

New York State Regents Examination in Geometry



Geometry Performance Level Descriptions

For each subject area, there are students performing along a proficiency continuum with regard to the skills and knowledge necessary to meet the demands of Common Core Learning Standards for Mathematics. There are students who are exceed the expectations of the standards, students meet the expectations, students who partially meet the expectations, and students who do not demonstrate sufficient knowledge or skills required for any performance level. New York State assessments are designed to classify students into one of four proficiency categories; these proficiency categories are defined as:

Students performing at this level exceed Common Core expectations.

Students performing at this level meet Common Core expectations.

Students performing at this level partially meet Common Core expectations (required for current Regents Diploma purposes).

Students performing at this level partially meet Common Core expectations (required for Local Diploma purposes).

Students performing at this level do not demonstrate the knowledge and skills required for NYSLevel 2.

(PLDs) describe the range of knowledge and skills students should demonstrate at a given performance level.

The New York State Education Department (NYSED) convened the state's English Language Arts (ELA) and Math Content Advisory Panels (CAPs) to develop the initial draft PLDs for Algebra I and English Language Arts. The CAPs are classroom teachers from elementary, middle and high school, school and district administrators, English Language Learner (ELL) and students with disabilities (SVD) specialists, and higher education faculty members from across the state.

The draft PLDs from the CAPs then went through additional rounds of review and edit from a number of NYS-certified educators, content specialists, and assessment experts under NYSED supervision. In developing PLDs, participants considered policy-level definitions of the performance levels (see above) and the expectations for each grade level in the Common Core Learning Standards.



PLDs are essential in setting standards for the New York State Regents Examinations. Standard setting panelists use PLDs to determine the threshold expectations for students to demonstrate the knowledge and skills necessary to attain just barely a Level 2, Level 3, Level 4

Geometry (Common Core) Performance Level Descriptions

Domain	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	
(G-SRT	Apply congruence or	Apply congruence or	Apply congruence or	Apply congruence or	
continued)	similarity criteria to solve	similarity criteria to solve	similarity criteria to solve	similarity criteria to	
	complex problems	problems, and explain	problems.	solve simple problems.	
	involving multiple	the geometric reasoning			
	concepts, and explain the	involved.			
	geometric reasoning				
	involved.				
		Use the Pythagorean	Use the Pythagorean	Identify the	Sketch and label the
		Theorem, trigonometric	Theorem, trigonometric	trigonometric ratios of a	sides of right
		ratios, and the	ratios, and the	right triangle.	triangles.
		relationship between sine	relationship between		
		and cosine of	sine and cosine of		
		complementary angles to	complementary angles		
		solve complex	to solve problems.		
		problems.			
	Determine the validity of	Determine the validity of	Determine the validity of		
	geometric arguments and	geometric arguments	geometric arguments.		
	revise invalid geometric	with justification.			
	arguments.				

Geometry (Common Core) Performance Level Descriptions

Domain	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
(G-C					
continued)					

Domain	NYS Level 5	NYS Level 4	NYS Level 3

Geometry (Common Core)