

# ***Virginia***

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

**World History and Geography:  
1500 A.D. 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.**

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# World History and Geography: 1500 A.D. to the Present Blueprint

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## 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 World History and Geography: 1500 A.D. to the Present Standards of Learning test is “Era of Global Wars.” Each of the Standards of Learning in this reporting category addresses World War I, the Interwar Period, and World War II. 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, World History and Geography: 1500 A.D. to the Present Standard of Learning WHII.2a, which deals with locating major states and empires, is assigned to the reporting category “Geography” in the World History and Geography: 1500 A.D. to the Present Standards of Learning test. However, Standard of Learning WHII.2b, which deals with describing the ideas of the Renaissance, is assigned to the reporting category “Emergence of a Global Age.” 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. However, all of the World History and Geography: 1500 A.D. to the Present Standards of Learning are tested on the World History and Geography: 1500 A.D. to the Present Standards of Learning test.

**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.

# World History and Geography: 1500 A.D. 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 World History and Geography: 1500 A.D. 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.

## World History and Geography: 1500 A.D. to the Present Blueprint Summary Table

Reporting Category	Number of Items	World History from 1500 A.D. to the Present Standards of Learning
<b>Standards of Learning WHII.1a-e will be assessed throughout the reporting categories based on content links within the Curriculum Framework.</b>		
<b>Emergence of a Global Age</b>	<b>8</b>	WHII.2b, e WHII.3a-c WHII.4a-d WHII.5b-c
<b>Age of Revolutions</b>	<b>10</b>	WHII.6a-b, e-g WHII.7c-d WHII.8d-e
<b>Era of Global Wars</b>	<b>13</b>	WHII. 9a-c WHII.10a, c WHII.11a-c
<b>Post World War II Period</b>	<b>13</b>	WHII.12a-c WHII.13a-c WHII.14a
<b>Geography</b>	<b>6</b>	WHII.2a, c-d WHII.5a WHII.14b
<b>Civics and Economics</b>	<b>10</b>	WHII.4e-f WHII.5d-e WHII.6c-d WHII.7a-b WHII.8a-c WHII.10b WHII.15a-c
<b>Standards of Learning Excluded from This Test: None</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**

**World History and Geography: 1500 A.D. to the Present**

**World History and Geography: 1500 A.D. to the Present Standards of Learning WHII.1a-e will be assessed throughout the reporting categories based on content links from the Curriculum Framework.**

**Reporting Category: Emergence of a Global Age**

**Number of Items: 8**

**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

- WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by
- b) describing artistic, literary, and intellectual ideas of the Renaissance;
  - e) citing major technological and scientific exchanges in the Eastern Hemisphere.
- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII;
  - b) describing the impact of religious conflicts, including the Inquisition, on society and government actions;
  - c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.
- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- a) explaining the roles of explorers and conquistadors;
  - b) describing the influence of religion;
  - c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
  - d) defining the Columbian Exchange.
- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
- b) describing India, including the Mughal Empire and coastal trade;
  - c) describing East Asia, including China and the Japanese shogunate.

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**Reporting Category: Age of Revolutions**

**Number of Items: 10**

**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- a) describing the Scientific Revolution and its effects;
  - b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great;
  - e) describing the French Revolution;
  - f) identifying the impact of the American and French Revolutions on Latin America;
  - g) describing the expansion of the arts, philosophy, literature, and new technology.
- WHII.7 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- c) explaining events related to the unification of Italy and the role of Italian nationalists;
  - d) explaining events related to the unification of Germany and the role of Bismarck.
- WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
  - e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

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<b>Reporting Category: Era of Global Wars</b> <b>Number of Items: 13</b>
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**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

WHII.9 The student will demonstrate knowledge of the worldwide impact of World War I by

- explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
- explaining the outcomes and global effect of the war and the Treaty of Versailles;
- citing causes and consequences of the Russian Revolution.

WHII.10 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- describing the League of Nations and the mandate system;
- examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

WHII.11 The student will demonstrate knowledge of the worldwide impact of World War II by

- explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
- examining the Holocaust and other examples of genocide in the twentieth century;
- explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.

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<b>Reporting Category: Post World War II Period</b> <b>Number of Items: 13</b>
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**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

- WHII.12 The student will demonstrate knowledge of major events and outcomes of the Cold War by
- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
  - b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
  - c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.
- WHII.13 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
- a) describing the struggles for self-rule, including Gandhi's leadership in India;
  - b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya;
  - c) describing the end of the mandate system and the creation of states in the Middle East.
- WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- a) describing their beliefs, sacred writings, traditions, and customs.

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<b>Reporting Category: Geography</b> <b>Number of Items: 6</b>
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**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

- WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by
- a) locating major states and empires;
  - c) describing the distribution of major religions;
  - d) analyzing major trade patterns.
- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
- a) describing the location and development of the Ottoman Empire.
- WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- b) locating the geographic distribution of religions in the contemporary world.

<b>Reporting Category: Civics and Economics</b> <b>Number of Items: 10</b>
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**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- e) explaining the triangular trade;
  - f) describing the impact of precious metal exports from the Americas.
- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
- d) describing Africa and its increasing involvement in global trade;
  - e) describing the growth of European nations, including the Commercial Revolution and mercantilism.
- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
  - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.
- WHII.7 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
  - b) describing the influence of revolutions on the expansion of political rights in Europe.
- WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
  - b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;
  - c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement.
- WHII.10 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- b) citing causes and assessing the impact of worldwide depression in the 1930s.

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**Reporting Category: Civics and Economics continued:**

**World History and Geography: 1500 A.D. to the Present Standards of Learning in This Reporting Category:**

- WHII.15 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
  - b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
  - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.