

Test Specifications: American History

General Description of the American History Summative Examination

In 2010 Ohio adopted new rigorous academic content standards for American History. A model curriculum based on these new standards was adopted in 2011.

An achievement examination that aligns to the new standards and model curriculum is mandated by Ohio Revised Code 3301.079. The assessment will be administered as a two-part summative exam, in a computer-delivered format, to measure progress toward the standards and to provide information to teachers and administrators.

Test Design: Two-Part Summative Assessment

The structure of the American History Summative Assessment follows the general outline of the summative assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium for measuring progress toward the Common Core State Standards (CCSS) in English language arts and mathematics. The American History examination will consist of two parts: a performance-based assessment (PBA) that will be administered approximately three-quarters of the way through the year and an end-of-year (EOY) assessment that will be given near the end of the year.

Both the PBA and the EOY assessment are fixed forms that are administered in an online format. The PBA is different in that, in addition to technology-enhanced items (i.e., graphic-response and short-answer items), it also contains constructed-response items that require the student to type a response into the computer interface. These items are scored by human scorers rather than by computer. The lead time needed to score the items means that the PBA must be administered approximately three-quarters of the

way through the year. Outcomes are reported to schools by the end of the year. After the student has completed both parts of the examination, his or her scores will be combined to yield a comprehensive view of the student's progress.

The two parts of the examination are described in more detail below.

Part I: Performance-Based Assessment

The PBA will assess the student's knowledge of material from approximately the first three-quarters of the course, as specified in this document. The assessment will consist of approximately 12 items worth a total of 20 points. It will require students to engage with course content at a significant cognitive depth and a meaningful level of analysis. Following the PARCC model, the PBA will present a combination of discrete items and tasks, or sets of items linked to stimuli that engage significant content aligned to the model curriculum. Examples of a task stimulus include a set of data tables or charts, a simulation or a set of passages or maps, all of which are linked by a central theme. The sequence of items associated with the stimulus draws the student into deeper analysis and interpretation of the source materials than might ordinarily be possible in a single item. Each task might consist of one or more hand-scored constructed-response items or technology-enhanced graphic-response items that require the student to construct, rather than select, a response.

Part II: End-of-Year Assessment

The EOY assessment will cover the entire content of the course as specified in this document. It will be administered as close as possible to the end of the year (after approximately 90% of the course has been completed). All EOY assessment items will be scored by computer, making possible a very quick return of scores. Like the PBA, the EOY assessment will contain a combination of item types, but approximately 50% of the points

on the examination will come from selected-response (multiple-choice) items. The remainder will be a combination of technology-enhanced items (short-answer and graphic-response items).

Test Blueprint

The test blueprint tables below and on the following pages display the distribution of item types across the two parts of the assessment. Table 1 shows the distribution of item types in the two parts of the assessment separately. Table 2 shows the distribution of content topics by reporting category. Table 3 shows which Content Statements may be included on the Performance-Based Assessment. Note that *all* assessed content statements may be included on the EOY.

American History Summative Exam Blueprint

Table 1: Item Types

	Item Format	Points per Item	Min Items	Max Items	Min Points	Max Points	Total Points
Performance-Based	Multiple-Choice	1	0	0	0	0	20
	Graphic-Response	2	2	5	4	10	
	Graphic-Response or Short-Answer	1	0	0	0	0	
	Hand-Scored Short Constructed Response	2	3	6	6	12	
	Hand-Scored Extended Constructed Response	4	0	1	0	4	
End-of-Year	Multiple-Choice	1	18	24	18	24	44
	Graphic-Response	2	8	12	16	24	
	Graphic-Response or Short-Answer	1	0	8	0	8	
	Hand-Scored Short Constructed Response	2	These item types will not appear on the EOY exam.				
	Hand-Scored Extended Constructed Response	4					

American History Summative Exam Blueprint , continued

Table 2: Content Topics by Reporting Category

Reporting Category	American History Topic(s)*	Percent of Total Content Statements	Points
A	Historical Thinking and Skills	28%	18
	Historical Documents		
B	Industrialization and Progressivism	39%	25
	Foreign Affairs from Imperialism to Post-World War I		
	Prosperity, Depression and the New Deal		
	From Isolation to World War II		
C	The Cold War	33%	21
	Social Transformation in the United States (1945–1994)		
	United States and the Post-Cold War World (1991–Present)		

*Every Summative Assessment will contain at least one item from every topic on this table.

Table 3: Content Statements on the PBA

Reporting Category	American History Topic(s)	Content Statements Eligible for Use on the Performance Based Assessment
A	Historical Thinking and Skills	CS 2-4
	Historical Documents	CS 5-9
B	Industrialization and Progressivism	CS 10-14
	Foreign Affairs from Imperialism to Post-World War I	CS 15-16
	Prosperity, Depression and the New Deal	CS 17-20
	From Isolation to World War II	CS 21-22
C	The Cold War	Not assessed on the PBA
	Social Transformation in the United States (1945–1994)	Not assessed on the PBA

	United States and the Post-Cold War World (1991–Present)	Not assessed on the PBA
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Description of Item and Stimulus Types

The several types of items on the examination fall into two categories: those scored by machine and those that require human scorers to evaluate the response.

Item Types

Machine-scored: Machine-scored items are scored automatically by the testing software to yield an immediate score. The machine-scored items in this examination are multiple-choice, short-answer and graphic-response.

A **multiple-choice** item consists of the following:

- A brief statement that orients the student to the context of the question (optional).
- A stimulus (document, data table, graphic, etc.) on which the question is based (optional).
- A question.
- Four answer options.

A **short-answer** item consists of the following:

- A brief statement that orients the student to the context of the question (optional).
- A stimulus (document, data table, graphic, etc.) to which the question refers (optional).
- A question or prompt.
- A response area (the student types a response to answer the question).

A **graphic-response** item consists of the following:

- A brief statement that orients the student to the context of the question (optional).

- A stimulus (document, data table, graphic, etc.) to which the question refers (optional).
- A question or prompt.
- A graphic-response interface on which the student manipulates objects using a computer mouse to create a response to the question. The graphic-response interface may be a map, a chart or graph, a picture, or a diagram on which the student must position objects correctly.

Hand-scored: Hand-scored items are scored against rubrics by trained scorers. The hand-scored tasks on this examination are the constructed-response items.

A **short constructed-response (SCR) item** consists of the following:

- A brief statement that orients the student to the context of the questions (optional).
- One or more stimuli (documents, graphics, data displays, etc.) to which the questions refer (optional).
- A question or set of questions that require a detailed written response or responses. The responses are scored according to a rubric or set of rubrics that address multiple dimensions in the student work.

An **extended constructed-response (ECR) item** contains the same components as the SCR item but requires a more elaborated response.

Stimulus Types

A **simulation** consists of the following:

- An interactive graphic interface that presents a set of interactive stimulus materials or simulates a historical situation, social relationship, or an aspect of the inquiry process. The graphics may be static or contain animation. Information is displayed in the form of dynamic maps or illustrations, statistical tables, texts, charts or graphs. Data “inputs” can be adjusted by the

student, depending on the requirements of the scenario or the associated items, and the graphics adjust themselves to account for the new inputs.

- In social studies, simulations are accompanied by several items of various types. The simulation functions as an interactive stimulus that provides information for the student to reflect on, analyze or synthesize with other knowledge into a cognitively demanding set of answers. This can be used to simulate an aspect of the social science inquiry process.

Other stimulus types associated with discrete items or tasks are familiar from classroom use and may include:

- Document excerpts and other texts
- Photographs and illustrations
- Graphs
- Charts
- Data tables
- Maps
- Timelines

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Historical Thinking and Skills

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement AH.HI.A.1:

AH.HI.A.1 Historical events provide opportunities to examine alternative courses of action.

Expectations for Learning:

AH.HI.A.1.i Analyze a historical decision and predict the possible consequences of alternative courses of action.

Content Limits: The content encompassed by this Content Statement will not be assessed.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Historical Thinking and Skills

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement AH.HI.A.2:

AH.HI.A.2 The use of primary and secondary sources of information includes an examination of the credibility of each source.

Expectations for Learning:

AH.HI.A.2.i Analyze and evaluate the credibility of primary and secondary sources.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, compare, and analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Listing criteria for determining credibility of a source
- Identifying an applicable criterion for a provided source that would attest to the source being credible.

Graphic-Response Responses may include, but are not limited to:

- Filling in portions of a chart of criteria to determine credibility and identifying examples to illustrate each provided criterion.
- Matching a bias or consistency with a source.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

Constructed-Response (Performance-Based) Responses may include, but are not limited to:

- Explaining how a provided source is credible.
- Comparing the credibility of a set of provided sources.

ITEM SPECIFICATIONS: AMERICAN HISTORY ORGANIZED BY TOPIC & CONTENT STATEMENT

Grade: American History

Topic: Historical Thinking and Skills

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement AH.HI.A.3:

AH.HI.A.3 Historians develop theses and use evidence to support or refute positions.

Expectations for Learning:

AH.HI.A.3.i Develop a thesis and use evidence to support or refute a position.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, analyze, and/or construct information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

Graphic-Response

Responses may include, but are not limited to:

- Completing a chart by matching evidence to a thesis.
- Matching a list of events to a thesis that connects them.
- Identifying evidence that supports a given thesis.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-Response
(Performance-Based)*

Responses may include, but are not limited to:

- Constructing a thesis and providing two pieces of evidence that support it, based upon provided documentation.
- Refuting a thesis based on provided evidence.
- Creating a thesis based on provided data and textual evidence.

ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT

Grade: American History

Topic: Historical Thinking and Skills

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement AH.HI.A.4:

AH.HI.A.4 Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Expectations for Learning:

AH.HI.A.4.i Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

AH.HI.A.4.i Analyze the relationship between historical events, taking into consideration cause, effect, sequence, and correlation.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, analyze, and/or construct information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Explaining one development leading to the Great Depression in the United States.
- Identifying a long-term causal relationship between World War I and World War II, given background information.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart by matching causes with effects of the Great Depression in the United States.
- Creating a time line to demonstrate relationships between events of World Wars I and II.
- Grouping events that relate to one another with their common factors in a graphic organizer.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided

research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining two developments leading to the Great Depression in the United States.
- Explaining one development leading to the Great Depression in the United States.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Historic Documents

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents that form the basis for the United States of America.

Content Statement AH.HI.B.5:

AH.HI.B.5 The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.

Expectations for Learning:

AH.HI.B.5.i Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Students must not be asked to cite specific events referred to by specific grievances in the Declaration of Independence.

Students should not be asked to identify or explain specific Enlightenment ideas or their originators.

References to Enlightenment ideas should be limited to social contract and natural rights.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Listing two grievances found in the Declaration of Independence that are related to the Enlightenment idea of natural rights.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart matching general Enlightenment ideas of natural rights and social contract with grievances listed in the Declaration of Independence.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items

that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining how the Enlightenment idea of natural rights (e.g., life, liberty, property) influenced the writing of the Declaration of Independence.
- Connecting a grievance listed in the Declaration of Independence to the Enlightenment idea of social contract.

ITEM SPECIFICATIONS: AMERICAN HISTORY ORGANIZED BY TOPIC & CONTENT STATEMENT

Grade: American History

Topic: Historic Documents

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents that form the basis of the United States of America.

Content Statement AH.HI.B.6:

AH.HI.B.6 The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.

Expectations for Learning:

AH.HI.B.6.i Show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for governing the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

References to the Northwest Ordinance may only be drawn from specific provisions listed in the Content Elaborations.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus**Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:*General*

Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:*Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer

Responses may include, but are not limited to:

- Identifying one aspect of how the Northwest Ordinance provided government for the Northwest Territory.

Graphic-Response

Responses may include, but are not limited to:

- Identifying, in a chart, the ways in which the Northwest Ordinance set precedents for governing the United States.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining how a provision of the Northwest Ordinance set precedents for governing the United States.

ITEM SPECIFICATIONS: AMERICAN HISTORY ORGANIZED BY TOPIC & CONTENT STATEMENT

Grade: American History

Topic: Historic Documents

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents that form the basis for the United States of America.

Content Statement AH.HI.B.7:

AH.HI.B.7.i Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.

Expectations for Learning:

AH.HI.B.7.i Develop an argument that a particular provision of the Constitution of the United States would help in addressing a problem facing the United States in the 1780s.

AH.HI.A.7.ii Explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus**Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:*General*

Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:*Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer

Responses may include, but are not limited to:

- Identifying how a particular problem faced by the United States in the 1780s was addressed in the Constitution.

*Graphic-**Response*

Responses may include, but are not limited to:

- Completing a chart matching provisions of the Preamble to the U.S. Constitution to Enlightenment ideas.
- Matching a provision from the Constitution that addresses a problem that the United States faced in the 1780s.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Constructing an argument that a provision of the Constitution addressed, relating to a problem facing the United States in the 1780s.
- Explaining how the Preamble to the Constitution reflects Enlightenment thinking.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Historic Documents

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents that form the basis of the United States of America.

Content Statement AH.HI.B.8:

AH.HI.B.8 The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.

Expectations for Learning:

AH.HI.B.8.i Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States, and hypothesize about why the winning argument was more persuasive.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Given an argument made by the Federalists, identifying the Anti-Federalist counter argument.
- Given an argument made by the Anti-Federalists, identifying the Federalist counter argument.

Graphic-Response Responses may include, but are not limited to:

- Creating a chart by placing the arguments of the Federalists and Anti-Federalists on selected topics in the correct spaces.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Comparing Federalist and Anti-Federalist opinions on the same topic. Selecting which opinion is most persuasive and explaining why this opinion was more persuasive.
- Explaining one argument between the Federalists and Anti-Federalists.
- Given a topic, identifying the Federalist and Anti-Federalist argument about each issue.

ITEM SPECIFICATIONS: AMERICAN HISTORY ORGANIZED BY TOPIC & CONTENT STATEMENT

Grade: American History

Topic: Historic Documents

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents that form the basis of the United States of America.

Content Statement AH.HI.B.9:

AH.HI.B.9 The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government, and the national debate over the ratification of the Constitution of the United States.

Expectations for Learning:

AH.HI.B.9.i Cite evidence for historical precedents to the rights incorporated in the Bill of Rights.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Students must not be expected to identify specific precedent documents (e.g., Magna Carta). Instead, they should be asked to provide information concerning the precedents set by the documents (e.g., right to life, trial by jury, property, etc.).

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Listing examples of precedents to selected rights listed in the Bill of Rights.
- Connecting a right listed in the Bill of Rights to the applicable historical precedent.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart that matches the historical precedents to selected rights listed in the Bill of Rights.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining the presence of Enlightenment ideas, such as religious tolerance or the social contract, through successive American foundational documents up to the Bill of Rights.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Industrialization and Progressivism (1877–1920)**

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

Content Statement AH.HI.C.10:

AH.HI.C.10 The rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

Expectations for Learning:

AH.HI.C.10.i Analyze how the rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus**Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:*General*

Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:*Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer

Responses may include, but are not limited to:

- Identifying how one technological innovation affected agricultural production in the late 1800s in the United States.
- Listing two effects (positive and/or negative) of industrialization on the American economy and on living conditions.

Graphic-Response

Responses may include, but are not limited to:

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining how industrialization changed the American economy in the late 1800s.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Industrialization and Progressivism (1877–1920)**

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

Content Statement AH.HI.C.11:

AH.HI.C.11 The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor.

Expectations for Learning:

AH.HI.C.11.i Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Only general references to labor unions will be used. Students must not be asked to provide specific union names or to relate issues specific to individual unions in items.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationship.

Short-Answer Responses may include, but are not limited to:

- Identify one way that industrialization influenced the composition/location of the workforce in the United States during the late 1800s.

Graphic-Response Responses may include, but are not limited to:

- Filling in a chart by identifying issues related to industrialization that labor unions sought to address in the late 1800s and early 1900s.
- Selecting a chart illustrating the accurate portrayal of changes in the American workforce during the late 1800s.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explain the major social and economic effects of industrialization on the lives of Americans during the late 1800s.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Industrialization and Progressivism (1877–1920)**

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and the practices of big business.

Content Statement AH.HI.C.12:

AH.HI.C.12 Immigration, internal migration and urbanization transformed American life.

Expectations for Learning:

AH.HI.C.12.i Analyze and evaluate how immigration, internal migration and urbanization transformed American life.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Listing one way that urbanization in the late 1800s changed American life.
- Identifying one way that immigration in the early 1900s changed American life.

Graphic-Response Responses may include, but are not limited to:

- Filling in a chart, by associating immigration, migration or urbanization between 1877 and 1920 with their effects.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-Response
(Performance-Based)*

Responses may include, but are not limited to:

- Explaining the effects of internal migration on American life between 1877 and 1920.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Industrialization and Progressivism (1877–1920)**

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and the practices of big business.

Content Statement AH.HI.C.13:

AH.HI.C.13 Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Expectations for Learning:

AH.HI.C.13.i Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.

AH.HI.C.13.ii Describe institutionalized racist practices in post-Reconstruction America.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus**Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:*General*

Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:*Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation unrelated information, and erroneous causal relationships.

Short-Answer

Responses may include, but are not limited to:

- Giving examples of how racism was institutionalized in America in the late 1800s.
- Identifying examples of Jim Crow laws.

Graphic-Response

Responses may include, but are not limited to:

- Filling in a chart by matching post-Reconstruction political and social developments with their effects on race relations.
- Selecting examples of policies that led to increased racial segregation from a list of distractors and correct policies.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining the effects of Jim Crow laws.

ITEM SPECIFICATIONS: AMERICAN HISTORY ORGANIZED BY TOPIC & CONTENT STATEMENT

Grade: American History

Topic: **Industrialization and Progressivism (1877-1920)**

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and the practices of big business.

Content Statement AH.HI.C.14:

AH.HI.C.14 The Progressive Era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

Expectations for Learning:

AH.HI.C.14.i Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Item writers may reference examples from the content elaborations; however, students should not be required to

identify the name and/or provisions of specific reforms and legislation.

Use examples of reform trends from the content elaborations as item stimuli.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, illustrate, compare, describe, explain, and elaborate on information; analyze and predict consequences.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Identifying one progressive reform addressing industrial capitalism.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart that matches progressive reforms with the problem each addressed.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining one way that Progressives addressed political corruption.
- Identifying a problem of urbanization addressed by Progressives in the late 19th and early 20th centuries and evaluating the success of efforts to solve this problem.
- Explaining how progressive reforms made the political process in the United States more democratic.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Foreign Affairs from Imperialism to Post-World War I (1898–1930)**
The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

Content Statement AH.HI.D.15:

AH.HI.D.15 As a result of overseas expansion, the Spanish–American War and World War I, the United States emerged as a world power.

Expectations for Learning:

AH.HI.D.15.i Analyze the circumstances that enabled the United States to emerge as a world power in the early 1900s.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying an event that contributed to the United States emerging as a world power in the early 1900s.

Graphic-Response Responses may include, but are not limited to:

- Completing a time line that matches different events with their effects on the world power status of the United States.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

Constructed-Response (Performance-Based) Responses may include, but are not limited to:

- Explaining how military events contributed to the United States becoming a world power during the early 1900s.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Foreign Affairs from Imperialism to Post-World War I (1898–1930)

The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

Content Statement AH.HI.D.16:

AH.HI.D.16 After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

Expectations for Learning:

AH.HI.D.16.i Explain why and how the United States moved to a policy of isolationism following World War I.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

The time period discussed for this Content Statement should be limited to the years 1919–1930.

Students will not be asked to provide specific treaty names and/or details. Students are expected to understand the

concept of a treaty if presented with a name and specific details.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, illustrate, describe, explain, discuss, and/or exemplify information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying the cause behind the United States' move to a policy of isolationism after World War I.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart identifying evidence of U.S. isolationism after World War I.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explain how post-World War I conditions influenced the United States to maintain a policy of isolationism.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Prosperity, Depression and the New Deal (1919–1941)**

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Content Statement AH.HI.E.17:

AH.HI.E.17 Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

Expectations for Learning:

AH.HI.E.17.i Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

References to the Bolshevik Revolution must be limited to its role in the Red Scare in the United States.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus**Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:*General*

Students may be asked to utilize prior content knowledge to apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:*Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer

Responses may include, but are not limited to:

- Citing examples of social unrest caused by anti-immigration attitudes.
- Citing examples of anti-immigration attitudes that led to social unrest.
- Citing examples of social unrest caused by racial intolerance.
- Citing examples of social unrest caused by fear of communism.

Graphic-Response

Responses may include, but are not limited to:

- Use a graphing tool to chart the rise of anti-immigrant action in the United States during the years following the Red Scare.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Describing how the Red Scare contributed to social unrest after World War I.
-

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Prosperity, Depression and the New Deal (1919–1941)

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Content Statement AH.HI.E.18:

AH.HI.E.18 An improved standard of living for many, combined with technological innovations in communication, transportation and industry resulted in social and cultural changes and tensions.

Expectations for Learning:

AH.HI.E.18.i Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry resulted in social and cultural changes and tensions.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to

evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying ways that technological advancements in the United States changed society during the 1920s and 1930s.

Graphic-Response Responses may include, but are not limited to:

- Completing a cause-and-effect diagram, demonstrating how technological innovations resulted in social and cultural changes in the United States from 1919 through 1941.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Comparing positive and negative effects of increased automobile ownership.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Prosperity, Depression and the New Deal (1919–1941)

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Content Statement AH.HI.E.19:

AH.HI.E.19 Movements such as the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition all contributed to social change

Expectations for Learning:

AH.HI.E.19.i Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying one social change resulting from Prohibition.
- Identifying one social change resulting from the Great Migration.

Graphic-Response Responses may include, but are not limited to:

- Categorizing social changes in the United States during the 1920s and 1930s, according to the movement that produced them.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-Response
(Performance-*

Based)

Responses may include, but are not limited to:

- Explaining two social impacts of Prohibition.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: Prosperity, Depression and the New Deal (1919–1941)

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Content Statement AH.HI.E.20:

AH.HI.D.20 The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

Expectations for Learning:

AH.HI.E.20.i Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.

AH.HI.E.20.ii Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus**Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:*General*

Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:*Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer

Responses may include, but are not limited to:

- Identifying two ways that New Deal programs attempted to address the effects of the Great Depression.
- Listing two factors that contributed to the Great Depression.

Graphic-Response

Responses may include, but are not limited to:

- Organizing combinations of graphic displays of data to describe a cause of the Great Depression.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining two New Deal programs that expanded the role of the federal government in the economy.
- Explaining how stock market speculation contributed to the Great Depression.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: From Isolation to World War II (1930–1945)

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

Content Statement AH.HI.F.21:

AH.HI.F.21 During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

Expectations for Learning:

AH.HI.F.21.i Analyze the reasons for American isolationist sentiment in the interwar period.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

The time period discussed for this Content Statement should be limited to the years 1930-1941.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Identify two actions taken by the United States prior to World War II that attempted to maintain U.S. isolationist policies.

Graphic Response Responses may include, but are not limited to:

- Create a graphic organizer to describe aspects of isolationist sentiments in 1930s America.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining the policy of isolationism followed by the United States in the 1930s.
- Explaining how the United States attempted to remain isolationist while being pulled further into war and amidst growing tensions in Europe.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: From Isolation to World War II (1930–1945)

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

Content Statement AH.HI.F.22:

AH.HI.F.22 The United States' mobilization of its economic and military resources during World War II brought significant changes to American society.

Expectations for Learning:

AH.HI.F.22.i Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Do not create items that ask specifically about no-strike pledges.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Identifying two ways the U.S. government mobilized to assist the war effort during World War II.
- Identifying two ways the American people were mobilized to assist the war effort during WWII.

Graphic-Response Responses may include, but are not limited to:

- Using a graphing tool, describe mobilization of particular sectors of the U.S. economy during World War II.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Responses may include, but are not limited to:

- Explaining how the U.S. workforce changed as a result of World War II.
- Explaining two ways wartime mobilization impacted the domestic lives of citizens in the United States during the early 1940s.
- Explaining how wartime mobilization impacted women during the early 1940s.
- Identifying examples of discrimination that impacted African-Americans during wartime mobilization and explaining their attempts to overcome these obstacles in order to contribute to the war effort.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: The Cold War (1945–1991)

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged each other in a series of confrontations known as the Cold War. The costs of this prolonged conflict weakened the USSR so that it collapsed as a result of internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statement AH.HI.F.23:

AH.HI.F.23 Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

Expectations for Learning:

AH.HI.F.23.i Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Items/tasks should focus on balance of power issues.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or summarize information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying how the introduction of nuclear weapons impacted the relationship between the United States and the Soviet Union.

Graphic-Response Responses may include, but are not limited to:

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: The Cold War (1945–1991)

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged each other in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR, so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statement AH.HI.G.24:

AH.HI.G.24 The United States followed a policy of containment during the Cold War in response to the spread of communism.

Expectations for Learning:

AH.HI.G.24.i Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Discussion of the Korean and Vietnam wars in items should be limited to use only within the context of containment policies.

Items should not address specifics related to the conduct of the wars.

The Chinese Revolution should only be referenced in order to denote China as a country that became communist during this time period.

Its use should be limited to inclusion in an item rubric as a correct response.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Listing two conflicts the U.S. military engaged in while following the Cold War policy of containment.
- Stating the goal of the Marshall Plan.
- Stating the purpose of NATO.

Graphic-Response Responses may include, but are not limited to:

- Using dynamic map tools, students will describe the location and/or nature of American containment efforts worldwide during the Cold War.

Simulation

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: The Cold War (1945–1991)

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged each other in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR, so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statement AH.HI.G.25:

AH.HI.G.25 The second Red Scare and McCarthyism reflected Cold War fears in American society.

Expectations for Learning:

AH.HI.G.25.i Explain how the second Red Scare and McCarthyism reflected Cold War fears in American society.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Listing two groups in American society who were suspected of communist activities and were targeted during the second Red Scare.

Graphic-Response Responses may include, but are not limited to:

- Create a graphic organizer that contrasts the features of the political climate of McCarthy's era and the post 9-11 years.

Simulation Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-Response
(Performance-*

Based)

Constructed-response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: The Cold War (1945–1991)

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged each other in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR, so that it collapsed as a result of internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statement AH.HI.G.26:

AH.HI.G.26 The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Expectations for Learning:

AH.HI.G.26.i Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying one way that the Cold War impacted domestic politics.

Graphic-Response Responses may include, but are not limited to:

- Creating a flow chart of interlinked international and U.S. domestic policies during the Cold War period.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-Response
(Performance-*

Based)

Constructed-response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: The Cold War (1945–1991)

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged each other in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed as a result of internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statement AH.HI.G.27:

AH.HI.G.27 The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War.

Expectations for Learning:

AH.HI.G.27.i Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War Era.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

There will be limited item development for this Content Statement.

Items should focus on the U.S. perspective related to the collapse of communist governments.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Explaining how the United States supported the transition of communist governments toward democratic reforms.
- Identifying the U.S. reaction to reforms that former communist republics of the Soviet Union attempted and that helped end the Cold War.

Graphic-Response Responses may include, but are not limited to:

- Creating multi-tier timeline describing relationship of internal events in USSR and U.S. policy reactions/initiatives.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items

that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Social Transformations in the United States (1945–1994)**

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological and service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

Content Statement AH.HI.H.28:

AH.HI.H.28 Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Expectations for Learning:

AH.HI.H.28.i Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Identifying two groups that impacted the expansion of civil rights in the United States during this time period.
- Identifying steps taken by marginalized groups to address discrimination.

Graphic-Response Responses may include, but are not limited to:

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-Response
(Performance-*

Based)

Constructed-response will not be used with this Content Statement.

**SPECIFICATIONS BY CONTENT STATEMENT
ORGANIZED BY STRAND & TOPIC**

Grade: American History

Topic: Social Transformations in the United States (1945–1994)

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological and service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

Content Statement AH.HI.H.29:

AH.HI.H.29 The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.

Expectations for Learning:

AH.HI.H.29.i Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

Students will not be required to identify the specific examples listed in the “e.g.” section of the Content Elaborations.

Examples listed in the e.g. section should be used as multiple-choice options only.

To avoid confusion, science should be referred to in all references to technology.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Listing two examples of how American life changed dramatically as a result of the postwar economic boom.
- Providing two examples of advances in science/technology that vastly impacted the lives of Americans during the postwar economic boom.

Graphic-Response Responses may include, but are not limited to:

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-Response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Social Transformations in the United States (1945–1994)**

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological and service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

Content Statement AH.HI.H.30:

AH.HI.H.30 The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

Expectations for Learning:

AH.HI.H.30.i Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Additional Content Limits:

For constructed-response items, writers should be mindful not to lead students toward responses that could be offensive.

Items should be framed in terms of the issues (migrations and voting patterns) presented in the Content Elaborations.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus Attributes: Stimuli may include text, narratives, extracts, tables, time lines, maps, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Listing two social and/or political effects on the United States population of the increase in immigration resulting from passage of the 1965 Immigration Act.

Graphic-Response Responses may include, but are not limited to:

- Completing a cause-and-effect web demonstrating the political and social consequences of continued suburbanization in the United States.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-Response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: **Social Transformations in the United States (1945–1994)**

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological and service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

Content Statement AH.HI.H.31:

AH.HI.H.31 Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.

Expectations for Learning:

AH.HI.H.31.i Explain why the government’s role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994.

Content Limits: The content to be assessed is defined by the information contained in the Topic and Content Statements from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Listing two topics that became the focus of intense domestic political debate following the end of World War II.
- Identifying one area of debate relating to the growth in the role of government in the field of the economy or the environment.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart organizing events relating to the debate over U.S. national security following World War II.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: United States and the Post-Cold War World (1991–Present)

The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.

Content Statement AH.HI.I.32:

AH.HI.I.32 Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries have impacted the American economy.

Expectations for Learning:

AH.HI.I.32.i Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries.

Content Limits: The content to be assessed is defined by the information contained in the Topic and Content Statements from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

Short-Answer Responses may include, but are not limited to:

- Listing two communication technologies that have contributed to changes in the U.S. economy since the end of the Cold War.
- Listing two technologies that have both improved global communications and affected the U.S. economy since the end of the Cold War.

Graphic-Response Responses may include, but are not limited to:

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identify credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-Response will not be used with this Content Statement.

**ITEM SPECIFICATIONS: AMERICAN HISTORY
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American History

Topic: United States and the Post-Cold War World (1991–Present)

The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.

Content Statement AH.HI.I.33:

AH.HI.I.33 The United States faced new political, national security, and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

Expectations for Learning:

AH.HI.I.33.i Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on September 11, 2001.

Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

Item Formats: Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

Stimulus

Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.

Response Attributes:

General Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

Short-Answer Responses may include, but are not limited to:

- Listing two examples of national security challenges for the United States that arose following the end of the Cold War.
- Identifying two national security challenges faced by the United States following the attacks of September 11, 2001.

Graphic-Response Responses may include, but are not limited to:

- Completing a chart organizing events relating to the debate over U.S. national security following the September 11, 2001 attacks.

Simulation Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

Hand-scored:

*Constructed-
Response
(Performance-
Based)*

Constructed-Response will not be used with this Content Statement.