

# **Virginia**

Standards of Learning Assessments

**Test Blueprint**

## **United States History to 1865**

**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 to 1865 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 Categories

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 to 1865 Standards of Learning test is *Geography*. Each of the SOL in this reporting category addresses the influence geography has had on early 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 to 1865 SOL USI.6a, which covers the issues leading to the American Revolution, is assigned to the reporting category *Revolution and the New Nation* in the United States History to 1865 SOL test. However, SOL USI.6b, which involves the political ideas that led to the Declaration of Independence, is assigned to the reporting category *Civics and Economics*.

### 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 to 1865, SOL USI.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 to 1865  
Test Blueprint Summary Table

Reporting Category	United States History to 1865 Standards of Learning	Number of Items
Assessed with Other SOL	USI.1a-d, f-i	
Pre-Columbian Times to the 1770s	USI.3a USI.4a-b USI.5a, c-d	7
Revolution and the New Nation	USI.6a, c-d USI.7b-c	7
Expansion, Reform, and the Civil War	USI.8a, c-d USI.9a-b, d, f	10
Geography	USI.2a-d USI.3b USI.9c, e	9
Civics and Economics	USI.3c USI.4c USI.5b USI.6b USI.7a USI.8b	7
Excluded from Testing	USI.1e	
<b>Number of Operational Items</b>		<b>40</b>
<b>Number of Field-Test Items*</b>		<b>10</b>
<b>Total Number of Items on Test</b>		<b>50</b>

\*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 to 1865 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:

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
  - make connections between the past and the present;
  - sequence events in United States history from pre-Columbian times to 1865;
  - interpret ideas and events from different historical perspectives;
  - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
  - distinguish between parallels of latitude and meridians of longitude;
  - interpret patriotic slogans and excerpts from notable speeches and documents;
  - 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: Pre-Columbian Times to the 1770s**

**Number of Items: 7**

#### **Standards of Learning:**

- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- describing how archeologist have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
  - describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;

- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
- d) identifying the political and economic relationships between the colonies and Great Britain.

**Reporting Category: Revolution and the New Nation****Number of Items: 7****Standards of Learning:**

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;
  - c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
  - d) explaining reasons why the colonies were able to defeat Great Britain.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- b) describing the historical development of the Constitution of the United States;
  - c) describing the major accomplishments of the first five presidents of the United States.

**Reporting Category: Expansion, Reform, and the Civil War****Number of Items: 10****Standards of Learning:**

- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
  - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
  - d) identifying the main ideas of the abolitionist and women's suffrage movements.
- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
  - b) explaining how the issues of states' rights and slavery increased sectional tensions;
  - d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;

- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

**Reporting Category: Geography****Number of Items: 9****Standards of Learning:**

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- a) locate the seven continents and five oceans;
  - b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
  - c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
  - d) recognize key geographic features on maps, diagrams, and/or photographs.
- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodland (Iroquois).
- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
  - e) using maps to explain critical developments in the war, including major battles.

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

- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- c) describing how the American Indians used the resources in their environment.
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by  
b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by  
b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by  
a) identifying the weaknesses of the government established by the Articles of Confederation.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by  
b) identifying the geographic and economic factors that influenced the westward movement of settlers.

**Standards of Learning Excluded from Testing:**

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