

Virginia

Standards of Learning Assessments

Test Blueprint

Civics and Economics

**2008 History and Social Science
Standards of Learning**

This revised test blueprint will be effective with the administration of the 2010-2011 History and Social Science Standards of Learning (SOL) tests.

Notice to Reader

In accordance with the requirements of the Civil Rights Act and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on race, color, national origin, sex, age, or disability.

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provisions of service.

©2009 by the Commonwealth of Virginia, Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may reproduce any portion of this test blueprint for noncommercial educational purposes without requesting permission. All others should direct their written requests to the Virginia Department of Education, Division of Student Assessment and School Improvement, at the above address or by e-mail to Student_Assessment@doe.virginia.gov.

Civics and Economics Standards of Learning

Test Blueprint

TABLE OF CONTENTS

General Test Information.....	1
Defines common terms	
Test Blueprint Summary Table	2
Organizes the SOL and the number of items assessed	
Expanded Test Blueprint	3
Full text of each SOL as organized for the test	

General Test Information

Test Blueprint

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas that will be addressed by the test and the number of items that will be included by content area and for the test as a whole. There is a blueprint for each test (e.g., grade 3 reading, grade 5 mathematics, grade 8 science, Virginia and United States History).

Reporting Category

Each test covers a number of Standards of Learning. In the test blueprint, the SOL are grouped into categories that address related content and skills. These categories are labeled as reporting categories. For example, a reporting category for the Civics and Economics Standards of Learning test is *Principles of American Government and Citizenship*. Each of the SOL in this reporting category addresses the foundations of American government or citizenship. When the results of the SOL tests are reported, the scores will be presented for each reporting category and as a total test score.

Assignment of Standards of Learning to Reporting Categories

Different parts of a Standard of Learning may be assigned to different reporting categories. For example, Civics and Economics SOL CE.11a, which covers general economic concepts, is assigned to the reporting category *Economic Principles and Decision* in the Civics and Economics SOL test. However, SOL CE.11c, which involves describing the characteristics of the United States economy, is assigned to the reporting category *United States Economy*.

Standards of Learning Excluded from Testing

In some content areas, there are SOL that do not lend themselves to multiple-choice testing. The SOL not tested are listed as *Excluded from Testing* at the end of the blueprint for each test. For example, in Civics and Economics, SOL CE.1h cannot be appropriately assessed in a multiple-choice format.

Coverage of Standards of Learning

Due to the large number of SOL in each grade level content area, *every* Standard of Learning will not be assessed on every version (form) of an SOL test. By necessity, to keep the length of a test reasonable, each version will sample from the SOL within a reporting category. Every SOL in the blueprint will be tested within a three year period, and *all of these* SOL are eligible for inclusion on each version of an SOL test.

Use of the Curriculum Framework

The History and Social Science Standards of Learning, amplified by the Curriculum Framework, define the essential understandings, knowledge, and skills that are measured by the Standards of Learning tests. The Curriculum Framework asks essential questions, identifies essential understandings, defines essential content knowledge, and describes essential skills students need to master.

**Civics and Economics
Test Blueprint Summary Table**

Reporting Category	Civics and Economics Standards of Learning	Number of Items
Assessed with Other SOL	CE.1a-e	
Principles of Government and Citizenship	CE.2a-d CE.3a-e	7
Structure of American Government	CE.6a-b, d CE.7a-b, d CE.8a-b CE.10a-b	9
Political and Governmental Processes	CE.5a-f CE.6c CE.7c CE.8c CE.9a-c CE.10c-d	10
Economic Principles and Decisions	CE.11a-b CE.14a-f	7
United States Economy	CE.11c CE.12a-d CE.13a-f	7
Excluded from Testing	CE.1f-h, CE.4a-g, CE.5g	
Number of Operational Items		40
Number of Field-Test Items*		10
Total Number of Items on Test		50

*Field-test items are being tried out with students for potential use on subsequent tests and will not be used to compute students' scores on the test.

Civics and Economics Expanded Test Blueprint

Assessed with Other History and Social Science Standards of Learning

The following skill-based standards will be assessed through the reporting categories by applying them to other Standards of Learning content:

- CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to
- a) examine and interpret primary and secondary source documents;
 - b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
 - c) analyze political cartoons, political advertisements, pictures, and other graphic media;
 - d) distinguish between relevant and irrelevant information;
 - e) review information for accuracy, separating fact from opinion.

Reporting Category: Principles of Government and Citizenship

Number of Items: 7

Standards of Learning:

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
 - c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
 - d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
 - b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;

- e) evaluating how civic and social duties address community needs and serve the public good.

Reporting Category: Structure of American Government**Number of Items: 9****Standards of Learning:**

- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- a) describing the structure and powers of the national government;
 - b) explaining the principle of separation of powers and the operation of checks and balances;
 - d) describing the roles and powers of the executive branch.
- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- a) describing the structure and powers of the state government;
 - b) explaining the relationship of state governments to the national government in the federal system;
 - d) describing the roles and powers of the executive branch and regulatory boards.
- CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by
- a) describing the structure and powers of the local government;
 - b) explaining the relationship of local government to the state government.
- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
 - b) describing the exercise of judicial review.

Reporting Category: Political and Governmental Processes**Number of Items: 10****Standards of Learning:**

- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- a) describing the functions of political parties;
 - b) comparing the similarities and differences of political parties;
 - c) analyzing campaigns for elective office, with emphasis on the role of the media;
 - d) examining the role of campaign contributions and costs;
 - e) describing voter registration and participation;
 - f) describing the role of the Electoral College in the election of the president and vice president.

- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- c) explaining and/or simulating the lawmaking process.
- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- c) explaining and/or simulating the lawmaking process.
- CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by
- c) explaining and/or simulating the lawmaking process.
- CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- a) examining the impact of the media on public opinion and public policy;
 - b) describing how individuals and interest groups influence public policy;
 - c) describing the impact of international issues and events on local decision making.
- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- c) comparing and contrasting civil and criminal cases;
 - d) explaining how due process protections seek to ensure justice.

Reporting Category: Economic Principles and Decisions

Number of Items: 7

Standards of Learning:

- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
 - b) comparing the differences among traditional, free market, command, and mixed economies.
- CE.14 The student will demonstrate knowledge of personal finance and career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
 - b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
 - c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
 - d) examining the impact of technological change and globalization on career opportunities;
 - e) describing the importance of education to lifelong personal finances;

- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Reporting Category: United States Economy**Number of Items: 7****Standards of Learning:**

- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.
- CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
 - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
 - c) explaining how financial institutions channel funds from savers to borrowers;
 - d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.
- CE.13 The student will demonstrate knowledge of the role of government in the United States economy by
- a) examining competition in the marketplace;
 - b) explaining how government provides certain goods and services;
 - c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;
 - d) explaining how the Federal Reserve System acts as the nation's central bank;
 - e) describing the protection of consumer rights and property rights;
 - f) recognizing that government creates currency and coins and that there are additional forms of money.

Standards of Learning Excluded from Testing:

- CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
 - g) formulate an informed, carefully reasoned position on a community issue;
 - h) select and defend positions in writing, discussion, and debate.

- CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
 - b) practicing courtesy and respect for the rights of others;
 - c) practicing responsibility, accountability, and self-reliance;
 - d) practicing respect for the law;
 - e) practicing patriotism;
 - f) practicing decision making;
 - g) practicing service to the school and/or local community.
- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- g) participating in simulated local, state, and/or national elections.