

Test Specifications: American Government

General Description of the American Government Summative Assessment

In 2010 Ohio adopted new rigorous academic content standards for American Government. 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 Government 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 Government 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 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 on the following pages display the distribution of item types across the two parts of the assessment. Table 1 shows the two parts of the assessment separately. Table 2 shows the American Government topics covered in each reporting category. Table 3 shows which Content Statements may be included on the Performance-Based Assessment

American Government 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 or Simulation	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 End-of-Year exam.					
	Hand-Scored Extended Constructed Response	4						

American Government Summative Exam Blueprint (continued)

Table 2: Content Topics by Reporting Category

Reporting Category	American Government Topic(s)	Number of Content Statements in Category
A	Historical Documents: Basic Principles 6, 8–13	8
	Historical Documents: Ohio 18	
B	Civic Participation and Skills	8
	Basic Principles of the U.S. Constitution	
	Structure and Function of the Federal Government	
	Role of the People	
C	Ohio State and Local Governments	5
	Public Policy	
	Government and the Economy	

Table 3: Content Statements on the PBA

Reporting Category	American Government Topic(s)	Content Statements Eligible for Use on the Performance-Based Assessment
A	Historical Documents: Basic Principles	CS 6, 8-13
	Historical Documents: Ohio	Not assessed on PBA
B	Civic Participation and Skills	CS 3-4
	Basic Principles of the U.S. Constitution	CS 5, 7
	Structure and Function of the Federal Government	CS 14-15
	Role of the People	CS 16-17
C	Ohio State and Local Governments	CS 19-20 not assessed on PBA
	Public Policy	Not assessed on PBA
	Government and the Economy	Not assessed on PBA

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 GOVERNMENT
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American Government

Topic: Civic Involvement

Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.

Content Statement GOV.A.1:

GOV.A.1 Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.

Expectations for Learning:

GOV.A.1.i Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.

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

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

Grade: American Government

Topic: Civic Involvement

Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.

Content Statement GOV.A.2:

GOV.A.2 Political parties, interest groups and the media provide opportunities for civic involvement through various means.

Expectations for Learning:

GOV.A.2.i Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.

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

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

Grade: American Government

Topic: Civic Participation and Skills

Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.

Content Statement GOV.B.3:

GOV.B.3 Issues can be analyzed through the critical use of information from public records, surveys, research data, and policy positions of advocacy groups.

Expectations for Learning:

GOV.B.3.i Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, and policy positions of advocacy groups); explain how each source is relevant; describe the perspective or position of each source and evaluate the credibility of each source.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content

of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to apply, locate, organize, construct, list, identify, describe, explain, discuss, exemplify and/or or evaluate 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 a perspective provided in an information source.
- Identifying considerations used to determine the credibility of sources.
- Citing evidence in support of or opposition to stands on a provided civic issue.

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

- Categorizing perspectives of provided sources pertaining to a single civic issue in a comparative chart.
- Evaluating the credibility of a provided source by selecting pertinent text and associating a reason for credibility or lack thereof.
- Selecting relevant types of information for investigating a provided civic issue.

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.

- Given a civic issue, a decision point, a set of constraints and a set of goals, evaluating sources of information for use in the position paper of a lobbying organization/interest group that supports a predetermined solution.
- 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 information is relevant to a stated position on a civic issue.
- Explaining how to determine whether certain sources are credible.
- Describing how information sources are relevant to an issue.

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

Grade: American Government

Topic: Civic Participation and Skills

Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.

Content Statement GOV.B.4:

GOV.B.4 The processes of persuasion, compromise, consensus building, and negotiation contribute to the resolution of conflicts and differences.

Expectations for Learning:

GOV.B.4.i Identify a civic issue and explain how persuasion, compromise, consensus building, and/or negotiation are used to resolve opposing positions on the issue.

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 Government (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. Content will be limited to the scope of the U.S. political system.

Additional Content Limits:

Use hypothetical situations to examine the processes contained in the Content Statement.

Item Formats:

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

Stimulus**Attributes:**

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, organize, construct, list, identify, describe, explain 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 and unrelated information.

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

Graphic-Response

Responses may include, but are not limited to:

- Categorizing methods of conflict resolution based on descriptions of conflict settings.
- Citing evidence demonstrating why persuasion, compromise, consensus building or negotiation was necessary to resolve a provided conflict or difference of opinion.
- Identifying persuasion, compromise, consensus building or negotiation in the context of civic engagement.

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.

- Given the circumstances of a disagreement over how to proceed in civil or governmental problem or condition, and the positions of the disagreeing factions, selecting a series of steps to resolve the conflict including persuasion, compromise, consensus building and/or negotiation to achieve the goals of the simulation.
- 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:

- Exemplifying how compromise is used to resolve opposing positions on a civic issue.
- Exemplifying how negotiation is used to resolve opposing positions on a civic issue.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.5:

GOV.C.5 As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

Expectations for Learning:

GOV.C.5.i Explain in context one of the basic principles that help define the government of 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 Government (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. Content will be limited to the scope of the U.S. political system.

Additional Content Limits:

Deal with only one principle in each item.

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

Stimulus

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, cite, identify, 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 and unrelated information.

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

- Given context, identifying one of the basic principles of the U.S. Constitution.
- Given a narrative, citing the applicable basic principle of the U.S. Constitution.

Graphic-Response

Responses may include, but are not limited to:

- Selecting a defining principle of the U.S. Constitution and diagramming how that principle affects the structure of government.
- Selecting a defining principle of the U.S. Constitution and diagramming how that principle affects the relationship between the government and the governed.

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:

- Briefly explaining how federalism shapes the structure of the U.S. government by discussing the component parts, their powers and their relationship to each other.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.6:

GOV.C.6 The Federalist Papers and Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

Expectations for Learning:

GOV.C.6.i Cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited 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 Government (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. Content will be limited to the scope of the U.S. political system.

Item Formats:

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

Stimulus

Attributes:

Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content

of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: organize, construct, list, cite, identify, 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 and unrelated information.

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

- Identifying an excerpted argument as representative of a Federalist or Anti-Federalist position on limited government.

Graphic-Response Responses may include, but are not limited to: Connecting a given Anti-Federalist argument for limited government with the corresponding text from the U.S. Constitution.

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-*

(Rev. May 2014)

Based)

Responses may include, but are not limited to:

- Describing one idea expressed in the Federalist Papers related to limited government, and then describe one counter-argument in the Anti-Federalist Papers.
- Summarizing an argument presented in the Anti-Federalist Papers supporting the idea of limited government.
- Describing a position taken by the Federalist Papers on the subject of limited government.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.7:

GOV.C.7 Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

Expectations for Learning:

GOV.C.7.i Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles that help define the government of the United States and summarize the nature of the change.

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 Government (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. Content will be limited to the scope of the U.S. political system.

Additional Content Limits:

Students should be provided with contextual background on the U.S. Constitution, Supreme Court decisions, legislation and informal practices contained in the Content Statement.

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

Stimulus

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to: organize, construct, list, identify, describe, explain, summarize 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 and unrelated information.

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

- Listing two ways that constitutional government in the United States can be changed.

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

- Categorizing specific changes to the constitutional government, citing the basic principle of the U.S. Constitution that was altered, and how its meaning or application changed as a result.
- Given a Supreme Court case or Amendment to the Constitution, a student will adjust a model of the government to demonstrate how the interpretation or Amendment has changed the application of a basic constitutional principle (e.g., Amendments 1 and 11 concerning limited government).

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)

Responses may include, but are not limited to:

- Summarizing how the amendment process can change the meaning or application of one of the basic principles of the U.S. Constitution.
- Summarizing how a specific Supreme Court interpretation changed the application of one of the basic principles of the U.S. Constitution, given a précis of the applicable case and decision.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.8:

GOV.C.8 The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.

Expectations for Learning:

GOV.C.8.i Relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of 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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, organize, relate, construct, list, identify, describe and/or explain 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 example of limited government found in the Bill of Rights.

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

- Drawing a connection between an amendment from the Bill of Rights and the arguments in the early 1790s over the principle of “limited government.”

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-*

(Rev. May 2014)

Based)

Responses may include, but are not limited to:

- Explaining the Anti-Federalist argument for individual freedoms being added to the Constitution.
- Describing how limited government is addressed in the Bill of Rights.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.9:

GOV.C.9 The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.

Expectations for Learning:

GOV.C.9.i Summarize how the 13th through 15th Amendments addressed the aftermath of slavery and the Civil War.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe, summarize and/or explain 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 Amendment 13, 14 or 15 by its respective provisions.

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

- Establishing a connection between Amendments 13–15, and the extension of rights that were provided.
- Connecting a given historical scenario to the 13th, 14th, or 15th Amendment.

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 how discrimination influenced ratification of the 14th Amendment.
- Describing how the 13th, 14th and 15th Amendments helped to promote equality for former slaves.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.10:

GOV.C.10 Amendments 16 through 19 responded to calls for reform during the Progressive Era.

Expectations for Learning:

GOV.C.10.i Summarize how the 16th through 19th Amendments addressed the calls for reform during the Progressive 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 Government (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. Content will be limited to the scope of the U.S. political system.

Additional Content Limits:

Items referring to the amendments collectively must only be in the multiple-choice format. Items referring to individual amendments may be in any item format.

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

Stimulus**Attributes:**

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

Response Attributes:*General*

Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe, summarize and/or explain 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 Amendment 16, 17, 18 or 19 by its respective provisions.

*Graphic-**Response*

Responses may include, but are not limited to:

- Connecting a given historical scenario to the 16th, 17th, 18th or 19th Amendment.

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:

- Describe how the 16th, 17th, 18th or 19th Amendment addressed calls for reform during the Progressive Era.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.11:

GOV.C.11 Four Amendments have provided for extensions of suffrage to disenfranchised groups.

Expectations for Learning:

GOV.C.11.i Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, cite, identify, describe and/or explain 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 amendments that expanded suffrage.
- Describing how Amendment 15, 19, 24 or 26 worked to extend suffrage in the United States.
- Identify the common theme of Amendments 15, 19, 24 and 26.

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

- Connecting a given historical scenario to the 15th, 19th, 24th or 26th Amendment.
- Connecting the specific group that benefited from suffrage extensions to the applicable Amendment.
- Identifying the groups that benefitted from Amendments 15, 19, 24 and/or 26.

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:

- Identifying an amendment that extended suffrage and describing how it impacted the electorate.
- Citing evidence that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.12:

GOV.C.12 Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.

Expectations for Learning:

GOV.C.12.i Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.

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 Government (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. Content will be limited to the scope of the U.S. political system.

Additional Content Limits:

Amendments must be referenced in items with both number and content information as contained 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, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe and/or explain 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 the issues leading to the adoption of the 12th, 20th, 22nd, 23rd and/or 25th Amendments.

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

- Connect the specific problems that led to the creation of a particular Amendment with the 12th, 20th, 22nd, 23rd or 25th Amendment.
- Connect a given historical scenario to the adoption of the 12th, 20th, 22nd, 23rd or 25th Amendment.

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 the influence of the Franklin D. Roosevelt presidency on the adoption of the 22nd Amendment.
- Describing the historical reasoning behind establishing presidential term limits.
- Describing the need to revise the constitutional provisions regarding presidential and/or vice presidential succession.
- Describing the reasoning behind the change to the Electoral College, requiring separate balloting for the president and vice president.

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

Grade: American Government

Topic: Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement GOV.C.13:

GOV.C.13 Amendments 11, 21 and 27 have addressed unique historical circumstances.

Expectations for Learning:

GOV.C.13.i Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe and/or explain 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 the effect of the 21st Amendment on the 18th Amendment.
- Given historical circumstances, identifying the related amendment.

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

- Diagramming how the provisions of the 11th, 21st and/or 27th Amendments have addressed unique historical circumstances.
- Connecting specific problems leading to adoption of the 11th, 21st or 27th Amendments with its corresponding Amendment.
- Connecting a given historical scenario to the adoption of the 11th, 21st or 27th Amendment.

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 the circumstances surrounding the adoption of the 27th Amendment.
- Explaining the circumstances leading to the adoption of the 11th Amendment.
- Describing the historical reasoning for wanting to limit pay increases for Congress.
- Identifying the problems associated with enforcing the 18th Amendment and the reasons for its repeal with the 21st Amendment.

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

Grade: American Government

Topic: Structure and Functions of the Federal Government

Three branches make up the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.

Content Statement GOV.D.14:

GOV.D.14 Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.

Expectations for Learning:

GOV.D.14.i Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, compare, list, identify, 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 and unrelated information.

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

- Identifying a branch that exercises a particular power or responsibility of the federal government.

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

- Diagramming the powers of the branches of government in a graphic organizer.
- Categorizing powers and responsibilities according to the branch of government that wields them.

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:

- Describing the powers or responsibilities of one or more branches of the federal government.
- Comparing the powers and/or responsibilities assigned between two branches of government.

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

Grade: American Government

Topic: Structure and Functions of the Federal Government

Three branches comprise the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.

Content Statement GOV.D.15:

GOV.D.15 The political process creates a dynamic interaction among the three branches of government in addressing current issues.

Expectations for Learning:

GOV.D.15.i Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to apply, organize, construct, list, identify, describe, explain, discuss, analyze 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 and unrelated information.

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

- Identifying an example of a check of the legislative branch by the judicial branch of government.
- Explaining how the influence of a single political party's control of the legislative branch of government has influenced the interactions between that branch and the executive branch of government.

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

- Completing a diagram of the relationship among the branches of government in a provided situation, then selecting the check(s) and balance(s) that arose given that situation.

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:

- Illustrating examples of checks and balances as derived from the U.S. Constitution.
- Using documentation related to a historical episode to describe how the media, interest groups or political party control has influenced the interaction among the branches of government.
- Identifying examples of the checks and balances that the other two branches of government have to limit the power of the remaining branch.
- Using appropriate documentation to analyze how informal relationships among members of Congress have helped or hindered the ability of the executive branch to advance its legislative agenda.

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

Grade: American Government

Topic: Role of the People

The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

Content Statement GOV.E.16:

GOV.E.16 In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

Expectations for Learning:

GOV.E.16.i Explain how the fulfillment of civic responsibilities is related to the exercise of rights 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 Government (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. Content will be limited to the scope of the U.S. political system.

Additional Content Limits:

Students should be provided with contextual background in items referencing historical episodes.

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

Stimulus**Attributes:**

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

Response Attributes:*General*

Students may be asked to utilize prior content knowledge to organize, construct, list, identify, 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 and unrelated information.

Short-Answer

Responses may include, but are not limited to:

- Briefly explaining how failure to fulfill a civic responsibility (e.g., registering to vote) can lead to the denial of a right of citizenship, such as the franchise.

Graphic-Response

Responses may include, but are not limited to:

- Diagramming the relationship between the exercise of various civic responsibilities and various rights of citizenship.
- Given a scenario, highlighting text referring to rights and indicate which rights need to be balanced.

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 how a fulfillment or failure to fulfill a civic responsibility affects the exercise of a stated right.

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

Grade: American Government

Topic: Role of the People

The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

Content Statement GOV.E.17:

GOV.E.17 Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

Expectations for Learning:

GOV.E.17.i Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus:

Attributes

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, 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 and unrelated information.

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

- Citing an issue that a given amendment addressed.

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

- Completing a diagram categorizing how the federal government addressed a denial of rights to a selected minority group.

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:

- Describing examples of the denial of rights to minority groups and corresponding actions taken by the federal government to address those denials.
- Explaining how the federal government used legislation to address a denial of rights to a minority group in the 20th century.

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

Grade: American Government

Topic: Ohio's State and Local Governments

The state of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

Content Statement GOV.F.18:

GOV.F.18 The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.

Expectations for Learning:

GOV.F.18.i Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus

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

Response Attributes:

(Rev. May 2014)

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe 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 and unrelated information.

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

- Identifying one example of difficulties experienced in governing Ohio prior to the passage of the 1851 Ohio Constitution.
- Citing how the 1851 Ohio Constitution addressed the problems associated with the requirement that the Ohio Supreme Court meet annually in every county.

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

- Completing a diagram by matching the difficulty in governing Ohio prior to 1851 with the solution provided by the Ohio Constitution of 1851.
- Completing organizational charts that demonstrate how legislative, judicial and executive officials were chosen for office prior to and after the passage of the 1851 Ohio Constitution.

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 the reasoning behind the creation of district courts in Ohio.
- Describing how the Ohio Constitution in 1851 addressed the issues of high state debt and the requirement that the Supreme Court meet once each year in every county.

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

Grade: American Government

Topic: Ohio's State and Local Governments

The state of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

Content Statement GOV.F.19:

GOV.F.19 As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.

Expectations for Learning:

GOV.F.19.i Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of 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 Government (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. Content will be limited to the scope of the U.S. political system.

Item Formats:

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

Stimulus

Attributes:

Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe, explain, compare 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 and unrelated information.

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

- Listing two powers that are denied by the U.S. Constitution to Ohio's state government, but are exercised at the federal level.

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

- Categorizing powers of government based on whether state and/or federal governments may exercise them.
- Completing a diagram explaining the complementary nature of the roles of Ohio's state government and those of the federal government.

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 GOVERNMENT
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American Government

Topic: Ohio's State and Local Governments

The state of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

Content Statement GOV.F.20:

GOV.F.20 Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

Expectations for Learning:

GOV.F.20.i Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe, explain 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 and unrelated information.

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

- Identifying one role for civic engagement available to Ohio's citizens at the local or state level.

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

- Selecting a role an Ohio citizen could play to address a presented local state problem and then explaining how that role would be helpful to the local government involved.
- Categorizing courses of action open to Ohio citizens according to state or local venues.

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 GOVERNMENT
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American Government

Topic: Public Policy

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

Content Statement GOV.G.21:

GOV.G.21 A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

Expectations for Learning:

GOV.G.21.i Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

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

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

Grade: American Government

Topic: Public Policy

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

Content Statement GOV.G.22:

GOV.G.22 Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

Expectations for Learning:

GOV.G.22.i Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government for each issue.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from

American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to apply, organize, construct, list, identify, describe, explain, discuss, exemplify and/or evaluate 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 methods by which individuals or organizations may provide input on public policy issues at a specified level of government (local, federal and state).

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

- Identify an appropriate action a citizen can take to address the government about an issue. Match the action with the appropriate level and branch of government to address for the issue.

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 GOVERNMENT
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American Government

Topic: Government and the Economy

The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.

Content Statement GOV.H.23:

GOV.H.23 The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

Expectations for Learning:

GOV.H.23.i Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.

GOV.H.23.ii Examine applications of government regulation and determine a cost and benefit of each application.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus

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

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe, compare, explain 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 how changes in taxes and expenditures by the government can affect the overall economy (include possible results such as inflation, recession, increased consumer spending and economic growth).

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

- Categorizing as costs or benefits the effects of a government regulatory policy in a provided economic situation.
- Categorizing government actions as either spending or taxing methods of influencing the nation's economic conditions.

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 GOVERNMENT
ORGANIZED BY TOPIC & CONTENT STATEMENT**

Grade: American Government

Topic: Government and the Economy

The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.

Content Statement GOV.H.24:

GOV.H.24 The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

Expectations for Learning:

GOV.H.24.i Explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

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 Government (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. Content will be limited to the scope of the U.S. political system.

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

Stimulus Attributes: Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content

of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.

Response Attributes:

General Students may be asked to utilize prior content knowledge to organize, construct, list, identify, describe and/or explain 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 tools available to the Federal Reserve for regulating the money supply and moderating economic conditions.

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

- Completing a diagram outlining the anticipated effects of the use of one or more Federal Reserve tools on the expansion or contraction of the economy.
- Completing a diagram explaining how the use of a Federal Reserve tool, such as altering the discount rate, is expected to affect the economy.

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.