study time to them.

Conclusion: Achieving Success on the Global Regents

The Global Regents exam is a significant milestone for New York State students. By understanding the scoring system, mastering the different question types, and adopting effective study habits, you can significantly increase your chances of success. Remember, consistent effort and strategic preparation are key to achieving a high score.

Frequently Asked Questions (FAQs)

Q1: What is the passing score for the Global Regents? A: The passing score varies slightly from year to year but is generally around 65%. Check your school's guidelines for the most up-to-date information.

Q2: How much does each section of the exam contribute to my final score? A: The weighting of each section (multiple choice, thematic essay, and DBQ) is usually specified in the exam's instructions. Check the official exam materials for exact percentages.

Q3: Can I retake the Global Regents exam if I fail? A: Yes, you can typically retake the Global Regents exam. Check with your school's guidance counselor for specific procedures and timelines.

Q4: Are there any resources available to help me study for the Global Regents? A: Yes, many resources are available, including past exams, review books, online study guides, and tutoring services. Your teacher and school librarian can offer additional recommendations.

Q5: What if I run out of time during the exam? A: Try to budget your time wisely beforehand by practicing with timed tests. If time runs short, focus on completing the sections with the highest point value first. Even partial answers can earn you some points.

global regents scoring: Regents Exams and Answers: Global History and Geography 2020 Michael J. Romano, Kristen Thone, William Streitwieser, Mary Martin, 2020-01-07 Barron's Regents Exams and Answers: Global History and Geography 2020 provides essential practice for students taking either the Global History and Geography "Transition Exam" or the "Global History and Geography II Exam", including actual recently administered "Transition Exams", thorough answer explanations, and an online access to an overview of the "Global History and Geography II Exam." All Regents test dates for 2020 have been canceled. Currently the State Education Department of New York has released tentative test dates for the 2021 Regents. The dates are set for January 26-29, 2021, June 15-25, 2021, and August 12-13th. This book features: Four actual, recently administered Regents Global History and Geography "Transition Exams" so students can get familiar with the test Thorough explanations for all answers Self-analysis charts and Regents specifications grids to help identify strengths and weaknesses A detailed overview of the "Transition Exam" Test-taking tips and helpful hints for answering all question types on the "Transition Exam" A thorough glossary that covers all important terms, international organizations, agreements, and people from 1750 to the present A webpage that contains an overview of the "Global History and Geography II Exam" and answers to frequently asked questions about that version of the exam Looking for additional practice and review? Check out Barron's Regents Global History and Geography Power Pack 2020 two-volume set, which includes Let's Review Regents: Global History and Geography in addition to Regents Exams and Answers: Global History and Geography.

global regents scoring: Regents Quick Guide: Global History and Geography II Exam Kristen Thone, 2022-01-13 Barron's Regents Quick Guide: Global History and Geography II Exam provides expert advice and essential tips and practice for students. This digital guide features: A clear overview of the exam format, including detailed descriptions of all question types Test-taking tips and helpful hints for achieving success on all parts of the exam Practice for all question types from recently administered Global History and Geography II Regents Exams, including stimulus-based multiple-choice questions, constructed-response questions, and an enduring issues essay Thorough answer explanations and sample responses for all questions

global regents scoring: *CliffsTestPrep Regents Global History and Geography Workbook* American BookWorks Corporation, 2008-06-02 Designed with New York State high school students in mind. CliffsTestPrep is the only hands-on workbook that lets you study, review, and answer practice Regents exam questions on the topics you're learning as you go. Concise answer explanations immediately follow each question--so everything you need is right there at your fingertips. After going through the practice questions, you can use the workbook again as a refresher to prepare for the Regents exam by taking a full-length practice test. You'll get comfortable with the structure of the actual exam while also pinpointing areas where you need further review. About the contents: Inside this workbook, you'll find sequential, topic-specific test questions with fully explained answers for each of the following subjects: World History Geography Economics Civics, Citizenship, and Government A full-length practice test at the end of the book is made up of questions culled from multiple past Regents exams. Use it to identify your weaknesses, and then go back to those sections for more study. It's that easy! The only review-as-you-go workbook for the New York State Regents exam.

global regents scoring: Roadmap to the Regents Princeton Review, 2003 The Princeton ReviewUs Roadmap series gives students the help they need to make state tests a breeze. The Roadmap guides for New York students include practice tests designed to simulate the real exams as closely as possible. The Roadmap series works as a year-long companion to earning higher grades, as well as passing high-stakes exams.

global regents scoring: Beyond the Bubble Test Linda Darling-Hammond, Frank Adamson, 2014-05-14 Performance assessment is a hot topic in school systems, and educators continue to analyze its costs, benefits, and feasibility as a replacement for high-stakes testing. Until now, researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment. *Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning* synthesizes the latest findings in the field, and not a moment too soon. Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world. The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy. Instead teachers need to engage students in deeper learning, assessing their ability to use higher-order skills. Skills like synthesizing information, understanding evidence, and critical problem-solving are not achieved when we teach to multiple-choice exams. Examples in *Beyond the Bubble Test* paint a useful picture of how schools can begin to supplement traditional tests with something that works better. This book provides new perspectives on current performance assessment research, plus an incisive look at what's possible at the local and state levels. Linda Darling-Hammond, with a team of leading scholars, bring together lessons learned, new directions, and solid recommendations into a single, readily accessible compendium. *Beyond the Bubble Test* situates the current debate on performance assessment within the context of testing in the United States. This comprehensive resource also looks beyond our U.S. borders to Singapore, Hong Kong, and other places whose reform-mindedness can serve as an example to us.

global regents scoring: History Lessons S.G. Grant, 2014-04-04 Uses extended case studies of two New York teachers and their students combined with discussion of the existing research literature, to explore issues central to understanding teaching, learning, and testing in secondary school history classrooms.

global regents scoring: Yearbook on the African Union Volume 2 (2021) , 2022-11-14 This is the second edition of the Yearbook on the African Union (YBAU). The YBAU is first and foremost an academic project that provides an in-depth evaluation and analysis of the institution, its processes, and its engagements. Despite the increased agency in recent years of the African Union in general, and the AU Commission in particular, little is known - outside expert policy or niche academic circles - about the Union's activities. This is the gap the Yearbook on the African Union wants to systematically address. It seeks to be a reference point for in-depth research, evidence-based policy-making and decision-making. Contributors are Kwesi Aning, Emmanuel

Balogun, Habibu Yaya Bappah, Enrico Behne, Bruce Byiers, Annie Barbara Hazviyemurwi Chikwanha, Dawit Yohannes Wondemagegnehu, Katharina P.W. Döring, Jens Herpolsheimer, Hans Hoebeke, Christopher Changwe Nshimbi, Edefe Ojomo, Awino Okech, Onesphore Sematumba, Tim Zajontz.

global regents scoring: *CliffsTestPrep Regents U.S. History and Government Workbook* American BookWorks Corporation, 2008-06-02 Designed with New York State high school students in mind. CliffsTestPrep is the only hands-on workbook that lets you study, review, and answer practice Regents exam questions on the topics you're learning as you go. Then, you can use it again as a refresher to prepare for the Regents exam by taking a full-length practicetest. Concise answer explanations immediately follow each question--so everything you need is right there at your fingertips. You'll get comfortable with the structure of the actual exam while also pinpointing areas where you need further review. About the contents: Inside this workbook, you'll get an introduction and a short lesson on writing essays. You'll also find sequential, topic-specific test questions with fully explained answers for each of the following sections: U.S. and New York State History World History Geography Economics Civics, Citizenship, and Government A full-length practice test at the end of the book is made up of questions culled from multiple past Regents exams. Use it to identify your weaknesses, and then go back to those sections for more study. It's that easy! The only review-as-you-go workbook for the New York State Regents exam.

global regents scoring: New York, the State of Learning , 2006

global regents scoring: *Yearbook on the African Union Volume 3 (2022)* , 2023-11-20 This is the third edition of the Yearbook on the African Union (YBAU). The YBAU is first and foremost an academic project that provides an in-depth evaluation and analysis of the institution, its processes, and its engagements. Despite the increased agency in recent years of the African Union in general, and the AU Commission in particular, little is known – outside expert policy or niche academic circles – about the Union’s activities. This is the gap the Yearbook on the African Union wants to systematically address. It seeks to be a reference point for in-depth research, evidence-based policy-making and decision-making. Contributors are Festus Kofi Aubyn, Mandira Bagwandeen, Habibu Yaya Bappah, Bruce Byiers, Annie Barbara Hazviyemurwi Chikwanha, Dawit Yohannes Wondemagegnehu, Linnea Gelot, Cheryl Hendricks, Jens Herpolsheimer, Aïssatou Kanté, Tim Murithi, Edefe Ojomo, Thomas Tieku, Gino Vlavonou, Tim Zajontz.

global regents scoring: Islam in Global History: Volume Two Dr. Nazeer Ahmed Ph.D., 2001-07-10 With the scope of a philosopher and the precision of a scientist, Dr. Ahmed takes us on a journey through the labyrinth of Islamic history offering unique insights into its own internal dialectic as well as its interactions with Western civilization. Using pivotal personalities and critical events as guideposts, he has brought forth the complex interplay of political, social, economic, spiritual and religious currents within the large and diverse Muslim world and their interconnections with global developments. It is a book for the layman, the historian, the pundit and the policy maker alike at a time when Islam takes roots in America and as it becomes a major force in shaping the destiny of man. Dr. Ahmed has used his clarity of thought and his lucid prose to convey the meaning of the Muslim experience in history. Those who are interested in getting new perspectives and insights from the emerging community of Muslim intellectuals in the West can find much food for thought in this book. Professor Sulayman S. Nyang, Ph.D., Department of African Studies, Howard University, Washington, D.C. Legislator, scientist, educator, and community leader, Dr. Nazeer Ahmed is Executive Director of the American Institute of Islamic History and Culture based in California. After his graduation with distinction from the University of Mysore, India, he entered the California Institute of Technology as an Institute Scholar (1961) where he earned MS and Ae. E. degrees. Later, he received a Doctor of Philosophy degree (1967) from Cornell University and an MBA from Rider University. Dr. Ahmed was an elected Member of the Legislative Assembly in Bangalore, India (1978). He was an elected delegate to the Democratic National Convention in Atlanta, GA (1988) from the 46th Congressional district in California. He is an inventor and holds fourteen United States Patents. His articles have appeared in the Los Angeles Times and he has

conducted extensive lecture tours in the United States, India and Malaysia, speaking on history, science and culture.

global regents scoring: A Global History of Doping in Sport John Gleaves, Thomas Hunt, 2016-03-22 From turn-of-the-century horseracing to the monolithic anti-doping attitudes now supported by sporting organizations, the development of anti-doping ideology has spread throughout modern sport. Yet heretofore few historians have explored the many ways that international sport has responded to doping. This book seeks to fill that gap by examining different aspects of sport's global efforts to respond to athletes doping. By incorporating cultural, political, and feminist histories that examine international responses to doping, this special issue aims to better articulate the narrative of doping. The work starts with the first mention of doping in any sport. It examines not only the first efforts to ban doping but also the athletes who sought performance enhancers. Focusing on specific framing events, authors in this issue examine how history of doping and how it has indelibly marked the sporting landscape. The result is a work with both breadth and focus. From stories of Japanese swimmers to Italian runners to American jockeys, the work spans the range of doping history. At the same time, the authors remain focused around one single issue: the history of doping in sport. This book was published as a special issue of the International Journal of the History of Sport.

global regents scoring: 40th Anniversary Volume: Advancing into the 21st Century, 2000-05-23 Humans are often distinguished from other animals by their ability, even need, to see patterns in everyday life. As we enter a new millennium, all aspects of society seem to want to take stock of what has happened in the past and what is likely to happen in the future. The computer industry is no different from others. Advances in Computers has been published continuously since 1960 and this year's volume is the fiftieth technical volume in the series (two index volumes were published as volumes 50 and 51). Since it is the fortieth year of publication, we decided to look back on the changes that have occurred since Volume 1 of Advances in computers appeared in 1960. We looked at the six chapters of that initial volume and decided that an appropriate anniversary volume for this series would be a collection of papers on the same topics that appeared in 1960. What has happened to those technologies? Are we making the progress we thought we would or are events moving more slowly? - Business computing - Numerical weather prediction - Spoken language - Language understanding - Microprocessor design - Computer games

global regents scoring: Roadmap to the Regents Sasha Alcott, 2003 If Students Need to Know It, It's in This Book This book develops the chemistry skills of high school students. It builds skills that will help them succeed in school and on the New York Regents Exams. Why The Princeton Review? We have more than twenty years of experience helping students master the skills needed to excel on standardized tests. Each year we help more than 2 million students score higher and earn better grades. We Know the New York Regents Exams Our experts at The Princeton Review have analyzed the New York Regents Exams, and this book provides the most up-to-date, thoroughly researched practice possible. We break down the test into individual skills to familiarize students with the test's structure, while increasing their overall skill level. We Get Results We know what it takes to succeed in the classroom and on tests. This book includes strategies that are proven to improve student performance. We provide ·a breakdown of the skills based on New York standards and objectives ·hundreds of practice questions, organized by skill ·two complete practice New York Regents Exams in Physical Setting/Chemistry

global regents scoring: Activity, Diet and Social Practice Sarah Schrader, 2018-12-05 Day-to-day activities are important in the development of social identities, the establishment of social standing, and the communal understanding of societal rules. This perspective is broadly referred to as practice theory and relates to the power of an overarching social structure and the individual actors that exist within it. Practice theory has made an important contribution to anthropological and archaeological research as these fields are particularly interested in daily life and the importance of these actions. This volume argues that practice theory can also be used in a bioarchaeological context through the examination of human skeletal remains and the

archaeological context in which they were excavated. Bioarchaeology offers a unique perspective on these day-to-day experiences—skeletal tissue is constantly undergoing a process of change and, as a living biological system, it can adapt to external forces. Furthermore, bioarchaeological studies are multi-scalar and can examine individuals, groups, or entire populations. Using osteological indicators of activity patterns (entheseal changes, osteoarthritis) and dietary isotopes (carbon, nitrogen) as examples, this book addresses patterns of everyday life in the ancient past. Physical activities and food consumption are actions that are carried out on a daily basis. While bioarchaeology does not have the ability to recreate specific day-to-day activities, we can assess broad trends in everyday life. The volume illustrates these points using examples from the Ancient Nile Valley. Through the examination of over 800 Egyptian and Nubian individuals from five different archaeological sites, the research addresses patterns of everyday life as they relate to social inequality, agency, and practice. Beyond osteological indicators of activity and dietary patterns, this book also discusses additional methods that can be pursued to draw attention to daily life. Lastly, this book also highlights the applicability of and potential contribution that practice theory can make to this area of research.

global regents scoring: *The Backbone of Europe* Richard H. Steckel, Clark Spencer Larsen, Charlotte A. Roberts, Joerg Baten, 2019 Represents the largest recorded dataset based on human skeletal remains from archaeological sites across the continent of Europe.

global regents scoring: *Teaching History with Big Ideas* S. G. Grant, Jill M. Gradwell, 2010-07-16 In the case studies that make up the bulk of this book, middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas. Framing a teaching unit around a question such as 'Why don't we know anything about Africa?' offers both teacher and students opportunities to explore historical actors, ideas, and events in ways both rich and engaging. Such an approach exemplifies the construct of ambitious teaching, whereby teachers demonstrate their ability to marry their deep knowledge of subject matter, students, and the school context in ways that fundamentally challenge the claim that history is 'boring.'

global regents scoring: *A Big Apple for Educators: New York City's Experiment with Schoolwide Performance Bonuses* Julie A. Marsh, Matthew G. Springer, Daniel F. McCaffrey, Kun Yuan, Scott Epstein, 2011-07-15 For three school years, from 2007 to 2010, about 200 high-needs New York City public schools participated in the Schoolwide Performance Bonus Program, whose broad objective was to improve student performance through school-based financial incentives. An independent analysis of test scores, surveys, and interviews found that the program did not improve student achievement, perhaps because it did not motivate change in educator behavior.

global regents scoring: *Global Rankings and the Geopolitics of Higher Education* Ellen Hazelkorn, 2016-11-18 Global rankings and the Geopolitics of Higher Education is an examination of the impact and influence that university rankings have had on higher education, policy and public opinion in recent years. Bringing together some of the most informed authorities on this very complex issue, this edited collection of specially commissioned chapters examines the changes affecting higher education and the implications for society and the economy. Split into four interrelated sections, this book covers: The development of rankings in higher education, how they have impacted upon both the production of knowledge and its geography, and their influence in shaping policymaking. Overviews of the significance of rankings for higher education systems in Europe, Asia, Africa, Russia, South America, India and North America. An analysis of rankings in relation to key concerns that pervade contemporary higher education. Examination of the role rankings are likely to play in the future directions for higher education. This is a significant scholarly work that analyses in depth an important development in higher education systems, and which is likely to have an important influence upon how we understand the higher education policy-making process – past, present and future. It provides new analysis and conceptual understanding for researchers, and firm evidence for policy makers to use when addressing the value of rankings in measuring the quality of their institutions. Besides bringing together a powerful cast of academics,

this book incorporates contributions from heads of important international higher education organisations – from both those involved in making and also in administering key decisions. This timely, reflective and accessible book forms crucial reading for those studying the subject of rankings, as well as the broader implications and unintended consequences of rankings on national higher education policies. Extending beyond academic researchers and students, this book will also be of significant interest to policymakers, higher education leaders and key stakeholders.

global regents scoring: Engaging the Disengaged Lois Brown Easton, 2008 Offers high school educators strategies and ideas for connecting with students who may be at risk for failing or dropping out, including tips for improving the school climate in ways that foster student support and create a supportive schoolwide climate.

global regents scoring: A Global History of the Financial Crash of 2007-10 Johan A. Lybeck, 2011-10-13 We have just experienced the worst financial crash the world has seen since the Great Depression of the 1930s. While real economies in general did not crash as they did in the 1930s, the financial parts of the economy certainly did, or, at least, came very close to doing so. Hundreds of banks in the United States and Europe have been closed by their supervisory authorities, forcibly merged with stronger partners, nationalized or recapitalized with the tax payers' money. Banks and insurance companies had, by mid 2010, already written off some 2000 billion dollars in credit write-downs on loans and securities. In this book, Johan Lybeck draws on his experience as both an academic economist and a professional banker to present a detailed yet non-technical analysis of the crash. He describes how the crisis began in early 2007, explains why it happened and shows how it compares to earlier financial crises.

global regents scoring: English Learners Left Behind Kate Menken, 2008-01-01 This book explores how high-stakes tests mandated by No Child Left Behind have become de facto language policy in U.S. schools, detailing how testing has shaped curriculum and instruction, and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them.

global regents scoring: AP® World History Crash Course Book + Online Jay Harmon, 2016-09-28 REA's Crash Course® for the AP® World History Exam - Gets You a Higher Advanced Placement® Score in Less Time 2nd Edition - Updated for the 2017 Exam Crash Course is perfect for the time-crunched student, the last-minute studier, or anyone who wants a refresher on the subject. Are you crunched for time? Have you started studying for your Advanced Placement® World History exam yet? How will you memorize everything you need to know before the test? Do you wish there was a fast and easy way to study for the exam AND boost your score? If this sounds like you, don't panic. REA's Crash Course for AP® World History is just what you need. Our Crash Course gives you: Targeted, Focused Review - Study Only What You Need to Know Written by an AP® World History teacher, the targeted review chapters prepare students for the test by only focusing on the important topics and themes tested on the new 2017 AP® World History exam. The easy-to-read review chapters in outline format cover everything AP® students need to know for the exam: The Ancient Near East, The Middle Ages, Early Modern Europe, Asia, World War I & II, The Cold War, and more. The author also includes must-know key terms all AP® students should know before test day. Expert Test-taking Strategies Our experienced AP® World History teacher shares detailed question-level strategies and explains the best way to answer the multiple-choice and essay questions you'll encounter on test day. By following our expert tips and advice, you can boost your overall point score! Take REA's FREE Practice Exam After studying the material in the Crash Course, go to the online REA Study Center and test what you've learned. Our free practice exam features timed testing, detailed explanations of answers, and automatic scoring analysis. The exam is balanced to include every topic and type of question found on the actual AP® exam, so you know you're studying the smart way. Whether you're cramming for the test at the last minute, looking for extra review, or want to study on your own in preparation for the exams - this is the study guide every AP® World History student must have. When it's crucial crunch time and your Advanced Placement® exam is just around the corner, you need REA's Crash Course for AP® World History!

global regents scoring: Slavery and Bonded Labor in Asia, 1250-1900 , 2021-10-11

Slavery and Bonded Labor in Asia, 1250-1900 is the first collection of studies to focus on slavery and related forms of labor throughout Asia. The 15 chapters by an international group of scholars assess the current state of Asian slavery studies, discuss new research on slave systems in Asia, identify avenues for future research, and explore new approaches to reconstructing the history of slavery and bonded labor in Asia and, by extension, elsewhere in the globe. Individual chapters examine slavery, slave trading, abolition, and bonded labor in places as diverse as Ceylon, China, India, Korea, the Mongol Empire, the Philippines, the Sulu Archipelago, and Timor in local, regional, pan-regional, and comparative contexts. Contributors are: Richard B. Allen, Michael D. Bennett, Claude Chevalere, Jeff Fynn-Paul, Hans Hägerdal, Shawna Herzog, Jessica Hinchy, Kumari Jayawardena, Rachel Kurian, Bonny Ling, Christopher Lovins, Stephanie Mawson, Anthony Reid, James Francis Warren, Don J. Wyatt, Harriet T. Zurndorfer.

global regents scoring: *State and Local Level Special Education Programs that Work and Federal Barriers to Innovation* United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Education Reform, 2002

global regents scoring: Effective Grading Practices for Secondary Teachers Dave Nagel, 2015-03-04 Enacting an effective grading system that emphasizes the secondary student's learning process! The book is written in an articulate and direct format that highlights successful practices, programs and activities that support effective implementation of changing grading systems. Providing research of grading reforms that were enacted by an active teacher dialogue with the student's perspective taken into consideration Addressing the shortcomings of no failure policies in the overall learning process Researching perception of effort limitations and the impact of grades given to the student by an instructor Considering restraints of grading policies due to vagueness and constrictive focus

global regents scoring: Collectives and the Design of Complex Systems Kagan Tumer, David Wolpert, 2012-12-06 Many complex systems found in nature can be viewed as function optimizers. In particular, they can be viewed as such optimizers of functions in extremely high dimensional spaces. Given the difficulty of performing such high-dimensional optimization with modern computers, there has been a lot of exploration of computational algorithms that try to emulate those naturally-occurring function optimizers. Examples include simulated annealing (SA [15,18]), genetic algorithms (GAs) and evolutionary computation [2,3,9,11,20-22,24,28]. The ultimate goal of this work is an algorithm that can, for any provided high-dimensional function, come close to extremizing that function. Particularly desirable would be such an algorithm that works in an adaptive and robust manner, without any explicit knowledge of the form of the function being optimized. In particular, such an algorithm could be used for distributed adaptive control---one of the most important tasks engineers will face in the future, when the systems they design will be massively distributed and horribly messy congeries of computational systems.

global regents scoring: *Measuring History* S. G. Grant, 2009-03-01 Measuring History complements the cases presented in *Wise Social Studies Practices* (Yeager & Davis, 2005). Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state-level testing. In this book, the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them. At the heart of *Measuring History* are cases of classroom teachers in seven states (Florida, Kentucky, Michigan, New York, Texas, Mississippi, and Virginia) where new social studies standards and new, and generally high-stakes, state-level history tests are prominent. In these chapters, the authors describe and analyze the state's testing efforts and how those efforts are being interpreted in the context of classroom practice. The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform. Catherine Horn (University of Houston) and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment, the research literature, and the technical qualities of history tests.

global regents scoring: Class Rules Peter W. Cookson, Jr, 2015-04-26 Class Rules challenges

the popular myth that high schools are the “Great Equalizers.” In his groundbreaking study, Cookson demonstrates that adolescents undergo different class rites of passage depending on the social-class composition of the high school they attend. Drawing on stories of schools and individual students, the author shows that where a student goes to high school is a major influence on his or her social class trajectory. *Class Rules* is a penetrating, original examination of the role education plays in blocking upward mobility for many children. It offers a compelling vision of an equitable system of schools based on the full democratic rights of students. Book Features: Provides a fresh, dynamic way of understanding educational inequality and social reproduction. Offers a breakthrough social/psychological theory of how adolescents acquire class consciousness. Compares the cultures and curricula of five American high schools focusing on the class composition of their students. “This highly readable and original book illuminates why we don’t have open class warfare in our society, despite huge inequalities. Peter Cookson shows how schools reproduce classes through institutional practices that forge class-based consciousness. He also suggests how education might be changed.” —Caroline Hodges Persell, professor emerita of sociology, New York University “Cookson does a superb job of analyzing the powerful forces in our schools that reinforce the racial, ethnic, and social-class structures our nation hopes to overcome. Breaking out of one’s social class was always hard but may now be harder than in previous decades. Cookson reminds us of what high schools can be, the great equalizers, institutions for promoting America’s finest values.” —David Berliner, Regents’ professor emeritus, Mary Lou Fulton Teachers College, Arizona State University

global regents scoring: Opting Out David Hursh, Jeanette Deutermann, Lisa Rudley, Zhe Chen, Sarah McGinnis, 2020-01-22 A 2020 AESA Critics' Choice Book Award winner The rise of high-stakes testing in New York and across the nation has narrowed and simplified what is taught, while becoming central to the effort to privatize public schools. However, it and similar reform efforts have met resistance, with New York as the exemplar for how to repel standardized testing and invasive data collection, such as inBloom. In New York, the two parent/teacher organizations that have been most effective are Long Island Opt Out and New York State Allies for Public Education. Over the last four years, they and other groups have focused on having parents refuse to submit their children to the testing regime, arguing that if students don’t take the tests, the results aren’t usable. The opt-out movement has been so successful that 20% of students statewide and 50% of students on Long Island refused to take tests. In *Opting Out*, two parent leaders of the opt-out movement—Jeanette Deutermann and Lisa Rudley—tell why and how they became activists in the two organizations. The story of parents, students, and teachers resisting not only high-stakes testing but also privatization and other corporate reforms parallels the rise of teachers across the country going on strike to demand increases in school funding and teacher salaries. Both the success of the opt-out movement and teacher strikes reflect the rise of grassroots organizing using social media to influence policy makers at the local, state, and national levels. Perfect for courses such as: The Politics Of Education | Education Policy | Education Reform Community Organizing | Education Evaluation | Education Reform | Parents And Education

global regents scoring: The Pursuit of Human Well-Being Richard J. Estes, M. Joseph Sirgy, 2017-01-09 This handbook informs the reader about how much progress we, the human race, have made in enhancing the quality of life on this planet. Many skeptics focus on how the quality of life has deteriorated over the course of human history, particularly given World War II and its aftermath. This handbook provides a positive perspective on the history of well-being. Quality of life, as documented by scientists worldwide, has significantly improved. Nevertheless, one sees more improvements in well-being in some regions of the world than in others. Why? This handbook documents the progress of well-being in the various world regions as well as the differences in those regions. The broad questions that the handbook addresses include: What does well-being mean? How do different philosophical and religious traditions interpret the concept of well-being within their own context? Has well-being remained the same over different historical epochs and for different regions and subregions of the world? In which areas of human development have we been most successful in advancing individual and collective well-being? In which sectors has the

attainment of well-being proven most difficult? How does well-being differ within and between different populations groups that, for a variety of socially created reasons, have been the most disadvantaged (e.g., children, the aged, women, the poor, racial, ethnic, and sexual minorities)?

global regents scoring: Sports around the World [4 volumes] John Nauright, 2012-04-06

This multivolume set is much more than a collection of essays on sports and sporting cultures from around the world: it also details how and why sports are played wherever they exist, and examines key charismatic athletes from around the world who have transcended their sports. *Sports Around the World: History, Culture, and Practice* provides a unique, global overview of sports and sports cultures. Unlike most works of this type, this book provides both essays that examine general topics, such as globalization and sport, international relations and sport, and tourism and sport, as well as essays on sports history, culture, and practice in world regions—for example, Latin America and the Caribbean, the Middle East and North Africa, Europe, and Oceania—in order to provide a more global perspective. These essays are followed by entries on specific sports, world athletes, stadiums and arenas, famous games and matches, and major controversies. Spanning topics as varied as modern professional cycling to the fictional movie *Rocky* to the deadly ball game of the ancient Mayans, the first three volumes contain overview essays and entries for specific sports that have been and are currently practiced around the world. The fourth volume provides a compendium of information on the winners of major sporting competitions from around the world. Readers will gain invaluable insights into how sports have been enjoyed throughout all of human culture, and more fully comprehend their cultural contexts. The entries provide suggestions for further reading on each topic—helpful to general readers, students with school projects, university students and academics alike. Additionally, the four-volume *Sports Around the World* spotlights key charismatic athletes who have changed a sport or become more than just an outstanding player.

global regents scoring: Document-Based Assessment Activities for Global History Classes

Theresa C. Noonan, 1999 Covers all significant eras of global history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Develops essential writing skills.

global regents scoring: The Ball is Round David Goldblatt, 2007-08-30

THE DEFINITIVE, CRITICALLY ACCLAIMED BOOK ABOUT FOOTBALL 'Football conquered the world with its capacity to astonish, and this is its definitive history' *The Independent* There may be no cultural practice more global than soccer. Rites of birth and marriage are infinitely diverse, but the rules of soccer are universal. No world religion can match its geographical scope. The single greatest simultaneous human collective experience is the World Cup final. In this extraordinary tour de force, David Goldblatt tells the full story of football's rise from chaotic folk ritual to the world's most popular sport. *The Ball Is Round* illuminates football's role in the political and social histories of modern societies, but never loses sight of the beauty, joy, and excitement of the game.

'Goldblatt writes with authority, humour, and passion, not least in the accounts of famous or significant matches scattered throughout the book' *Times Literary Supplement* 'Since it became a worldwide phenomenon, nobody has attempted to write an overall history of the game. Now David Goldblatt's stunning book will be the measure against which all other such volumes are judged' *The Guardian* 'Goldblatt's magnum opus . . . Anyone with a brain and an interest in football will enjoy this book' *The Daily Telegraph* (London)

global regents scoring: The Global History of Paleopathology Jane E. Buikstra, Charlotte

Roberts, 2012-06-07 The first comprehensive global history of the discipline of paleopathology

global regents scoring: Next Generation Assessment Linda Darling-Hammond, 2014-07-16

A forward-thinking look at performance assessment in the 21st century *Next Generation Assessment: Moving Beyond the Bubble Test to Support 21st Century Learning* provides needed answers to the nation's growing concerns about educational testing in America. Drawing on research and the experiences of leading states and countries, this new book examines how performance assessments can offer a feasible alternative to current high stakes tests. As parents, educators, and policymakers have increasingly criticized the effects of the teaching to the test

mandate from the No Child Left Behind Act, the need for this resource has never been more critical. This summary volume to *Beyond the Bubble Test* speaks to the nationwide unease about current tests' focus on low-level skills, like recalling and restating facts, rather than higher-order skills such as problem-solving, analyzing, and synthesizing information. It illustrates how schools can use authentic assessments to improve teaching and learning as they involve students in conducting research, designing investigations, developing products and solutions, using technology, and communicating their ideas in many forms. This important book: Serves as a must-have resource for those interested in the most current research about how to create valid and reliable performance assessments Explains how educators can improve practice by developing, using, and scoring performance assessments Helps policymakers and educators accurately assess the benefits and possibilities of adopting performance assessments nationally If you're an educator, researcher, graduate student, district administrator, or education policy specialist, *Next Generation Assessment* is an indispensable resource you'll turn to again and again.

global regents scoring: Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course - or wants to teach it better. It includes contributions by experienced teachers who are reshaping world history education, and features new approaches to the subject as well as classroom-tested practices that have markedly improved world history teaching.

global regents scoring: Teaching Social Studies to Multilingual Learners in High School Mark Newman, Xiaoning Chen, 2021-11-15 *Teaching Social Studies to Multilingual Learners in High School: Connecting Inquiry and Visual Literacy to Promote Progressive Learning* explores effective strategies for teaching social studies to diverse learners. The centerpiece is a visual literacy framework that integrates inquiry, primary source analysis, and visual literacy to provide a progressive learning sequence to meet the varied needs of learners. The visual literacy framework brings together related aspects of progressive, sequential learning into a cohesive whole. It has an adaptable structure that allows teachers to customize learning activities to meet individual student needs. The progressive learning sequence has varied modes of learning that help teachers move students from basic to proficient to advanced levels of support. The book is organized into two related parts. The first three chapters provide important content and context on social studies, multilingual learner education, and the visual literacy framework. The remaining chapters discuss civics, U.S. history, world history, geography, and economics and social sciences. Each chapter defines the subject area, briefly traces its development as a high school subject over time, and then offers classroom exercises for using the visual literacy framework in these disciplines. The exercises are plotted so that differing levels of the visual literacy framework are explored throughout the book.

global regents scoring: Policy, Professionalization, Privatization, and Performance Assessment Theresa J. Gurl, Limarys Caraballo, Leslee Grey, John H. Gunn, David Gerwin, Héfer Bembenuddy, 2016-02-19 This volume reviews the background of mandated teacher performance assessment with an emphasis on policy, privatization, and professionalization. The authors discuss the potential impact of mandated teacher performance assessments on teacher education in the content areas of mathematics, English, and social studies. The perspectives and empirical research examined in this conceptual analysis illustrate the various ways in which the Stanford Center for Assessment, Learning, and Equity (SCALE) Teacher Performance Assessment (edTPA) promises to restructure teacher education in the United States. The authors consider both the affordances and the constraints that teacher performance assessments offer for teacher preparation programs, and conclude by discussing the implications of the intersections among policy, privatization, professionalization, and performance assessments of teachers, as well as the relationship between performance assessments and teacher education. The impact of the edTPA on the development of signature pedagogies in teacher education is also discussed.

global regents scoring: Discipline Problems Tadashi Dozono, 2024-05-07 Angel, a Black tenth-grader at a New York City public school, self-identifies as a nerd and likes to learn. But she's

troubled that her history classes leave out events like the genocide and dispossession of Indigenous people in the Americas, presenting a sugar-coated image of the United States that is at odds with her everyday experience. “The history I learned in school is simpler,” she says. “The world I live in is a lot more complex.” Angel, like every student interviewed in *Discipline Problems*, has been identified by teachers as a “troublemaker,” a student whose behavior disrupts classroom norms and interferes with instruction. But her critiques of the curriculum she’s taught speak to her curiosity and insight, crucial foundations for understanding history. Like many students who have been marginalized by systemic racism in American schools, she exposes the shortcomings of her classrooms’ academic environments by challenging both the content and the methods of her education. All too often, these challenges are framed as “troublemaking,” and the students are disciplined for “acting out” instead of being rewarded for their intellectual engagement. Tadashi Dozono, a professor of education and former high school social studies teacher, takes seriously the often-overlooked critiques that students of color who get labeled as troublemakers direct toward their high school history curriculum. He reinterprets “troublemaking,” usually cast as a behavioral deficit, as an intellectual asset and form of reasoning that challenges the “disciplining reason” of classrooms where whiteness is valued over the histories and knowledge of people of color. Dozono shows how what are traditionally framed as discipline problems can be seen through a different lens as responses to educational practices that marginalize non-white students. *Discipline Problems* reveals how students of color seek out alternate avenues for understanding their world and imagines a pedagogy that champions the curiosity, intellect, and knowledge of marginalized learners.

Back to Home: <https://fc1.getfilecloud.com>