

Virginia

Standards of Learning Assessments

Test Blueprint

United States History: 1865 to the Present

**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.

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United States History: 1865 to the Present Standards of Learning

Test Blueprint

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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 United States History: 1865 to the Present Standards of Learning test is *Geography*. Each of the SOL in this reporting category addresses the influence geography has had on United States' history. 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, United States History: 1865 to the Present SOL USII.3a, which covers the Civil War Amendments, is assigned to the reporting category *Civics and Economics*. However, SOL USII.3b, which covers Reconstruction policies, is assigned to the reporting category *Reconstruction to Modern America*.

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 United States History: 1865 to the Present, SOL USII.1e 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.

United States History: 1865 to the Present
Test Blueprint Summary Table

Reporting Category	United States History: 1865 to the Present Standards of Learning	Number of Items
Assessed with Other SOL	USH.1a-d, f-i	
Reconstruction to Modern America	USH.3b-c USH.4b-e	7
Turmoil and Change	USH.5a-c USH.6b-c USH.7a-c	10
United States since World War II	USH.8a, c-d USH.9a-d	9
Geography	USH.2a-c USH.4a	7
Civics and Economics	USH.3a USH.6a, d USH.8b, e	7
Excluded from Testing	USH.1e	
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.

United States History: 1865 to the Present 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:

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
 - b) make connections between the past and the present;
 - c) sequence events in United States history from 1865 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps that include major physical features;
 - g) use parallels of latitude and meridians of longitude to describe hemispheric location;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents;
 - i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Reporting Category: Reconstruction to Modern America

Number of Items: 7

Standards of Learning:

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- b) describing the impact of Reconstruction policies on the South and North;
 - c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.
- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
 - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
 - e) 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**Number of Items: 10****Standards of Learning:**

- USII.5 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;
 - describing Theodore Roosevelt's impact on the foreign policy of the United States;
 - explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.
- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
 - examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance.
- USII.7 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;
 - locating and describing the major events and turning points of the war in Europe and the Pacific;
 - describing the impact of the war on the home front.

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

- USII.8 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
- 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;
 - 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;
 - describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- examining the Civil Rights Movement and the changing role of women;
 - describing the development of new technologies in communication, entertainment, and business and their impact on American life;

- c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
- d) examining American foreign policy, immigration, the global environment, and other emerging issues.

Reporting Category: Geography**Number of Items: 7****Standards of Learning:**

- USII.2 The student will use maps, globes, photographs, pictures, or 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 1865;
 - c) locating the 50 states and the cities most significant to the historical development of the United States.
- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion, including its impact on American Indians.

Reporting Category: Civics and Economics**Number of Items: 7****Standards of Learning:**

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.
- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
 - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
- USII.8 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;
 - e) describing how international trade and globalization have impacted American life.

Standards of Learning Excluded from Testing:

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