

# ***Virginia***

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

**Virginia and United States History  
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.

# Virginia and United States History Blueprint

## Table of Contents

	<b>Page</b>
<b>Introduction</b> .....	<b>1</b>
<b>Test Development Guidelines</b> .....	<b>3</b>
<b>Summary Table</b> .....	<b>4</b>
<b>Expanded Blueprint</b> .....	<b>5</b>

## 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 Virginia and United States History Standards of Learning test is “Early America through the Founding of the New Nation.” Each of the Standards of Learning in this reporting category addresses events from European exploration to the founding of the United States of America. 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, the Virginia and United States History Standard of Learning VUS.4a, which deals with analyzing the political ideas of John Locke, is assigned to the reporting category “Civics” in the Virginia and United States History Standards of Learning test. However, Standard of Learning VUS.4b, which deals with political differences between the colonies, is assigned to the reporting category “Early America through the Founding of the New Nation.” 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 Virginia and United States History, Standard of Learning VUS.1c 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.

# Virginia and United States History

## 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 Virginia and United States History.
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.

## Virginia and United States History Blueprint Summary Table

Reporting Category	Number of Items	Virginia and United States History Standards of Learning
<b>Standards of Learning VUS.1a-b, d, g-h will be assessed throughout the reporting categories based on content links within the Curriculum Framework.</b>		
<b>Early America Through the Founding of the New Nation</b>	<b>6</b>	<b>VUS.2 VUS.4b-c VUS.5c</b>
<b>Expansion, Reform, Civil War and Reconstruction: 1801-1877</b>	<b>9</b>	<b>VUS.6b VUS.7a-c</b>
<b>Emergence of Modern America and World Conflict: 1877-1945</b>	<b>15</b>	<b>VUS.8a, c-d VUS 9b VUS.10a-e VUS.11a-d</b>
<b>The United States since World War II</b>	<b>15</b>	<b>VUS. 12a-d VUS.13a-b VUS.14a-c</b>
<b>Geography and Economics</b>	<b>9</b>	<b>VUS.3 VUS.6a, c VUS.8b VUS.9a, c</b>
<b>Civics</b>	<b>6</b>	<b>VUS.4a VUS.5a, b, d</b>
<b>Standards of Learning Excluded from This Test: VUS.1c, e-f</b>		
<b>Total Number of Operational Items</b>	<b>60</b>	
<b>Field -Test Items*</b>	<b>10</b>	
<b>Total Number of Items</b>	<b>70</b>	

\* 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**

**Virginia and United States History**

**Virginia and United States History Standards of Learning VUS.1a-b, d, and g-h will be assessed throughout the reporting categories based on content links from the Curriculum Framework.**

<b>Reporting Category: Early America Through the Founding of the New Nation</b> <b>Number of Items: 6</b>
--

**Virginia and United States History Standards of Learning in This Reporting Category:**

- VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).
  
- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
  - b) describing the political differences among the colonists concerning separation from Britain;
  - c) analyzing reasons for colonial victory in the Revolutionary War.
  
- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
  - c) describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.

<b>Reporting Category: Expansion, Reform, Civil War and Reconstruction: 1801-1877</b> <b>Number of Items: 9</b>
--

**Virginia and United States History Standards of Learning in This Reporting Category:**

- VUS.6 The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
  - b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies.
  
- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
  - a) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
  - b) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
  - c) examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

<b>Reporting Category: Emergence of Modern America and World Conflict: 1877-1945</b> <b>Number of Items: 15</b>
--

**Virginia and United States History Standards of Learning in This Reporting Category:**

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;
  - analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;
  - identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.
- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
- evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.
- VUS.10 The student will demonstrate knowledge of World War II by
- identifying the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;
  - describing the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;
  - describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
  - describing the Geneva Convention and the treatment of prisoners of war during World War II;
  - analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and postwar trials of war criminals.
- VUS.11 The student will demonstrate knowledge of the effects of World War II on the home front by
- explaining how the United States mobilized its economic, human, and military resources;
  - describing the contributions of women and minorities to the war effort;
  - explaining the internment of Japanese Americans during the war;
  - describing the role of media and communications in the war effort.

<b>Reporting Category: The United States since World War II</b> <b>Number of Items: 15</b>
---

**Virginia and United States History Standards of Learning in This Reporting Category:**

- VUS.12 The student will demonstrate knowledge of United States foreign policy since World War II by
- describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
  - explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
  - explaining the role of America's military and veterans in defending freedom during the Cold War;
  - explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan.
- VUS.13 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
  - describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- VUS.14 The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
- analyzing the effects of increased participation of women in the labor force;
  - analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America;
  - explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

<b>Reporting Category: Geography and Economics</b> <b>Number of Items: 9</b>
---

**Virginia and United States History Standards of Learning in This Reporting Category:**

- VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.
- VUS.6 The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
- a) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);
  - c) describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.
- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States.
- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
  - c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

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

<b>Reporting Category: Civics</b> <b>Number of Items: 6</b>
--

**Virginia and United States History Standards of Learning in This Reporting Category:**

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in Common Sense helped shape the Declaration of Independence.
- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the United States Constitution and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
  - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
  - d) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

<b>Virginia and United States History Standards of Learning Excluded from This Test:</b>
--

- VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- c) formulate historical questions and defend findings based on inquiry and interpretation;
  - e) communicate findings orally and in analytical essays and/or comprehensive papers;
  - f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled.