

Virginia

**Standards of Learning Assessments
for the
2001 History and Social Science
Standards of Learning**

**United States History:
1877 to the Present
Test Blueprint**

**This revised blueprint will be effective with the administration
of the 2003-2004 History and Social Science
Standards of Learning Tests.**

This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.

United States History: 1877 to the Present Blueprint

Table of Contents

	Page
Introduction	1
Test Development Guidelines	3
Summary Table	4
Expanded Blueprint	5

Standards of Learning Test Blueprint Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the Standards of Learning tests. Two, they serve as a guide to educators, parents, and students in that they show (a) the Standards of Learning covered by the test and which, if any, have been excluded; (b) which Standards of Learning are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions are constructed; and (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, Virginia and United States History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by Harcourt Educational Measurement and the members of the Content Review Committees in developing the Standards of Learning tests. This section contains three parts:
 - A. General Considerations – lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
 - B. Item Format - lists information on how items for the test are constructed.
 - C. Ancillary Materials - lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
 - reporting categories for each test;
 - number of test items in each category;
 - Standards of Learning included in each reporting category. Standards of Learning are identified by their numbers and letters;
 - Standards of Learning which are excluded from the Standards of Learning test;
 - number of operational items on the test;
 - number of field-test items on the test; and
 - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each Standard of Learning is included. In addition, Standards of Learning that are excluded from the test are categorized by the reason they were not included.

This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.

What is a reporting category?

Each test covers a number of Standards of Learning. In the test blueprint, Standards of Learning are grouped into categories that address related content and skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the United States History: 1877 to the Present Standards of Learning test is “Emergence of Modern America: 1877 to Early 1900s.” Each of the Standards of Learning in this reporting category addresses how life in the United States changed after the Civil War. When the results of the Standards of Learning tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score.

Are some Standards of Learning assigned to more than one reporting category?

Letters under a particular Standard of Learning are sometimes coded to different reporting categories. For example, United States History: 1877 to the Present Standard of Learning USII.3d, which deals with the rise of big business, is assigned to the reporting category “Civics and Economics” in the United States History: 1877 to the Present Standards of Learning test. However, Standard of Learning USII.3e, which deals with the Progressive Movement, is assigned to the reporting category “Emergence of Modern America: 1877 to Early 1900s.” Each standard, as well as each letter under a standard, is assigned to only one reporting category.

Why are some Standards of Learning not tested on the Standards of Learning tests?

In some content areas, there are Standards of Learning that do not lend themselves to multiple-choice testing. For example, in United States History: 1877 to the Present, Standard of Learning USII.1e cannot be appropriately assessed in a multiple-choice format.

At the end of the blueprint for each test, the Standards of Learning not tested are listed in “Standards of Learning Excluded from Testing.” In the expanded blueprint the Standards of Learning excluded from testing are categorized by the reason they are not tested.

Will all Standards of Learning listed in the blueprint be assessed each time the Standards of Learning tests are given?

Due to the large number of Standards of Learning in a content area for a grade span, *every* Standard of Learning will not be assessed on every Standards of Learning test form. By necessity, to keep the length of a test reasonable, each test will sample from the Standards of Learning within a reporting category. However, every Standard of Learning is eligible for inclusion on each form of a Standards of Learning test.

United States History: 1877 to the Present

Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in History and Social Science for United States History: 1877 to the Present.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will **not** be timed.
4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.
5. Where appropriate, “real-life” examples and situations that the student would likely encounter will be used to present data or ask questions.
6. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
7. Information will be presented through written text and/or through visual materials, such as graphs, charts, maps, cartoons, or other illustrations.
8. Only one item will be linked to a piece of written text, or a graph, chart, map, cartoon, or other illustration.
9. When acronyms are used, both the complete name and the acronym will be given in most cases, for example, North Atlantic Treaty Organization (NATO).

B. Item Format

1. Each item will be a multiple-choice item containing four choices. Choices such as “None of the above,” “All of the above,” and “Not here” will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion.
4. Numerical answer choices, such as dates, will be arranged in ascending order.
5. Graphic displays, their corresponding questions, and response choices will appear on the same or facing pages.
6. Artwork accompanying items will be placed above the question unless, for clarity, the size or format of the artwork lends itself to another arrangement.
7. Negative words in the item stem (*i.e.*, “not,” “least,” “except”) will be emphasized by italics, boldface type, underlining, or capital letters.

C. Ancillary Materials

A blank sheet of white paper.

This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.

United States History: 1877 to the Present Blueprint Summary Table

Reporting Category	Number of Items	United States History to 1877 Standards of Learning
Standards of Learning USII.1a-d, f-h will be assessed throughout the reporting categories based on content links within the Curriculum Framework.		
Emergence of Modern America: 1877 to Early 1900s	7	USII.3a-c, e
Turmoil and Change: 1890s to 1945	12	USII.4a-b USII.5b-c USII.6a-c
United States since World War II	9	USII.7a, c-d USII.8b
Geography	5	USII.2a-c
Civics and Economics	7	USII.3d USII.5a, d USII.7b USII.8a
Standards of Learning Excluded from This Test: USII.1e.		
Total Number of Operational Items		40
Field-Test Items*		10
Total Number of Items		50

* Field-test items will not be used to compute students' scores on the test.

This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.

Expanded Blueprint

United States History: 1877 to the Present

United States History: 1877 to the Present Standards of Learning USII.1a-d and USII.1f-h will be assessed throughout the reporting categories based on content links from the Curriculum Framework.

Reporting Category: Emergence of Modern America: 1877 to Early 1900s Number of Items: 7

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- identifying the reasons for westward expansion;
 - explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans in the post-Reconstruction South;
 - describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Reporting Category: Turmoil and Change: 1890s to 1945 Number of Items: 12

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- explaining the reasons for and results of the Spanish American War;
 - explaining the reasons for the United States’ involvement in World War I and its leadership role at the conclusion of the war.
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- describing the social changes that took place, including Prohibition, and the Great Migration north;
 - examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe and including the Harlem Renaissance.
- USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - describing the major events and turning points of the war in Europe and the Pacific;
 - describing the impact of World War II on the homefront.

This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.

Reporting Category: United States since World War II
Number of Items: 9

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
 - c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
 - d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
- USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
- b) describing the development of new technologies and their impact on American life.

Reporting Category: Geography
Number of Items: 5

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.2 The student will use maps, globes, photographs, pictures, and tables for
- a) explaining how physical features and climate influenced the movement of people westward;
 - b) explaining relationships among natural resources, transportation, and industrial development after 1877;
 - c) locating the 50 states and the cities most significant to the historical development of the United States.

This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.

Reporting Category: Civics and Economics
Number of Items: 7

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- d) explaining the rise of big business, the growth of industry, and life on American farms.
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life;
 - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- b) describing the conversion from a wartime to a peacetime economy.
- USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
- a) examining the Civil Rights Movement and the changing role of women.

United States History: 1877 to the Present Standards of Learning Excluded from This Test:

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- e) evaluate and debate issues orally and in writing.