



MCAS Guide to History and Social Science Assessments

Grade 5 History and Social Science

Grade 7 History and Social Science

Grades 10 and 11 U.S. History

February 2007

Massachusetts Department of Education



Massachusetts Department of Education

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Dr. David P. Driscoll, Commissioner of Education

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Commissioner's Foreword

Dear Colleagues:

The *MCAS Guide to History and Social Science Assessments* has been developed for two purposes: to help educators prepare students for MCAS History and Social Science assessments and to provide information about the MCAS History and Social Science test development process.

The guide is organized into four parts. Part I provides an overview of the test and the test development process. Part II presents sample multiple-choice and open-response items from the grade 5 test. Parts III and IV provide the same information for the grade 7 and high school tests. Scoring guides and examples of student responses are also provided for open-response items at each grade level. The appendices present information about geography terms on the grade 5 and grade 7 tests, primary source documents used in constructing the high school test, and a list of standards that will not be assessed.

Every item developed for each test is based on at least one learning standard, concept, or skill contained in the *Massachusetts History and Social Science Curriculum Framework* (August 2003).

I urge teachers, curriculum developers, and principals to familiarize themselves with the information in this guidance document and to ensure that their courses are aligned with the learning standards in the *Framework*.

I hope that this guide, together with the *Framework*, will help educators and the public understand the Commonwealth's expectations for student performance in History and Social Science.

Sincerely,

David P. Driscoll
Commissioner of Education

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Part I

Overview of MCAS
History and Social Science

Framework Adoption and Program Implementation, 2002–2006

The current *Massachusetts History and Social Science Curriculum Framework* was approved by the Board of Education in October 2002 and disseminated widely to school districts and history and social science educators beginning in August 2003 (www.doe.mass.edu/frameworks/current.html). The framework sets forth standards, concepts, and skills for each grade from pre-kindergarten to grade 7, two-year sequences for United States and world history to be taught at the district’s discretion between grade 8 and grade 11, and grade 12 electives for economics and American government. Throughout, the framework references significant themes and primary documents to stimulate students’ interest and provide a foundation for our understanding of the past.

Developed with helpful comments from scores of pre-K through 12 educators and administrators, university faculty, and library, archive, and museum staff, among others, the framework identifies grades 5, 7, and 10 or 11 as the grades to be tested using MCAS in History and Social Science. The Department of Education began implementation of the History and Social Science testing program with question tryouts, assessments designed to test questions rather than students, in May 2005 and 2006.

Competency Determination Requirement and MCAS Testing Schedule, 2007–2011

The Board of Education voted in October 2006 to add History and Social Science as a high school graduation requirement. As a result, students must meet the Competency Determination in U.S. History beginning with the class of 2012. Students completing their U.S. History sequence in grade 10 will begin testing for the Competency Determination in 2010. Students completing their U.S. History sequence in grade 11 will begin testing for the Competency Determination in 2011.

Pilot testing for History and Social Science begins in 2007. The table below outlines the implementation schedule for all grade levels through 2011.

Table 1: MCAS History and Social Science Implementation and Reporting Schedule, 2007–2011

Year	Implementation Stage	Data Reporting
2006	Board Adoption of Competency Determination Requirement	Requires students in the class of 2012 and beyond to pass U.S. History test
2007	Pilot Test	Raw scores; student item analysis
2008	Pilot Test	Raw scores; student item analysis
2009	Operational Test (Year 1)	Scaled scores and performance levels (student, school, district, and state)
2010	Operational Test (Year 2): Begins High School Competency Determination for Districts Testing Grade 10	Scaled scores and performance levels (student, school, district, and state)
2011	Operational Test (Year 3): Begins High School Competency Determination for Districts Testing Grade 11	Scaled scores and performance levels (student, school, district, and state)

Test Structure

Item Types

The History and Social Science tests will include multiple-choice and open-response items.

Multiple-choice items will comprise about 80% of the score points on the History and Social Science tests. These questions require students to select the correct answer from a list of four options. Multiple-choice items will be machine-scored by optical scanners. Correct answers will be assigned a score of 1 point. Incorrect answers will be assigned a score of 0 points.

Open-response items will comprise about 20% of the score points on the History and Social Science tests. These questions require students to generate, rather than recognize, a response. Open-response items will receive a score from 0–4 points, based on item-specific scoring guides used by trained professional scorers.

Open-response items will appear in thematic “modules” in the grades 5 and 7 and high school tests. Additionally, the high school assessment will contain document-based modules and a single stand-alone open-response item. The stand-alone open-response items will also receive a score from 0–4 based on item-specific scoring guides. The purpose and structure of the modules is described in greater detail in the “Open-Response Items” and “Module Types” sections (pages 7–8). Scoring guides and student responses at each score point can be found for each grade level in the sections that follow.

Common Items and Matrix-Sampled Items

At each grade level, MCAS student test booklets will be issued in multiple forms. When the test becomes operational, approximately three-quarters of the test items in each high school test will be identical (**common items**) across all test forms. At grades 5 and 7, approximately two-thirds of the test items will be common. The remaining items in each test booklet will vary (**matrix-sampled items**) from form to form. Matrix-sampled items will be used to equate test forms across MCAS administrations and to field-test items for possible future use as common items.

When the tests become operational, individual student test scores will be based exclusively on **common items**.

Tables 2 and 3 on the next page show the approximate distribution of items by type on each test form. The tables also show how score points will be distributed between multiple-choice and open-response items on each of the grade-level tests.

Table 2: Approximate Distribution of Test Items Per Form by Item Type (Grades 5 and 7)

	Multiple-Choice		Open-Response		Total Items Per Test Form	
	# of Items	% of Total Score	# of Items	% of Total Score	# of Items	% of Total Score
Common	32	80	2	20	34	100
Matrix-Sampled	16	0	2	0	18	0
Total Per Form	48	80	4	20	52	100

Table 3: Approximate Distribution of Test Items Per Form by Item Type (High School)

	Multiple-Choice		Open-Response		Total Items Per Test Form	
	# of Items	% of Total Score	# of Items	% of Total Score	# of Items	% of Total Score
Common	44	78	3	22	47	100
Matrix-Sampled	14	0	3	0	17	0
Total Per Form	58	78	6	22	64	100

Content Areas: Scope and Sequence

The test development effort in History and Social Science focuses on assessing student mastery of learning standards, concepts, and skills delineated in the *Massachusetts History and Social Science Curriculum Framework*.

The framework outlines learning standards, concepts, and skills in four areas of study: History, Geography, Civics and Government, and Economics. Each test will assess student knowledge of content covered in the present school year and the previous school year. Table 4 summarizes the content covered at each grade level assessed.

Table 4: Grade Level of Assessment, Curriculum, and Content on MCAS in History and Social Science

Grade Level of Assessment	Grade Level of Curriculum	Content Covered (by Grade Level)
5	Grades 4 and 5	North American Geography (Grade 4) American History, pre-1400–1812 (Grade 5)
7	Grades 6 and 7	World Geography (Grade 6) Ancient and Classical Civilizations (Grade 7)
High School	Grades 9/10 or 10/11	U.S. History I (1763–1865) (Grades 9/10) U.S. History II (1865–2001) (Grades 10/11)

Reporting Categories

The tables below show the approximate distribution of items by reporting category at each grade level. The reporting categories reflect the curriculum at each grade level.

Grade 5

Table 5: Approximate Distribution of Test Items by Reporting Category (Grade 5)

Reporting Category	Percentage
North American Geography	35%
American History (to 1820)	35%
Civics and Government, Economics	30%

Because the grade 4 and grade 5 curricula emphasize North American Geography and American History, the categories of Civics/Government and Economics will be combined for reporting purposes for the grade 5 test.¹

Grade 7

Table 6: Approximate Distribution of Test Items by Reporting Sub-Category (Grade 7)

Reporting Category	Percentage
World Geography: Category 1 Asia, including Australia and Oceania	25%
World Geography: Category 2 Europe, Africa, and South America	25%
Ancient/Classical Civilizations: Category 1 Human Origins and the Rise of Civilization (pre-history, Mesopotamia, ancient Egypt and Israel)	20%
Ancient/Classical Civilizations: Category 2 Classical Greece and Rome	30%

Economics learning standards will be assessed on the grade 7 test in keeping with the framework for grades 6 and 7. For reporting purposes, however, most Economics items on the grade 7 assessment will be reported under the category of World Geography.

The World Geography standards for each region cover elements of economic as well as physical geography. Climate, major physical characteristics, population size, natural resources, and the location of major cities all touch on economic activities. The sample grade 7 module on Pakistan

¹ While the goal is balance between the numbers of items and score points in Civics/Government and Economics on the grade 5 test, the limited number of standards in each content area at grades 4 and 5 and the limited number of positions on test forms make perfect balance on every test form difficult to achieve. Instead of expecting an exact 15%–15% distribution between Civics/Government and Economics items and score points on every test form, educators should anticipate **relative** balance between these two content areas. The Department commits to a distribution of no more than 20% from one of these content areas and no less than 10% from another on any given test.

on page 35 provides an example of how the test will assess Economics learning standards through items in the World Geography reporting category.

Likewise, while Civics and Government learning standards will be assessed on the grade 7 test, in keeping with the framework for grades 6 and 7, test items assessing Civics and Government standards will be reported under the category of Ancient and Classical Civilizations. The sample grade 7 module on ancient Rome on page 42 provides an example of how the test will assess Civics and Government standards through items in the Ancient and Classical Civilizations category.

To focus Geography instruction during the initial years of History and Social Science MCAS testing, geography modules may present stimulus materials (such as maps and climate, demographic, and economic data) based on the countries mentioned in the grade 6 standards labeled “optional” in the framework.

High School

Table 7: Approximate Distribution of Test Items by Reporting Category (High School)

Reporting Category	Percentage
United States History I (to 1865)	30%
United States History II (to circa 1990) ²	30%
Civics and Government	25%
Economics	15%

At the high school level, the framework contains few Geography learning standards. However, map-based questions on the high school test will be used to assess student knowledge of U.S. History.

Item Development

Items developed for History and Social Science are thoroughly reviewed to ensure the absence of bias, and field-tested to ensure acceptable performance. Every item developed for the test is based on at least one learning standard, concept, or skill contained in the *Massachusetts History and Social Science Curriculum Framework*.

Each common item takes approximately two years to develop. To ensure the accuracy, performance, and lack of cultural or gender bias of any test item before it will be factored into a student’s test score, all common items undergo extensive review and field-testing. In addition to review by the Department, all newly developed items are also reviewed by several committees of educators before and after they are field-tested. (The section “Massachusetts Educators’ Involvement in MCAS Development” on page 8 discusses the roles of these committees.)

² Some items assessing learning standards in Civics and Government or Economics may be set in the context of events after 1990 (e.g., an item about impeachment may reference the Clinton presidency).

Open-Response Items

Most open-response items will ask students to draw on information presented to them through a “stimulus.” The stimuli provided will vary with the topic of the module and with the grade level of the assessment. The aim of a stimulus is to focus students’ thinking on an event or a period in time or to provide geographic, economic, and demographic information.

Stimuli may include works of art, maps, graphs, charts, tables, and photographs for thematic open-response items or extended passages from primary source documents for document-based open-response items. Time for students to study the stimuli has been budgeted into the recommended time allotments for each test session. **Students should be encouraged to take time to review the stimuli provided and to use the stimuli to the extent necessary to develop thorough and accurate responses.**

At each grade level, open-response items will be presented in a format called a “module.” Modules are topic-based sections of the test that contain introductory language, a stimulus, three multiple-choice questions related to the module topic, and a two- or three-part open-response item. (The sample modules presented in this document, taken from the 2005 question tryout, contain only two multiple-choice items.)

Module Types: Thematic and Document-Based

Modules on the grades 5 and 7 tests will focus on topics in History or Geography. The sample modules for grade 5 in this guide focus on topics in History only. Geography modules will appear for the first time at grade 5 on the 2007 pilot test and will remain a standard feature of the assessment thereafter. These modules will present grade-appropriate information in a similar manner to the grade 7 sample module on Pakistan presented on page 35 of this guide.

Modules on the high school test will focus on topics in U.S. History or Civics and Government. The high school assessment will also present document-based modules. Document-based modules will follow the same structure as thematic modules, but use a primary source document from U.S. History as the stimulus.

As with thematic modules, students should be encouraged to use the document to the extent necessary to develop thorough and accurate responses. Students should also be made aware that the documents themselves will seldom provide all the information necessary for a four-point score on the open-response question. Most document-based questions will require the student to demonstrate some prior knowledge of the context that makes the primary source document significant.

A list of the eight primary source documents that will be used in the development of document-based modules is included in Appendix C. A list of documents that may be used as the basis for additional document-based modules in future years is currently under development.

Stand-Alone Open-Response Items

The high school test will also contain stand-alone open-response items. These items will provide high school students with additional opportunities to demonstrate their historical understanding in writing. Because stand-alone open-response items will be introduced with the 2007 pilot test, samples of this type of open-response item are not provided in Part IV of this document.

Stand-alone open-response items may present a stimulus, such as a quotation from a historical document, an excerpt from a historian's work, a map, chart, or bulleted list (of events in a sequence, amendments to the Constitution, etc.) as a prompt to the question that follows. Like the open-response questions found in modules, stand-alone open response questions will generally be two- or three-part questions, scored on a scale of 0–4 points.

Massachusetts Educators' Involvement in MCAS Development

Assessment Development Committees (ADCs) play a vital role in the MCAS development process. Separate committees review the test items developed for grade 5, grade 7, and high school tests. Each committee is composed of approximately 12 professional educators from around the state. The majority of committee members are working schoolteachers; professional development service providers, curriculum developers, and school administrators may also be members.

The role of the ADCs is to ensure that the Department and its contractors are developing a test that is faithful to the standards and realistic. Items appearing on the test are reviewed by the ADCs before and after field-testing.

The ADCs review items based on five criteria:

1. Content accuracy
2. Grade level appropriateness
3. Match to a standard, concept, or skill from the *Curriculum Framework* that the item is intended to measure
4. Instructional value
5. Language precision/accessibility

Based on these criteria, ADCs suggest edits or reject an item outright.

A Bias Review Committee comprised of Massachusetts educators and administrators also reviews all MCAS items to ensure the absence of culturally and gender biased language before questions are field-tested and to ensure the absence of cultural and gender bias in performance after items are field-tested.

In addition to ADC and bias reviews, test items at all grade levels also are scrutinized by an independent group of external expert content reviewers. These reviewers are scholars in the various sub-areas tested on MCAS. As with ADC members, external experts may suggest edits or reject an item outright.

Part II

Grade 5 History and Social Science: Sample Questions, Scoring Guides, and Student Responses

Grade 5 History and Social Science: Sample Multiple-Choice Questions

- 1 A right that an immigrant gains upon becoming a citizen of the United States is the right to
- A. travel between states.
 - B. avoid paying state taxes.
 - ✓ C. vote in elections in the United States.
 - D. become President of the United States.

Curriculum Framework Learning Standard for Item 1

4.CS.4 Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)

- 2 Between 1787 and 1829, most white men in the United States
- A. were born in another country.
 - ✓ B. gained the right to vote.
 - C. received free land.
 - D. owned slaves.

Curriculum Framework Learning Standard for Item 2

5.28 Identify the changes in voting qualifications between 1787 and 1829 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)

Grade 5 History and Social Science: Sample Multiple-Choice Questions

- 3 The photograph below shows a historic site in Washington DC.



What is the name of the building in the photograph?

- A. the White House
- B. the Lincoln Memorial
- ✓ C. the United States Capitol
- D. the Smithsonian Institution

Curriculum Framework Learning Standard for Item 3

4.13 Identify major monuments and historical sites in and around Washington DC (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)

Grade 5 History and Social Science: Sample Multiple-Choice Questions

4 The map below shows the exports of the English colonies in the early 1700s.



James A. Banks, et al., *United States Adventures in Time and Place*, (McGraw Hill: 2001)

According to the map, which product was exported by North Carolina?

- A. wood
- B. ships
- ✓ C. rice
- D. fish

Curriculum Framework Learning Standards for Item 4

- 5.CS.6 Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)
- 5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

Grade 5 History and Social Science: Sample Multiple-Choice Questions

- 5 Which of the following leaders is widely considered the “Father of the Constitution”?
- A. Benjamin Franklin
 - B. Andrew Jackson
 - ✓ C. James Madison
 - D. Roger Williams

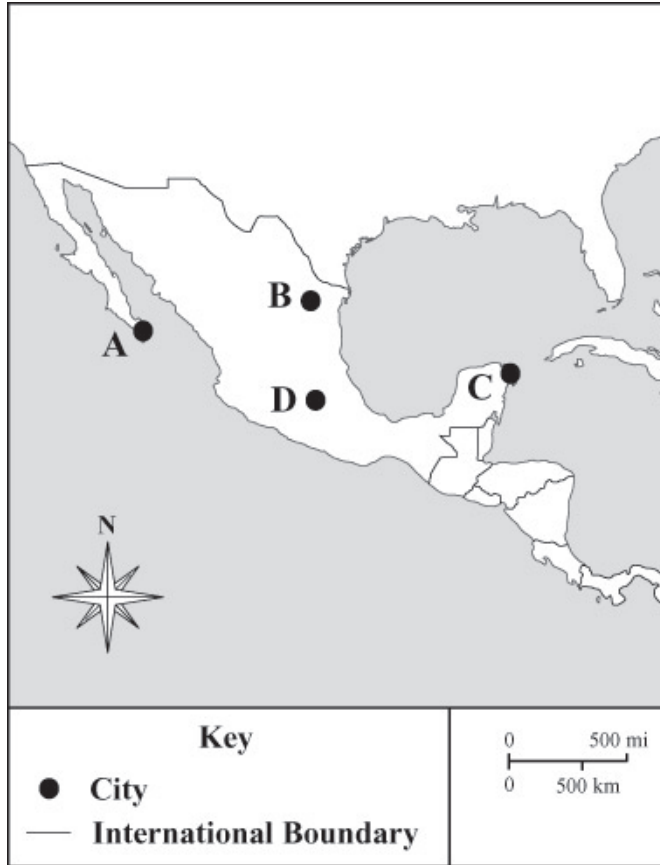
Curriculum Framework Learning Standard for Item 5

5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)

- | | |
|-----------------------|----------------------|
| A. John Adams | E. Thomas Jefferson |
| B. Benjamin Franklin | F. James Madison |
| C. King George III | G. George Washington |
| D. Alexander Hamilton | |

Grade 5 History and Social Science: Sample Multiple-Choice Questions

6 The map below shows Mexico with four cities labeled A, B, C, and D.



Which letter on the map marks the location of Mexico City?

- A. A
- B. B
- C. C
- ✓ D. D

Curriculum Framework Learning Standard for Item 6

4.23 On a map of North America, locate Mexico and its major cities. (G)

Grade 5 History and Social Science: Sample Multiple-Choice Questions

- 7 Which of the following national parks is located in the American Southwest?
- A. Acadia National Park
 - B. Everglades National Park
 - ✓ C. Grand Canyon National Park
 - D. Mammoth Cave National Park

Curriculum Framework Learning Standard for Item 7

4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)

- 8 Which of the following **best** describes an entrepreneur?
- A. a person who works in a factory
 - B. a person who leads an army to victory
 - ✓ C. a person who starts a business to make a profit
 - D. a person who makes treaties with other countries

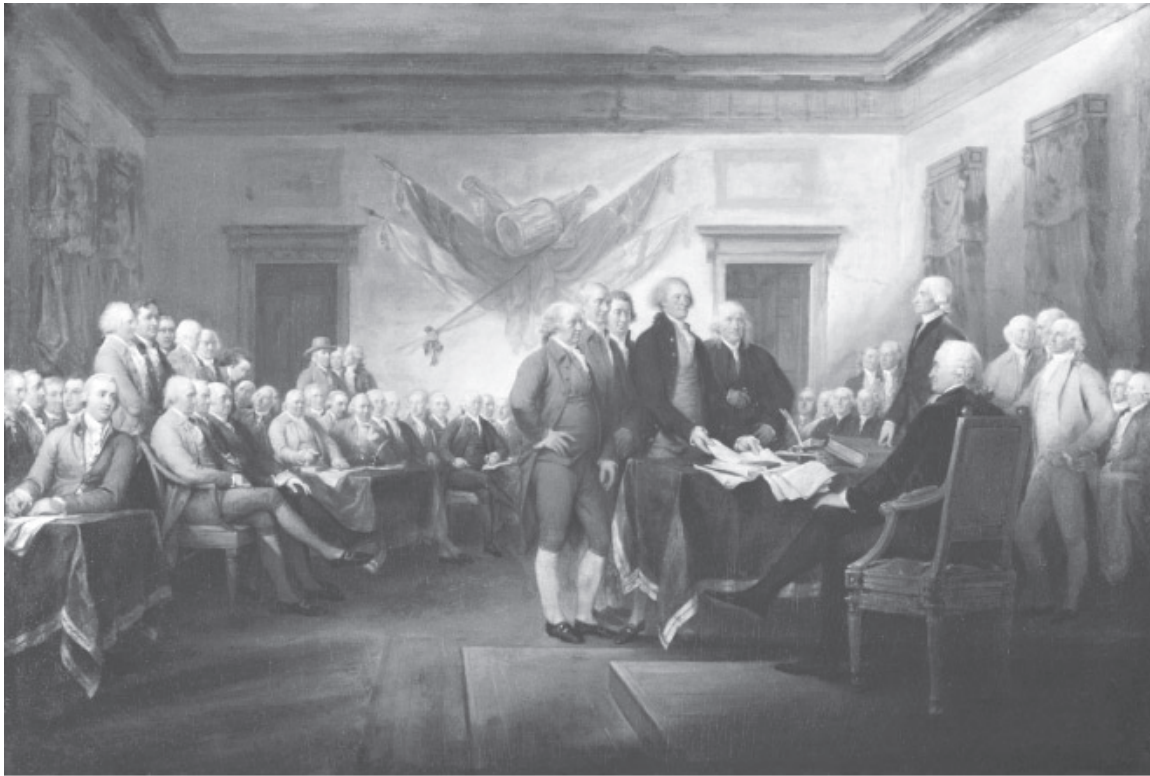
Curriculum Framework Learning Standard for Item 8

5.CS.12 Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)

Grade 5 History and Social Science: Sample Module

The image below shows a painting of the signing of the Declaration of Independence.

First, you will answer two multiple-choice questions about the Declaration of Independence. Then you will answer two parts of an open-response question about the events that led to the signing.



John Trumbull, *Declaration of Independence*, 4 July, 1776, (ca. 1786–1797), © Bettman, CORBIS

Grade 5 History and Social Science: Sample Module Multiple-Choice Questions

- 9 Who was the **main** author of the Declaration of Independence?
- A. James Madison
 - ✓ B. Thomas Jefferson
 - C. George Washington
 - D. Alexander Hamilton

Curriculum Framework Learning Standard for Item 9

- 5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)
- A. John Adams
 - B. Benjamin Franklin
 - C. King George III
 - D. Alexander Hamilton
 - E. Thomas Jefferson
 - F. James Madison
 - G. George Washington

- 10 What was the **main** purpose of the Declaration of Independence?
- A. to create a set of rules for a new government
 - B. to persuade Great Britain to lower colonial taxes
 - C. to gain the support of France in the American Revolution
 - ✓ D. to explain the reasons for breaking away from Great Britain

Curriculum Framework Learning Standard for Item 10

- 5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)

Grade 5 History and Social Science: Sample Module Open-Response Question

- 11 The Declaration of Independence was a response to American colonists' anger at British actions. Three events that made colonists angry are listed in the box below.

- The Stamp Act (1765)
- The Boston Massacre (1770)
- The Tea Act (1773)

- a. Choose **one** event from the list. Describe the event and explain why it happened.
- b. Explain why the event you chose in part (a) angered many colonists.

Curriculum Framework Learning Standard for Item 11

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

- A. Sugar Act (1764)
- B. Stamp Act (1765)
- C. Townsend Duties (1767)
- D. Tea Act (1773) and the Intolerable Acts (1774)
- E. the slogan "no taxation without representation"
- F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

Grade 5 History and Social Science: Scoring Guide and Student Responses

Scoring Guide for Item 11

Score	Description
4	Student chooses one event from the list. Student thoroughly and accurately describes the event and explains why it happened. Student thoroughly and accurately explains why the event chosen in part (a) angered many colonists.
3	Student chooses one event from the list. Student generally describes the event and explains why it happened. Student generally explains why the event chosen in part (a) angered many colonists.
2	Student chooses one event from the list. Student describes the event in a limited way and explains why it happened. Student explains in a limited way why the event chosen in part (a) angered many colonists.
1	Student shows minimal understanding (e.g., discusses what happened without providing any explanation for why it happened or why it angered many colonists).
0	Student's response is totally incorrect or irrelevant.

Item 11: Sample Student Response Earning a Score of 0

✓A. "The Stamp Act" is when all the government decided how they were going to send letters to friends, Relatives, etc.. So they made these little stickyed pictured thing called "Stamps" so they know whoever sendedit would know where they live

✓B. It angered many colonists because they are only ones using the stamps in Whashington D.C. and not using the stamps in other country so that when they mail it the other person will not know where they live.

Grade 5 History and Social Science: Scoring Guide and Student Responses

Item 11: Sample Student Response Earning a Score of 1

A. The Boston massacre happened because colonists were throwing snow balls at the British men and the British started shooting at the colonists.

B. Because the British shoot the colonists in confusion.

Item 11: Sample Student Response Earning a Score of 2

A. The Boston Massacre was the death of five colonists. These colonists wanted revolt against the King and Parliament (including the British soldiers). The colonists wanted self-government. This happened because one colonist named Crispus Attucks (a black slave) wanted to attack the main guard. Colonists picked fights, through snowballs at the guards, and called the British lobsters because of their red fancy suits. The colonists didn't like being treated low class.

B. This event angered many colonists, because the colonists weren't shooting the British soldiers, they were just picking fights. They had a reason for picking fights. They couldn't just ask nicely for self-government. The colonists were angered because these colonists were innocent men, but the British soldiers had to shoot these five colonists, including a black slave, Crispus Attucks.

Grade 5 History and Social Science: Scoring Guide and Student Responses**Item 11: Sample Student Response Earning a Score of 3**

A. In 1765 Parliament wanted money so they decided to tax the colonists again. They called it the Stamp Act. Parliament taxed pamphlets, news articles, or any paper with a government stamp on it. This happened because the Sugar Act was unsuccessful. (it was repealed)

B. The Stamp Act angered many colonists because they said if they didn't have representatives in parliament, they shouldn't get taxed. (No taxation without representatives) The colonists went to the "main" house and ripped it apart. The colonists were not very happy.

Grade 5 History and Social Science: Scoring Guide and Student Responses

Item 11: Sample Student Response Earning a Score of 4

a) The Stamp Act was the event I chose. The Stamp Act taxed stamps. If you had a newspaper, legal document or calendar, you would have to put a stamp on it. The stamp showed that you had paid tax on the paper. It also taxed tea. The Stamp Act happened because Great Britain didn't have enough money. They were still heavily taxed with the French and Indian war expenses. They needed to put soldiers in the colonies to keep the Indians and colonists from fighting. They couldn't pay, so they made the colonists do it.

b). The Stamp Act angered colonists so much. They said, "No taxation without representation!" This means England couldn't tax the colonists without the colonists having a say in it. This made the colonists so angry, that they couldn't say for what cause or reason England was taxing them.

Grade 5 History and Social Science: Sample Module

The image below shows a painting of three ships from the European Age of Exploration.

First, you will answer two multiple-choice questions about that time. Then you will answer two parts of an open-response question about one of the explorers from that time.



Columbus' ships: the *Niña*, the *Pinta*, and the *Santa Maria*, © Bettman, CORBIS

Grade 5 History and Social Science: Sample Module Multiple-Choice Questions

12 The painting shows three ships named the *Niña*, the *Pinta*, and the *Santa Maria*. In 1492, these ships sailed from which country?

- A. England
- B. France
- C. Russia
- ✓ D. Spain

13 Which of the following places did the Spanish soldier Juan Ponce de León explore in his search for a “fountain of youth”?

- A. California
- ✓ B. Florida
- C. Mexico
- D. Venezuela

Curriculum Framework Learning Standard for Items 12 and 13

5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

- | | |
|-----------------------------|-----------------------|
| A. Vasco Nuñez de Balboa | F. Henry Hudson |
| B. John and Sebastian Cabot | G. Ferdinand Magellan |
| C. Jacques Cartier | H. Juan Ponce de León |
| D. Samuel de Champlain | I. Amerigo Vespucci |
| E. Christopher Columbus | |

Grade 5 History and Social Science: Sample Module Open-Response Question

- 14 Many explorers led voyages of exploration in the late 1400s and 1500s. Two of the best-known explorers are listed in the box below.

- Christopher Columbus
- Ferdinand Magellan

- a. Choose **one** explorer from the list. Describe what this explorer was seeking on his voyages.
- b. Identify and describe what this explorer discovered on his voyages. Support your answer with specific information from your knowledge of American history.

Curriculum Framework Learning Standard for Item 14

5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

- | | |
|-----------------------------|-----------------------|
| A. Vasco Nuñez de Balboa | F. Henry Hudson |
| B. John and Sebastian Cabot | G. Ferdinand Magellan |
| C. Jacques Cartier | H. Juan Ponce de León |
| D. Samuel de Champlain | I. Amerigo Vespucci |
| E. Christopher Columbus | |

Grade 5 History and Social Science: Scoring Guide and Student Responses

Scoring Guide for Item 14

Score	Description
4	Student chooses one explorer from the list. Student thoroughly and accurately describes what that explorer was seeking on his voyages. Student identifies and thoroughly and accurately describes what the explorer chosen in part (a) discovered on his voyages.
3	Student chooses one explorer from the list. Student generally describes what that explorer was seeking on his voyages. Student identifies and generally describes what the explorer chosen in part (a) discovered on his voyages.
2	Student chooses one explorer from the list. Student describes in a limited way what that explorer was seeking on his voyages. Student identifies and describes in a limited way what the explorer chosen in part (a) discovered on his voyages.
1	Student demonstrates minimal understanding (e.g., student lists one thing the explorer chosen in part (a) was seeking on his voyages).
0	Student's response is totally incorrect or irrelevant.

Item 14: Sample Student Response Earning a Score of 0

Ⓐ I choose Ferdinand Magellan. He was seeking the fountain of Youth on his journey.

Ⓑ He wanted to find the fountain of Youth because he wanted to be the first one to find it.

Item 14: Sample Student Response Earning a Score of 1

a.) Ferdinand Magellan, seeking route to West Indies.

b.) Magellan discovered a route to the West Indies by through a pass at the tip of South America. The pass is now called the straight of Magellan.

Grade 5 History and Social Science: Scoring Guide and Student Responses

Item 14: Sample Student Response Earning a Score of 2

Here is what Christopher Columbus was seeking in his voyages.

He was seeking to find India. And bring back spices to Spain from India. And when he got there he thought it was India but it was America, so since he thought it was India he named the people who lived there (native Americans) Indians.

And he brought back spices. That is what Christopher Columbus was seeking in his voyages.

He discovered Indians, Americans, America, and spices. He discovered a lot of things. That is what he discovered.

Grade 5 History and Social Science: Scoring Guide and Student Responses**Item 14: Sample Student Response Earning a Score of 3**

a) Christopher Columbus was looking for a route to Asia to get silk and spices. Also, he was trying to prove that the world was a sphere, not flat.

b) Instead of finding Asia, Christopher Columbus found a whole different continent! He met Native Americans there, but he called them "Indians" because he thought he was in India. He discovered many plants and animals that he had never seen before, so he brought them back with him to Spain.

Item 14: Sample Student Response Earning a Score of 4

a. The explorer is chose from the list above is Ferdinand Magellan. Magellan thought that by sailing around Cape Horn in South America, he could cross the Pacific Ocean and reach riches in the Spice Islands.

b. In his voyages, he discovered a new route to Asia by sailing around Cape Horn and across the Pacific Ocean. Magellan died before he completed the trip, but one of his ships did make it back to Spain and became the first one to circumnavigate the world. Hardly any ships would use Magellan's route in the future, though. It was far to long and dangerous. It takes almost three years to complete the journey, and many sailors would die of diseases and lack of food.

Part III

Grade 7 History and Social Science: Sample Questions, Scoring Guides, and Student Responses

Grade 7 History and Social Science: Sample Multiple-Choice Questions

- 1 Which of the following ancient civilizations was the **first** to develop a writing system, build an empire, and establish a law code?
- A. Egyptian
 - B. Greek
 - ✓ C. Mesopotamian
 - D. Roman

Curriculum Framework Learning Standard for Item 1

- 7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E)
- A. its system of writing (and its importance in record keeping and tax collection)
 - B. monumental architecture (the ziggurat)
 - C. art (large relief sculpture, mosaics, and cylinder seals)

- 2 Which of the following is one reason Mongolia has a very low population density?
- A. It is frequently flooded.
 - B. It has mainly a marshy terrain.
 - ✓ C. It has little fertile land for growing crops.
 - D. It is mostly covered by swamps and forests.

Curriculum Framework Learning Standard for Item 2

- 6.CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G)
- A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size

Grade 7 History and Social Science: Sample Multiple-Choice Questions

3 Which of the following is the **best** example of a trade barrier?

- ✓ A. high tariffs
- B. competitive bidding
- C. high consumer demand
- D. limited natural resources

Curriculum Framework Learning Standard for Item 3

6.11 Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)

4 The quotation below is from Hammurabi's Code.

If a son strikes his father, they shall cut off his hand . . .
If [a man] has broken the bone of a man, they shall break his bone . . . If a man knocks out the teeth of his equal, his teeth shall be knocked out.

—Hammurabi's Code (ca. 1780 B.C./B.C.E.)

Which principle of justice does this early code of law represent?

- A. trial by jury
- ✓ B. an eye for an eye
- C. might makes right
- D. innocent until proven guilty

Curriculum Framework Learning Standard for Item 4

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)

Grade 7 History and Social Science: Sample Multiple-Choice Questions

- 5 The box below lists sources of conflict between Athens and Sparta.

- Athens' and Sparta's differing world views
- the growth of Athens' empire
- Athens' growing economic power

Which of the following conflicts resulted from the causes listed above?

- A. the Trojan War
- B. the Gallic Wars
- C. the Persian Wars
- ✓ D. the Peloponnesian War

Curriculum Framework Learning Standards for Item 5

- 7.5 Identify multiple causes and effects when explaining historical events. (H)
- 7.30 Analyze the causes, course, and consequences of the Peloponnesian War between Athens and Sparta. (H)

- 6 Aristotle founded the Lyceum in Athens in 335 B.C./B.C.E. What was the Lyceum?

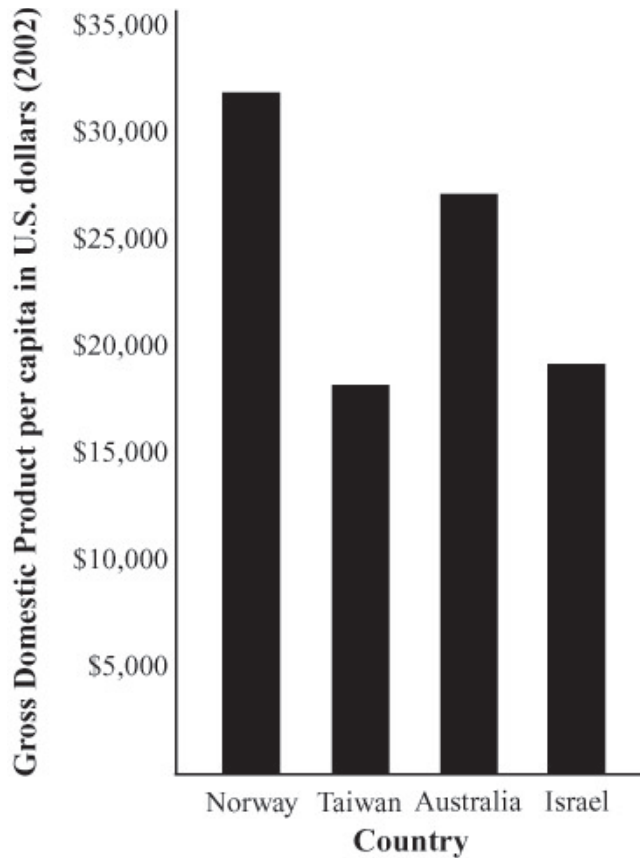
- A. a hospital
- B. a market
- C. a temple
- ✓ D. a school

Curriculum Framework Learning Standard for Item 6

- 7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)

Grade 7 History and Social Science: Sample Multiple-Choice Questions

- 7 The graph below shows the Gross Domestic Product (GDP) per capita of four countries in 2002.



Based on the graph, which country **most likely** had the highest standard of living in 2002?

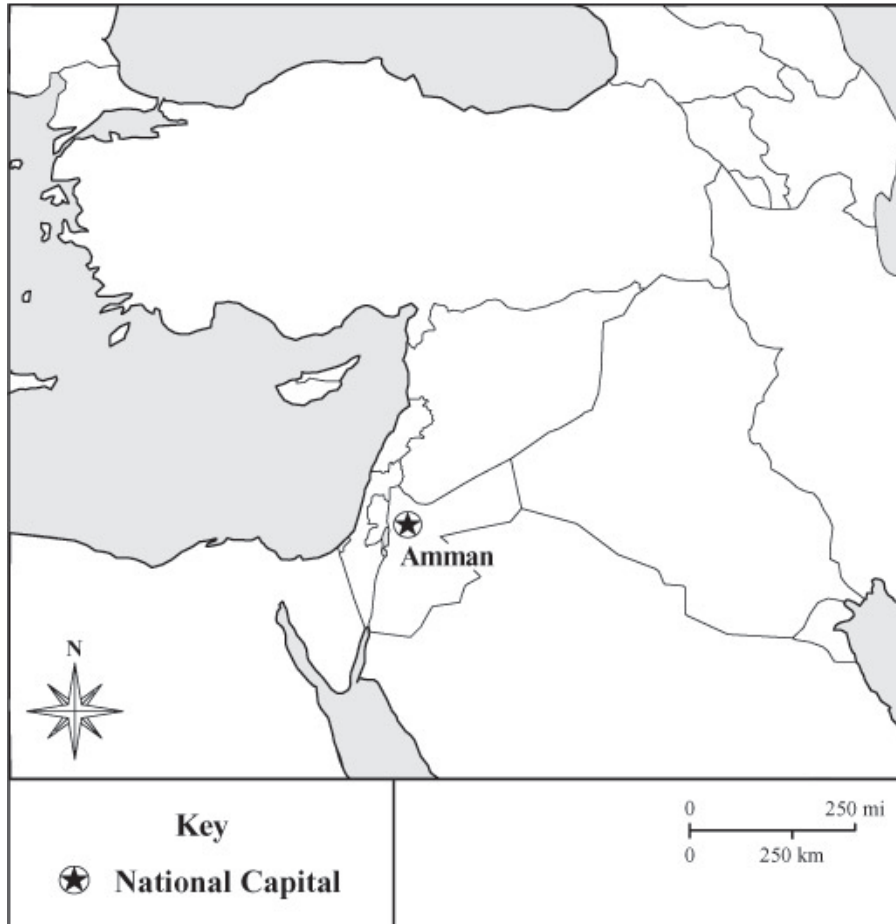
- ✓ A. Norway
- B. Taiwan
- C. Australia
- D. Israel

Curriculum Framework Learning Standard for Item 7

6.CS.15 Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)

Grade 7 History and Social Science: Sample Multiple-Choice Questions

8 The map below shows the Middle East.



Amman is the capital of which country?

- ✓ A. Jordan
- B. Kuwait
- C. Lebanon
- D. Syria

Curriculum Framework Learning Standard for Item 8

6.WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)

Grade 7 History and Social Science: Sample Module

In the section below, you will be using three maps and one chart about Pakistan.

First, you will answer two multiple-choice questions about Pakistan. Then you will answer two parts of an open-response question about settlement patterns and economic development in Pakistan.

Pakistan: Physical Map



Pakistan: Industry Map



Pakistan: Population of Major Cities Chart (1997)

• Karachi:	9,300,000
• Lahore:	5,400,000
• Faisalabad:	2,000,000
• Rawalpindi:	1,400,000
• Hyderabad:	1,100,000
• Multan:	1,100,000
• Peshawar:	1,000,000
• Islamabad:	500,000

Pakistan: Land-Use Map



Grade 7 History and Social Science: Sample Module Multiple-Choice Questions

9 Which city is the capital of Pakistan?

- A. Hyderabad
- ✓ B. Islamabad
- C. Karachi
- D. Lahore

Curriculum Framework Learning Standard for Item 9

6.CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)

10 According to the physical map, where are forests found in Pakistan?

- A. the west
- B. the south
- ✓ C. the northeast
- D. the southeast

Curriculum Framework Learning Standard for Item 10

6.CS.3 Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data). (G)

Grade 7 History and Social Science: Sample Module Open-Response Question

- 11 Pakistan has a population of over 150 million people, but the population is not evenly distributed throughout the country.
- Identify where **most** people have settled in Pakistan. Support your answer with information from the maps, the chart, and your knowledge of Pakistan.
 - Explain how the physical features of Pakistan have influenced its settlement patterns and economic development. Support your response with information from the maps, the chart, and your knowledge of Pakistan.

Curriculum Framework Learning Standard for Item 11

- 6.CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)
- absolute and relative locations
 - climate
 - major physical characteristics
 - major natural resources
 - population size

Grade 7 History and Social Science: Scoring Guide and Student Responses

Scoring Guide for Item 11

Score	Description
4	Student identifies where most people have settled in Pakistan. Student thoroughly and accurately explains how the physical features of Pakistan have influenced its settlement patterns and economic development.
3	Student identifies where most people have settled in Pakistan. Student generally explains how the physical features of Pakistan have influenced its settlement patterns and economic development.
2	Student identifies where most people have settled in Pakistan. Student explains in a limited way how the physical features of Pakistan have influenced its settlement patterns and economic development.
1	Student demonstrates minimal understanding (e.g., student cites where most people have settled in Pakistan).
0	Student's response is totally incorrect or irrelevant.

Item 11: Sample Student Response Earning a Score of 0

A.) Most people have settled in industry Pakistan because most people have to have a capital, carpet weaving, a city, food processing, natural gas, and textiles. All the important stuff.

B.) The physical features of Pakistan have influenced its settlement patterns and economic development because its in between Afghanistan India.

Grade 7 History and Social Science: Scoring Guide and Student Responses**Item 11: Sample Student Response Earning a Score of 1**

a. Most people in Pakistan have settled in Karachi. Most people have settled there because it is close to the water. The bad thing about living there is the only have textiles.

b. The physical features of Pakistan have influenced its settlement patterns and economic development because it is covered in mountains and grassland. Pakistan also has a lot of rivers.

Item 11: Sample Student Response Earning a Score of 2

Most people in Pakistan have settled in Karachi. The chart shows it has the highest population. Karachi is near many textiles and food processing industries. This would be a good place to work. The city is on the grasslands. There is also a river near by. This makes it good for farming crops such as grain and dates. Karachi is near mountains which would protect it from invaders. There is also desert behind the mountains, making it difficult for enemies to travel. As you can see, many people have settled in Karachi for its physical and economic features.

Grade 7 History and Social Science: Scoring Guide and Student Responses**Item 11: Sample Student Response Earning a Score of 3**

A.) Most of the people in Pakistan have settled on the eastern side of the country, where the rivers are located. Almost all the cities are near a river, so they can have water to bath, drink, and grow crops. Also, these cities are protected by mountains on the west, and desert on the east. These mountains may also have stopped the people of Pakistan from settling anywhere else. Further more, Pakistan, at one point in time, was part of India. This may be a reason why all the cities are located where they are; bordering India. This is probably why most civilization in Pakistan is on the eastern side of the country.

B.) The physical features of Pakistan influenced its settlement patterns, and economical development. When looking at a map of Pakistan, you notice that almost all cities are bordering a river. The people of the country need water, so they settled there. Also, the cities are located at the base of the mountains, the mountains may have stopped the people from settling on the other side. These same mountains, on the west, and desert, on the east, offer protection. That is why people settled where they did in Pakistan.

Grade 7 History and Social Science: Scoring Guide and Student Responses

Item 11: Sample Student Response Earning a Score of 4

- Ⓐ Most people living in Pakistan have settled in Karachi. People settle here because Karachi is located near a river. This makes it easier to irrigate, so more people can make their living by farming. Also, The Pakistan Population of Major Cities chart in 1997 shows that 9,300,000 people populated this city, which is the greatest area of population in Pakistan. Karachi is on the coast of Pakistan, making it a very important trade center for Pakistan. The climate also takes part since the mountains take up moist winds coming from other bodies of water; Karachi is a grassland.
- Ⓑ Physical features have influenced settlement patterns and economic development. The mountains in Pakistan aren't widely populated, nor do they have many industries, but the mountains are used for growing grain and herding sheep. The grasslands are very useful to Pakistan. Most of the major cities are located here. The major industries are textiles, natural gas, and food processing. They use this land for growing cotton and wheat. The desert is not very populated but is used for herding goats. The forests are used for growing cotton and food processing. The rivers are used for irrigation to grow crops.

Grade 7 History and Social Science: Sample Module

One theme of world history is the rise, fall, and lasting influence of ancient and classical civilizations. The box below lists some of the achievements of the civilization of ancient Rome.

First, you will answer two multiple-choice questions about the rise and fall of the Roman Empire. Then you will answer three parts of an open-response question about the influence of Roman civilization on our world today.

Achievements of Roman Civilization

- Concept of civic duty
- Latin language
- Representative government
- Roman alphabet
- Roman architecture
- Roman engineering
- Roman literature
- Roman technology
- Rule of law
- Separation of powers

Grade 7 History and Social Science: Sample Module Multiple-Choice Questions

- 12 Which of the following factors contributed **most** to the rise of Rome from a small city to a vast empire?
- ✓ A. the organization and skill of the Roman army
 - B. the influence of Greek culture and learning on Rome
 - C. the movement of the Roman capital to Constantinople
 - D. the adoption of Christianity as an official Roman religion

Curriculum Framework Learning Standard for Item 12

7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)

- A. military organization, tactics, and conquests; and decentralized administration
- B. the purpose and function of taxes
- C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- D. the benefits of a Pax Romana

- 13 Which of the following groups was **most** responsible for the collapse of the Roman Empire in the 5th century?
- A. Carthaginian armies
 - B. Catholic bishops
 - ✓ C. Germanic tribes
 - D. Greek slaves

Curriculum Framework Learning Standard for Item 13

7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)

Grade 7 History and Social Science: Sample Module Open-Response Question

- 14 The western half of the Roman Empire collapsed in the year A.D./C.E. 476. However, many contributions of Roman civilization survived.
- Identify and describe **two** achievements of ancient Rome listed in the box. Support your answer with your knowledge of ancient and classical history.
 - Explain why the achievements you chose in part (a) were important to the spread of Roman civilization. Support your answer with your knowledge of ancient and classical history.
 - Describe how the achievements you chose in part (a) remain useful to people today. Support your answer with your knowledge of ancient and classical history.

Curriculum Framework Learning Standards for Item 14

- 7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)
- 7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)
- 7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)

Grade 7 History and Social Science: Scoring Guide and Student Responses

Scoring Guide for Item 14

Score	Description
4	Student thoroughly and accurately describes two achievements of ancient Rome listed in the box. Student thoroughly and accurately explains why each of the achievements chosen in part (a) was important to the spread of Roman civilization. Student thoroughly and accurately describes how each of the achievements chosen in part (a) is important to people today.
3	Student identifies and generally describes two achievements of ancient Rome listed in the box. Student generally explains why each of the achievements chosen in part (a) was important to the spread of Roman civilization. Student generally describes how each of the achievements chosen in part (a) is important to people today.
2	Student identifies and describes in a limited way two achievements of ancient Rome listed in the box. Student explains in a limited way why each of the achievements chosen in part (a) was important to the spread of Roman civilization. Student describes in a limited way how each of the achievements chosen in part (a) is important to people today.
1	Student demonstrates minimal understanding (e.g., student briefly describes one achievement of ancient Rome).
0	Student's response is totally incorrect or irrelevant.

Item 14: Sample Student Response Earning a Score of 0

A. Roman knew the alphabet and they knew the technology
 B. The Romans knew the alphabet was important because if they didn't we wouldn't be able to write and read. The Roman's knew the technology was important because we wouldn't have computers, t.v., and all the technology things.
 C. We know how to write and read. We know more about t.v., computers and all that technology things.

Grade 7 History and Social Science: Scoring Guide and Student Responses

Item 14: Sample Student Response Earning a Score of 1

a.) Two achievements of ancient Rome is its rule of law, and the roman alphabet. The rule of law become very important after the roman empire collapsed in A.D./C.E. 476. To this day it still is important and is considered an achievement of Roman Civilization. The other achievement was its roman alphabet. This was the basic format for everyone elses alphabet. Without the great achievement of the roman alphabet, I don't think we would have an alphabet today.

b.) These two achievement were important of the spread of Roman civilization because all of their achievements are apart of everyday life.

c.) These two achievements are important to people today because they use the letters of the alphabet everyday, and the people apart of law use the rules of law everyday...

Grade 7 History and Social Science: Scoring Guide and Student Responses

Item 14: Sample Student Response Earning a Score of 2

A) One of the great achievements of Rome was Roman Architecture. They were the first people to use the arch. They built the Coliseum, and no stadium that people now have built has been that big. Another achievement was Rule of law. We still use the same laws as the Ancient Romans.

B) Roman architecture was important to the spread of Roman Civilization because with the new things they could build like multiple stories, but more people live there. Rule of Law was important because it kept the streets safe so that more people would move there.

C) Roman architecture is important today because the things the Romans built you can see in nearly everywhere you look. Rule of law is important because if we had no law the world would be in complete chaos.

Grade 7 History and Social Science: Scoring Guide and Student Responses**Item 14: Sample Student Response Earning a Score of 3**

a. The Roman alphabet made it easier to learn and to read. The cuneiform was a very hard alphabet for poor and trading people to learn. So they decided to make a simple alphabet that each letter makes a different sound. Another achievement of Roman civilization is the Roman architecture. The architecture was the idea copied from the Greeks. The statues style and the church, etc. Romans built statues of their gods because in Rome there was many different kinds of religion.

b. The Roman alphabet was important to the spread of Roman civilization because many people from different parts might have learned the alphabet so all the people could communicate with each other. The Roman architecture was also important to the spread of Roman civilization because people built many statues of their leader, gods, and even churches or houses.

c. The Roman alphabet is important to people today because thanks to it our alphabet is easy to learn and that each letter has a different sound, and when you read the words by looking at the letters you know the sound. The Roman architecture is also important to people today because we can see statues in museums and those big churches around here.

Grade 7 History and Social Science: Scoring Guide and Student Responses**Item 14: Sample Student Response Earning a Score of 4**

a) The Roman alphabet and Roman architecture were the biggest influence. The Roman adopted the Roman alphabet from the Greeks and wrote on thin bark that was woven together. The Roman architecture was also adopted from the Greeks and they build great monuments. They developed the arch which the Greeks didn't have.

b) The Roman alphabet was spread around Roman civilization because people could write invitations and people could communicate by understanding this language. The Roman architecture was spread because it was good to build monument and palaces to show fame and wealth to the civilization.

c) Today, we use Roman alphabet and Roman architecture. The Roman army was really powerful and conquered a lot of Europe. The Roman conquered half of England and so England had some of the Roman customs. England adopted our nation and so indirectly we have Roman customs. We used writing today based on the Romans. Also, we used huge monumental buildings that the Romans used. Roman have influenced our country in many ways.

Part IV

Grades 10 and 11 U.S. History: Sample Questions, Scoring Guides, and Student Work

Grades 10 and 11 U.S. History: Sample Multiple-Choice Questions

- 1 In his *Farewell Address*, President Washington warned the United States to avoid which of the following?
- A. trade relationships with European nations
 - B. diplomatic relations with European powers
 - ✓ C. permanent alliances with European powers
 - D. immigration agreements with European nations

Curriculum Framework Learning Standard for Item 1

HS.USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809). (H, C)

- A. the origins of the Federalist and Democratic-Republican parties in the 1790s
- B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
- C. the Alien and Sedition Acts
- D. the Louisiana Purchase

- 2 How did the cotton gin affect the Southern economy from 1800 to 1860?
- A. It encouraged industrialization in the South.
 - B. It promoted economic equality in the South.
 - ✓ C. It strengthened Southerners' reliance on slavery.
 - D. It increased Southerners' use of indentured servants.

Curriculum Framework Learning Standards for Item 2

HS.USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

HS.CS.7 Show connections, casual and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

Grades 10 and 11 U.S. History: Sample Multiple-Choice Questions

- 3 Which of the following was an effect of the Taft-Hartley Act (1947) on labor unions?
- A. It prohibited labor unions from being segregated.
 - ✓ B. It restricted the organizing activities of labor unions.
 - C. It allowed labor unions to use dues for political activity.
 - D. It guaranteed health benefits for members of labor unions.

Curriculum Framework Learning Standard for Item 3

HS.USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)

- A. Truman's Fair Deal
- B. the Taft-Hartley Act (1947)
- C. Eisenhower's response to the Soviet's launching of Sputnik
- D. Eisenhower's civil rights record

- 4 Which of the following is a **legal** requirement of all United States citizens?
- A. to provide aid to the poor
 - B. to vote in federal elections
 - ✓ C. to serve on a jury if called
 - D. to work for the community

Curriculum Framework Learning Standard for Item 4

HS.USI.19 Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

Grades 10 and 11 U.S. History: Sample Multiple-Choice Questions

- 5 The Battle of Vicksburg was significant because it
- A. marked the end of Confederate invasions into Union territory.
 - B. destroyed the South's greatest city, devastating Confederate morale.
 - ✓ C. gave the Union control of the Mississippi and split the Confederacy in two.
 - D. created a moment appropriate for President Lincoln to proclaim Emancipation.

Curriculum Framework Learning Standard for Item 5

HS.USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)

Leaders

- A. Jefferson Davis
- B. Ulysses S. Grant
- C. Robert E. Lee

Battles

- A. the Massachusetts 54th Regiment and the Battle at Fort Wagner
- B. Antietam
- C. Vicksburg
- D. Gettysburg

- 6 How did World War II impact the lives of African Americans from 1941–1945?
- A. African Americans were widely elected to public office.
 - B. African Americans served with whites in desegregated military units.
 - C. Civil rights reforms greatly improved the social status of African Americans.
 - ✓ D. Defense industry jobs led many African Americans to migrate from the South.

Curriculum Framework Learning Standard for Item 6

HS.USII.17 Explain important domestic events that took place during the war. (H, E)

- A. how war-inspired economic growth ended the Great Depression
- B. Philip Randolph and the efforts to eliminate employment discrimination
- C. the entry of large numbers of women into the workforce
- D. the internment of West Coast Japanese-Americans in the U.S. and Canada

Grades 10 and 11 U.S. History: Sample Multiple-Choice Questions

- 7 During the Great Depression, the United States economy was **mainly** characterized by
- A. inflation.
 - ✓ B. deflation.
 - C. increasing wages.
 - D. over-consumption.

Curriculum Framework Learning Standard for Item 7

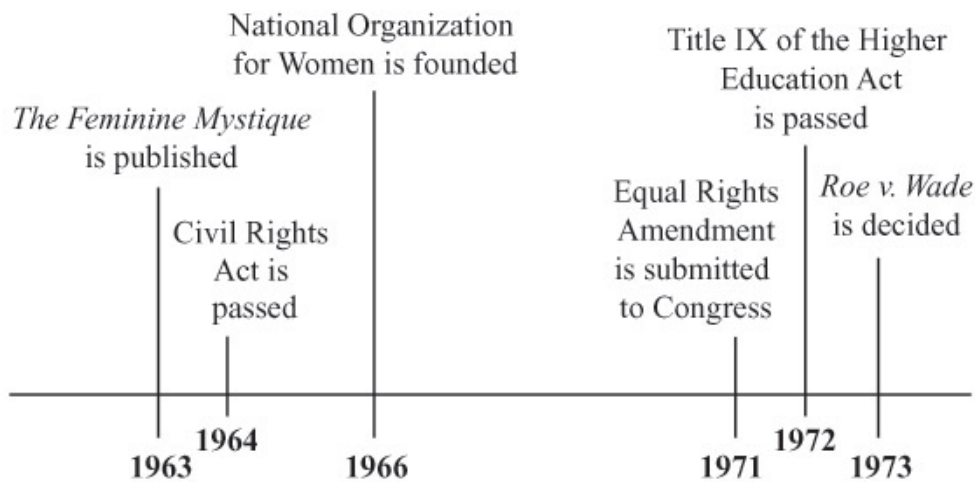
HS.CS.16 Define and use correctly *gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation.* (E)

Grades 10 and 11 U.S. History: Sample Module

The section below deals with this theme of American history: the evolution of the concepts of personal freedom and the respect for human dignity. The timeline below shows events that are important to this theme.

First, you will answer two multiple-choice questions about the post-World War II women’s rights movement. Then you will answer two parts of an open-response question about the effectiveness of the women’s rights movement.

Important Events in the United States Women’s Rights Movement



Grades 10 and 11 U.S. History: Sample Module Multiple-Choice Questions

- 8 Who wrote *The Feminine Mystique*, a book that helped spark the women's rights movement?
- ✓ A. Betty Friedan
 - B. Phyllis Schlafly
 - C. Eleanor Roosevelt
 - D. Sandra Day O'Connor
- 9 Which of the following was the primary issue that the Equal Rights Amendment attempted to address?
- A. voting rights
 - B. property rights
 - ✓ C. employment rights
 - D. reproductive rights

Curriculum Framework Learning Standard for Items 8 and 9

HS.USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)

- A. Betty Friedan and Gloria Steinem
- B. the birth control pill
- C. the increasing number of working women
- D. the formation of the National Organization of Women in 1966
- E. the debate over the Equal Rights Amendment
- F. the 1973 Supreme Court case, *Roe v. Wade*

Grades 10 and 11 U.S. History: Sample Open-Response Question

- 10 In the 1960s, the women’s rights movement regained some of the vigor and enthusiasm that it had lost after the passage of the Nineteenth Amendment, which gave women the right to vote in 1920.
- Identify **one** issue that was important to the women’s rights movement in the 1960s and 1970s. Explain why the issue you identified became important to women at this time. Support your answer with information from the timeline and your knowledge of U.S. history.
 - Explain what gains, if any, the women’s rights movement has made since the 1960s in resolving the issue you identified in part (a). Support your answer with information from the timeline and your knowledge of U.S. history.

Curriculum Framework Learning Standard for Item 10

HS.USII.27 Analyze the causes and course of the women’s rights movement in the 1960s and 1970s. (H)

- Betty Friedan and Gloria Steinem
- the birth control pill
- the increasing number of working women
- the formation of the National Organization of Women in 1966
- the debate over the Equal Rights Amendment
- the 1973 Supreme Court case, *Roe v. Wade*

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Scoring Guide for Item 10

Score	Description
4	Student identifies one issue that was important to the women's rights movement in the 1960s and 1970s. Student thoroughly and accurately explains why the issue identified became important to women at this time. Student thoroughly and accurately explains what progress, if any, the women's rights movement made in resolving the issue identified in part (a).
3	Student identifies one issue that was important to the women's rights movement in the 1960s and 1970s. Student generally explains why the issue identified became important to women at this time. Student generally explains what progress, if any, the women's rights movement made in resolving the issue identified in part (a).
2	Student identifies one issue that was important to the women's rights movement in the 1960s and 1970s. Student explains in a limited way why the issue identified became important to women at this time. Student explains in a limited way what progress, if any, the women's rights movement made in resolving the issue identified in part (a).
1	Student demonstrates minimal understanding (e.g., student identifies one issue that was important to the women's rights movement in the 1960s and 1970s).
0	Student's response is totally incorrect or irrelevant.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 10: Sample Student Response Earning a Score of 0

The National organization for Women, that was founded in 1966, was very important to the women's Rights movement. There needed to be a group effort to enforce the Idea that women's Rights were not supplying them with what the constitution granted. Together, groups can achieve more than single human beings. As for Black Civil Rights, the African Americans in America had to come together in groups as well.

The Progress of the National organization for woman, ultimately lead to the Amendment of Equal Rights to Pass. The woman came together and won what they were fighting for.

Item 10: Sample Student Response Earning a Score of 1

① One issue that was important to the women's rights movement in the 1960's and 1970 was job discrimination woman couldn't be cops, fire fighters and employees at many other dangerous jobs in most places.

③ The women's rights movement gained progress in 1971 when the Equal Rights Amendment was submitted to congress in 1971.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 10: Sample Student Response Earning a Score of 2

In the 1960's women were voting and working right along side men, but not equally. Even though many did the same work as men, women were paid much less and had fewer opportunities. The women weren't underpaid by mere cents per hour but by several dollars less per hour. As the women's rights movement gained momentum again in the 1960's the unequal pay was a hot-button issue. Great strides were made by those women and today women are of equal value in the workplace and are treated as such. They have the same advancement opportunities and the same salaries as a man in their same position.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 10: Sample Student Response Earning a Score of 3

During the 1960s women's rights movement in America, women were one of the many reform groups who desired more than just the right to vote. Voting was clearly important but after gaining suffrage as part of the 19th Amendment to the Constitution in 1920, women still faced harsh sexism. The major problem faced by the women's rights movement was the set of conservative, traditional values that so many Americans still lived by. Women were expected to take care of their children, cook for their husbands, and clean the house, but nothing more than that.

The women's rights movement of the 1960s accomplished a fair amount for themselves. To resolve the issues of getting away from traditional views of a housewife who only cooks, cleans and raises children, women protested, marched, boycotted and advocated the fair and equaling hiring of female workers. Women desired to be paid more and given an equal opportunity to have a good job. While even today men are still paid more than women, the difference is less by a great amount and more and more women are working and stepping outside the traditional female roles with the help of groups such as NOW.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 10: Sample Student Response Earning a Score of 4

a) One important issue for women in the 1960s was equal rights in the work place. Women wanted equality in all aspects of their lives, not simply in voting rights. More women began to enter the work force in the 1960s, and it became important for them to have the same employment opportunities as men. Women wanted to be independent, and self-sufficient, and to do this they had to make enough money and be able to compete with men for jobs. Woman, ^{Dr.} Gloria Steinman, wanted to move beyond the ^{early 20th} century perception of a wife's purpose being to serve her husband. More and more women attended college and hoped to gain equality to men in the workforce. Women wanted equal rights in all avenues of their ^{lives}.

b) This goal was largely unsuccessful, at least in the 1960s. While the Equal Rights Amendment was ratified by more than twenty states it never gained enough support to be brought into law. While it was never made into law, by campaigning for equal rights women brought their situation to the public's attention. Now men and non working women were exposed to the reality of these woman's situation. Women had begun a long road to increasing equality in the workforce.

Grades 10 and 11 U.S. History: Sample Module

In the section below you will be using selected amendments from the Bill of Rights of the United States Constitution.

First, you will answer two multiple-choice questions about the Bill of Rights. Then you will answer two parts of an open-response question about the importance of the Bill of Rights.

Selected Amendments from the Bill of Rights (1791)

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Grades 10 and 11 U.S. History: Sample Module Multiple-Choice Questions

- 11 Who among the following **most** influenced the passage of the Bill of Rights?
- A. John Adams
 - B. Benedict Arnold
 - ✓ C. James Madison
 - D. Roger Williams

Curriculum Framework Learning Standards for Item 11

HS.USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)

Major Debates

- A. the distribution of political power
- B. the rights of individuals
- C. the rights of states
- D. slavery

Founders

- A. Benjamin Franklin
- B. Alexander Hamilton
- C. James Madison
- D. George Washington

HS.USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)

HS.USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)

- A. the influence of the British concept of limited government
- B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

Grades 10 and 11 U.S. History: Sample Module Multiple-Choice Questions

- 12 One legal protection guaranteed by the Sixth Amendment is that a person accused of a crime must be
- A. given a fair punishment.
 - ✓ B. allowed access to a lawyer.
 - C. tried for the crime only once.
 - D. given a warrant for his arrest.

Curriculum Framework Learning Standards for Item 12

HS.USI.9 Explain the reasons for the passage of the Bill of Rights.

- A. the influence of the British concept of limited government
- B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

HS.USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.

Grades 10 and 11 U.S. History: Sample Module Open-Response Question

- 13 On September 12, 1787, George Mason of Virginia asked the delegates to the Constitutional Convention to add a bill of rights to the new plan of government. They voted not to do so. Four years later, the first ten amendments were added to the Constitution as the Bill of Rights.
- Choose **one** amendment from the selected amendments from the Bill of Rights. Explain why most Americans in 1791 believed the right or rights outlined in the amendment you chose were important enough to make them a part of the Constitution. Support your answer with information from the Bill of Rights and your knowledge of U.S. history.
 - Choose **another** amendment from the selected amendments from the Bill of Rights. Explain why most Americans in 1791 believed the right or rights outlined in the amendment you chose were important enough to make them a part of the Constitution. Support your answer with information from the Bill of Rights and your knowledge of U.S. history.

Curriculum Framework Learning Standards for Item 13

- HS.USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)
- HS.US1.9 Explain the reasons for the passage of the Bill of Rights. (H, C)
- the influence of the British concept of limited government
 - the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Scoring Guide for Item 13

Score	Description
4	Student chooses one amendment from the selection of the Bill of Rights. Student thoroughly and accurately explains why Americans in 1791 believed the right or rights outlined in the amendment chosen were important enough to make them a part of the Constitution. Student chooses another amendment from the selection of the Bill of Rights. Student thoroughly and accurately explains why Americans in 1791 believed the right or rights outlined in the amendment chosen were important enough to make them a part of the Constitution.
3	Student chooses one amendment from the selection of the Bill of Rights. Student generally explains why Americans in 1791 believed the right or rights outlined in the amendment chosen were important enough to make them a part of the Constitution. Student chooses another amendment from the selection of the Bill of Rights. Student generally explains why Americans in 1791 believed the right or rights outlined in the amendment chosen were important enough to make them a part of the Constitution.
2	Student chooses one amendment from the selection of the Bill of Rights. Student explains in a limited way why Americans in 1791 believed the right or rights outlined in the amendment chosen were important enough to make them a part of the Constitution. Student chooses another amendment from the selection of the Bill of Rights. Student explains in a limited way why Americans in 1791 believed the right or rights outlined in the amendment chosen were important enough to make them a part of the Constitution.
1	Student demonstrates minimal understanding (e.g., student cites one reason for adding a bill of rights to the Constitution).
0	Student's response is totally incorrect or irrelevant.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 13: Sample Student Response Earning a Score of 0

Ⓐ The first amendment was important because it was rights to freedom. Freedom of religion, speech and assembly. At this time rules of people in power want the Americans to be the same but America was about freedom so to make sure freedom wasn't taken away it became an amendment.

Ⓑ Amendment four is important because peoples houses at the time were being seized to help the government or just for fun. To stop this and help a persons freedom and rights they now need a warrant & a reason.

Item 13: Sample Student Response Earning a Score of 1

A.) Most Americans in 1791 believed in the First Amendment because a lot of different people (immigrants) were coming to America. Therefore their beliefs were different. But they deserved to be treated as everyone else. Also everyone was discovering themselves, so they wanted to speak out against the government and the First Amendment gives them that right.

B.) Most Americans believed the Second Amendment was necessary to put in the Constitution because during 1791 a lot of warfare had already occurred so they were trying to be prepared for the future.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 13: Sample Student Response Earning a Score of 2

a. 1791 was only 15 years after America declared itself independent which it had come to through many struggles and war. The second amendment states that the people have a right to keep and bear arms and also a militia as a means to ensure security. Americans in 1791 were well used to protecting themselves and, after all, America was a very new country. So, from the start, it needed to secure itself in the case of anything threatening.

b. Also, their constitutional right to life, liberty, and property are ensured by the 5th amendment even when on trial. To further prevent anything unjust happening, as it had many times in the past, no one will be subject to double jeopardy. Their property will not be taken away "without just compensation". In the past, people had been subject to very unjust trials in which their rights were violated and property taken. This amendment made it so that these situations really became a thing of the past.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses**Item 13: Sample Student Response Earning a Score of 3**

a) Americans in 1791 believed that the rights outlined in Amendment I were important enough to be outlined in the Constitution. The main reason that most people first came to America was to escape from Great Britain, where the monarchies were forcing a certain religion on his people. If this right to freedom of religion were not guaranteed by the Bill of Rights, the U.S. government would have become exactly what they were trying to get away from. The same goes for freedoms of speech, press, assembly, and petition. The men who wrote the Bill of Rights wanted citizens to be able to speak up and do something when they didn't agree with the government and not be afraid to do so as they had been in Britain.

b) Amendment III was also an important addition to the Constitution. When Great Britain passed the Quartering Act, colonists were angry that soldiers were living in their homes without consent. Amendment III guarantees to them that the U.S. government would not take part in this practice unless it was truly urgent and allowed by law.

Grades 10 and 11 U.S. History: Scoring Guide and Student Responses

Item 13: Sample Student Response Earning a Score of 4

a) In the year 1791, the people of America found it very necessary to include Amendment III in the Constitution. The idea of quartering soldiers was unpopular in the country at the time as prior to the American Revolution, Parliament had imposed the Quartering Act on the colonists. As the colonists lacked any voice in Parliament, they resented being forced to house British soldiers who were in the colonies. Therefore, while the Founding Fathers were creating a Bill of Rights, it was important to them that Americans not be forced to quarter soldiers.

b) Additionally, the colonists also felt that the ideas outlined in Amendment X were also necessary for the new nation. This amendment limits the power of the federal government by granting all powers to the states or people that were not specifically given to the nation. Having just revolted against a monarch, the nation was fearful of creating a national government with too much power. Therefore, many Americans felt that the Constitution would create too powerful a government rather than stronger state power without this amendment.

Appendix A

Climate Zone Descriptions Used in MCAS History and Social Science (Grades 5 and 7)

Not all textbooks use the same terms to describe climate zones. For test development purposes, MCAS items in grades 5 and 7 adopt the climate zone descriptions found in the *Nystrom Desk Atlas* (Chicago: Nystrom, 2005). Text and maps in test items have been developed so that students who are familiar with other climate zone descriptions will be able to access information sufficiently to answer the questions asked. Because students may be used to other climate zone descriptions, MCAS tests will not ask students to define individual climate zones. Students who have been working with other descriptions will benefit from knowing the terms adopted to construct the test.

Climate Zone Descriptions

Continental: Cool Summer—Cool and wet summer, cold and very snowy winter

Continental: Hot Summer—Hot and wet summer, cold and snowy winter

Desert—Very dry all year

Humid Subtropical—Hot and wet summer, mild and damp winter

Ice Cap—Very cold all year

Marine—Warm summer, cool and wet winter

Mediterranean—Hot and dry summer, mild and rainy winter

Savanna—Hot all year, with rainy and dry seasons

Steppe—Semi-desert with occasional rain

Sub-arctic—Short, cool summer and very cold, snowy winter

Tropical Rain Forest—Hot and rainy all year

Tundra—Dry and cool to very cold all year

Appendix B

Regions of the United States Used in MCAS History and Social Science (Grade 5)

Geography questions on the grade 5 MCAS test in History and Social Science adopt the five regions of the United States identified in *The National Geographic United States Atlas for Young Explorers* (Washington, DC: National Geographic, 2004). A list of the regions and the states within them appears below.

Midwest

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

Northeast

Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Washington DC

Southeast

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Southwest

Arizona, New Mexico, Oklahoma, Texas

West

Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

Students will also be expected to know that the New England region includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Appendix C

Current and Future Primary Documents for Document-Based Modules

The *Massachusetts History and Social Science Curriculum Framework* designated certain primary documents as eligible for assessment on the U.S. History MCAS test. The list below presents the primary documents currently being used in the development of document-based modules. Other primary documents to be used in developing document-based modules are presently being reviewed. The Department will alert the field about this process as document selection moves forward.

Documents for Current Document-Based Modules

The Declaration of Independence (1776)

The Constitution and the Bill of Rights (1787–1789)

Federalist Number 10 (1787)

Seneca Falls Declaration of Sentiments and Resolutions (1848)

Abraham Lincoln, “The Gettysburg Address” (1863)

Franklin Delano Roosevelt, “Four Freedoms” Speech (1941)

John F. Kennedy, “Inaugural Address” (1961)

Rev. Dr. Martin Luther King, Jr., “I Have a Dream” Speech (1963)

Appendix D

Standards Not Assessed on MCAS in History and Social Science

The process of test development has revealed several standards presented in the *Massachusetts History and Social Science Curriculum Framework* that should be clarified for the purposes of assessment. The Department informed the field about a number of these standards in a Commissioner’s advisory on March 18, 2005 (www.doe.mass.edu/mcas/2005/news/0318hssqtryout.html).

The list below extends that notice and provides additional details on what will and will not be asked about the standards identified below.

Grade 4

Standards 4.1–4.7: Ancient China (p. 23)

These standards outline an “optional” unit on Ancient China (3000–2000 BC/BCE). The grade 5 MCAS test will not assess this material.

Standards 4.15 C and D: U.S. Immigration History (p. 25)

The listing in these standards of numerous immigrant groups, countries of origin, and regions settled in the U.S. emphasizes more particulars than can be effectively assessed. Questions may be asked about immigration and citizenship in keeping with grade 4 Concepts and Skills standards 4 and 5, but detailed questions will not be asked about the immigration and assimilation of particular immigrant groups.

Standard 4.16: Massachusetts Immigration History (p. 25)

Detailed questions about the history of immigration in Massachusetts and the groups that settled here will not be asked. Students in grade 4 will be expected to demonstrate an understanding that immigrant groups have had and continue to have a profound influence on the state, the region, and the nation.

Standard 4.21: Native Americans in Canada (p. 25)

Items on the grade 5 assessment may pose general questions about the Native American experience in Canada dating from colonial times. Although students will be expected to identify the location of Inuit people and appreciate some basic aspects of traditional Native American life in Canada, students will not be asked to recall detailed information about specific Indian tribes in Canada.

Standards 4.27–4.30: Central America and the Caribbean Islands (p. 26)

These standards outline an “optional” unit on present day Central America and the Caribbean Islands. The grade 5 MCAS test will not assess this material.

Grade 5

Grade 5 Concepts and Skills 10: Municipal Government (p. 28)

Students will be expected to know that municipal government exists and that basic functions such as the running of schools and police and fire departments are usually carried out at the municipal level. Because the structure of municipal government may differ from one city or town to another, details about the structure of particular municipal governments will be left to individual schools and districts to teach and assess.

Standard 5.15: British Imperial Policy and Colonial Response (p. 30)

The list of policies and controversies does not include the Boston Massacre. However, judging by student responses to an open-response question that appeared on a question tryout, teachers instruct their students about this event in some detail. Thus, the Boston Massacre will remain one of the topics students may be given a choice to write about on future open-response questions.

Standard 5.20: Articles of Confederation (p. 31)

Students will not be asked in a detailed way why the Articles of Confederation failed. Rather, they will be expected to know that the Articles were the basis of the U.S. government before the Constitution and that they failed.

Standards 5.33–5.35: Early to Mid 19th Century American History (p. 32)

These standards, about the maritime trades, westward migration, and sectional conflict, extend chronologically beyond the scope envisioned in the “Assessment Plans” section of the framework (p. 12). They will not be assessed.

Grade 6

Standards A.5, WA.5, CSA.4, SEAO.4, NEA.4, SAM.4:

Independence Movements in the Developing World (pp. 35–39, 41)

Although students will be expected to understand that many of the countries of the developing world were formerly colonies of the world’s imperial powers, detailed questions about independence movements in these countries will not be asked of students taking MCAS in grade 7, unless stimuli presenting political developments in any given region or country are provided for students to use in answering open-response questions.

“Optional Topics for Study” Standards, All Categories (pp. 35–41)

Data from the countries referenced in the “optional” topics sections for each category at grade 6 may be used to construct stimuli presented for students to use in answering open-response questions.

Grade 7

Standard 7.15: Egyptian Polytheism (p. 44)

Students will not be asked about the “roles of different deities” in Egyptian civilization.

Standards 7.17-7.18: The Phoenicians (pp. 44–45)

Students will not be asked to demonstrate their knowledge about the location of Phoenicia and the role of the Phoenicians in the development of Mediterranean civilization.

Standard 7.33: Sports in the Olympic Games (p. 46)

Students will not be asked about specific sports featured in the early Olympics.

High School

Standards US 1.11–1.21: The Formation and Framework of American Democracy (p. 67)

These standards, which the framework codes as both History and Civics, will be assessed primarily as Civics. Students will be expected to demonstrate how the Constitutional systems established in Massachusetts and in the United States in the late 18th century continue to shape American democracy in our time.