

# Test and Item Specifications

## Social Studies

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<sup>1</sup> Sample Item Stems are examples of item stems that may be used; items are not limited to the examples shown in this document.

## 1) Social Studies Subtest Blueprint

### a) 2015–2016 (Forms D, E, and F)

Domain / Reporting Category	Subdomain (aggregated across domains)	Subdomain %	Domain %
01_United States History	HS-US01 Revolution and the New Nation (1754–1820s)	7%	25%
	HS-US02 Expansion and Reform (1801–1861)	9%	
	HS-US03 Civil War and Reconstruction (1850–1877)	16%	
	HS-US04 The Development of the Industrial United States (1870–1900)	10%	
	HS-US05 The Emergence of Modern America (1890–1930)	8%	
	HS-US06 The Great Depression and World War II (1929–1945)	18%	
	HS-US07 Postwar United States (1945–1970s)	26%	
	HS-US08 Contemporary United States (1968 to the present)	6%	
02_World History	HS-WH01 The Beginnings of Human Society	2%	15%
	HS-WH02 Early Civilizations and the Emergence of Pastoral People, 4000–1000 BCE	3%	
	HS-WH03 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE–300 CE	12%	
	HS-WH04 Expanding Zones of Exchange and Encounter, 300–1000 CE	7%	
	HS-WH05 Intensified Hemispheric Interactions, 1000–1500 CE	6%	
	HS-WH06 The Emergence of the First Global Age, 1450–1770	14%	
	HS-WH07 An Age of Revolutions, 1750–1914	21%	
	HS-WH08 A Half-Century of Crisis and Achievement, 1900–1945	20%	
	HS-WH09 The 20 <sup>th</sup> Century Since 1945: Promises and Paradoxes	10%	
	HS-WH10 The 21 <sup>st</sup> Century: Challenges in a Global World	5%	
03_Civics and Government	HS-CG01 Civic Life, Politics, and Government	24%	25%
	HS-CG02 Foundations of the American Political System	24%	
	HS-CG03 U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy	30%	
	HS-CG04 Relationship of the United States to Other Nations and to World Affairs	2%	
	HS-CG05 Role of the Citizen in American Democracy	20%	
04_Geography	HS-GE01 World in Spatial Terms	12%	15%
	HS-GE02 Places and Regions	19%	
	HS-GE03 Physical Systems	16%	
	HS-GE04 Human Systems	29%	
	HS-GE05 Environment and Society	24%	
05_Economics	HS-EC01 Basic Economics	16%	20%
	HS-EC02 Trade and International Politics	10%	
	HS-EC03 Microeconomics	30%	
	HS-EC04 Macroeconomics	20%	
	HS-EC05 Government and Economics	24%	

**b) 2016–2017 (Forms G, H, and I)**

Domain / Reporting Category	Subdomain (aggregated across domains)	Subdomain %	Domain %
01_United States History	HS-US01 Revolution and the New Nation (1754–1820s)	7%	25%
	HS-US02 Expansion and Reform (1801–1861)	9%	
	HS-US03 Civil War and Reconstruction (1850–1877)	16%	
	HS-US04 The Development of the Industrial United States (1870–1900)	10%	
	HS-US05 The Emergence of Modern America (1890–1930)	8%	
	HS-US06 The Great Depression and World War II (1929–1945)	18%	
	HS-US07 Postwar United States (1945–1970s)	26%	
	HS-US08 Contemporary United States (1968 to the present)	6%	
02_World History	HS-WH01 The Beginnings of Human Society	2%	15%
	HS-WH02 Early Civilizations and the Emergence of Pastoral People, 4000–1000 BCE	3%	
	HS-WH03 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE–300 CE	12%	
	HS-WH04 Expanding Zones of Exchange and Encounter, 300–1000 CE	7%	
	HS-WH05 Intensified Hemispheric Interactions, 1000–1500 CE	6%	
	HS-WH06 The Emergence of the First Global Age, 1450–1770	14%	
	HS-WH07 An Age of Revolutions, 1750–1914	21%	
	HS-WH08 A Half-Century of Crisis and Achievement, 1900–1945	20%	
	HS-WH09 The 20 <sup>th</sup> Century Since 1945: Promises and Paradoxes	10%	
	HS-WH10 The 21 <sup>st</sup> Century: Challenges in a Global World	5%	
03_Civics and Government	HS-CG01 Civic Life, Politics, and Government	24%	25%
	HS-CG02 Foundations of the American Political System	24%	
	HS-CG03 U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy	30%	
	HS-CG04 Relationship of the United States to Other Nations and to World Affairs	2%	
	HS-CG05 Role of the Citizen in American Democracy	20%	
04_Geography	HS-GE01 World in Spatial Terms	12%	15%
	HS-GE02 Places and Regions	19%	
	HS-GE03 Physical Systems	16%	
	HS-GE04 Human Systems	29%	
	HS-GE05 Environment and Society	24%	
05_Economics	HS-EC01 Basic Economics	16%	20%
	HS-EC02 Trade and International Politics	10%	
	HS-EC03 Microeconomics	30%	
	HS-EC04 Macroeconomics	20%	
	HS-EC05 Government and Economics	24%	

## 2) Social Studies Subtest Form Design

In each operational year, three equated operational forms are selected for each subtest. The first operational TASC forms in 2014 were comprised of 40 selected-response/multiple-choice (SR/MC) items. In the 2015 and 2016 forms, both technology-enhanced (TE) and constructed-response (CR) items are being field tested and may be included as operational items in 2017. Constructed-response items field tested in the 2015 forms will be included in operational items in 2016.

The table below shows the projected item numbers by item type in the 2016 forms. Research and data may necessitate minor adjustments to these numbers. The last column in the table indicates the number of embedded field test sections needed in order to yield sufficient items for the 2017 forms.

### a) Design Table

Item Type	Total Items per Form	Testing Time (minutes)
<b>MC</b>	46	46
<b>2-pt Autoscored</b>	2	6
<b>2-pt CR</b>	2	8
<b>Shared Stimuli</b>	Up to 5	15

### b) Testing Times are based on these estimates.

Item Type	Estimated Testing Time (minutes)
MC	1
2-pt Autoscored	3
2-pt CR	4
Shared Stimuli	3

### 3) Item Specifications

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. The TASC Social Studies item specifications are based on the TASC test standards for Social Studies. These standards were developed using a variety of resources. Test development specialists determined targets for the TASC social studies framework based on national standards created by groups that specialize in the social studies domains assessed on the TASC: U.S. History, World History, Civics and Government, Economics, and Geography. DRC | CTB created a content framework that draws domain standards from the following national resources.

- U.S. History and World History—National Center for History in the School, National Standards for History Basic Edition, 1996
- Civics and Government—Center for Civic Education, National Standards for Civics and Government, 2010
- Economics—Council for Economic Education, Voluntary National Content Standards in Economics, 2nd Edition, 2010
- Geography—National Council for Geographic Education, Geography for Life, 1994, and
- National Council for the Social Studies, NCSS Teacher Standards for Geography Educators, 2002

After identifying these targets for the TASC framework, the Social Studies team at DRC | CTB conducted an analysis of the targets by comparing them to some states' high school standards for these domains, as well as to the GED 2002 and the GED 2014.<sup>2</sup> Through this process, DRC | CTB identified the concepts that are taught by many states. This analysis allowed the Social Studies team to determine the weight of each subdomain within the blueprint and to identify the specific standards to be assessed in the first TASC field test administration. The assessment limits/content constraints have been further refined based on customer feedback and DRC | CTB item-performance data analyses targeting specific standard- and item-level assessment scope.

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<sup>2</sup> DRC | CTB compared the TASC Framework to the high school standards for the following states: Florida (U.S. History, World History, Civics and Government, Geography, Economics); New York (U.S. History, World History); California (U.S. History, Civics and Government); Texas (World History, Civics and Government, Geography, Economics); Missouri (Civics and Government, Geography); Arizona (Economics, U.S. History); New Mexico (Geography); New Hampshire (Geography); Massachusetts (Economics); Maine (World History); and New Jersey (World History).

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US01 Revolution and the New Nation (1754–1820s)
<b>Standard</b>	A. The examinee should be able to evaluate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the political, ideological, and economic events that led to the American Revolution.</p> <p>The examinee will demonstrate understanding of how key principles from the Declaration of Independence became fundamental ideas of American democracy.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Analyze the political, ideological, and economic origins of the American Revolution.</li> <li>Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as excerpts from the Declaration of Independence and other founding documents (e.g. the U.S. Constitution), time lines, lists, or tables.
<b>Sample Item Stem(s)</b>	[Given a list of principles from the Declaration of Independence] Select <u>two</u> principles from the Declaration of Independence. Then explain how these principles are still in practice today.

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US01 Revolution and the New Nation (1754–1820s)
<b>Standard</b>	B. The examinee should be able to evaluate the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the Federalist and Anti-Federalist arguments made during the ratification debates and assess their relevance to late 20th-century and early 21st-century politics.</p> <p>The examinee will demonstrate understanding of the features of the Constitution that have made it the most enduring and widely imitated written constitution in the world.</p> <p>The examinee will demonstrate understanding of how John Marshall's decision in <i>Marbury v. Madison</i> established the principle of judicial review.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Compare the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their relevance in late 20th-century politics and early 21st-century politics.</li> <li>• Explain the features of the Constitution that have made this the most enduring and widely imitated written constitution in world history.</li> <li>• Describe how John Marshall's precedent-setting decision in <i>Marbury v. Madison</i> established the principle of judicial review, making the Supreme Court an independent and equal branch of the government.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as charts and primary sources.
<b>Sample Item Stem(s)</b>	Identify one key feature of the U.S. Constitution. Then explain how that feature has made the Constitution the most enduring and widely imitated written constitution in world history.

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US02 Expansion and Reform (1801–1861)
<b>Standard</b>	A. The examinee should be able to evaluate United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the Louisiana Purchase affected politics, economic development, and the idea of Manifest Destiny.</p> <p>The examinee will demonstrate understanding of President Madison’s rationale for declaring war in 1812 and the sectional divisions that arose over the war.</p> <p>The examinee will demonstrate understanding of reasons Native Americans supported the British in the War of 1812 and the consequences of this decision.</p> <p>The examinee will demonstrate understanding of the effects of trans-Mississippi expansion on Native Americans.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe how the Louisiana Purchase affected politics, economic development, and the concept of Manifest Destiny.</li> <li>• Explain President Madison's reasons for declaring war in 1812 and the sectional divisions that arose over the war.</li> <li>• Describe why many Native Americans supported the British in the War of 1812 and the consequences of this policy.</li> <li>• Explain the impact of trans-Mississippi expansion on Native Americans.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as maps, political cartoons, and other primary sources.
<b>Sample Item Stem(s)</b>	Identify <u>three</u> ways the Louisiana Purchase affected the United States. Select <u>three</u> answers.

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US02 Expansion and Reform (1801–1861)
<b>Standard</b>	B. The examinee should be able to evaluate how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will demonstrate understanding of the effects of rapid urbanization, immigration, and industrialization on society in early 19th-century cities.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as photographs, descriptions of 100 words or less, graphs, and maps.
Sample Item Stem(s)	<p>Which of these describes an effect of rapid urbanization?</p> <p>[Given an introductory statement about industrialization] Explain <u>two</u> ways industrialization affected the social fabric of early 19th-century cities in the United States.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US02 Expansion and Reform (1801–1861)
<b>Standard</b>	C. The examinee should be able to evaluate the extension, restriction, and reorganization of political democracy after 1800.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will demonstrate understanding of the purpose, provisions, and consequences of the Missouri Compromise.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain the Missouri Compromise and its consequences.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as primary and secondary sources.
Sample Item Stem(s)	<p>Which of these describes one effect of the Missouri Compromise?</p> <p>[Given an introductory statement about the Missouri Compromise] Explain why the Missouri Compromise was reached. Then explain <u>one</u> effect of the Missouri Compromise.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US02 Expansion and Reform (1801–1861)
<b>Standard</b>	D. The examinee should be able to evaluate the sources and character of cultural, religious, and social reform movements in the antebellum period.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the ideas of the leaders of the Second Great Awakening and its significance.</p> <p>The examinee will demonstrate understanding of the goals and the impact of the 1848 Seneca Falls Declaration of Sentiments.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the importance of the Second Great Awakening and the ideas of its principal leaders.</li> <li>• Explain the goals and impact of the 1848 Seneca Falls Declaration of Sentiments.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as excerpts from the Declaration of Sentiments and political cartoons.
<b>Sample Item Stem(s)</b>	<p>Which of these explains one effect of the 1848 Seneca Falls Declaration of Sentiments.</p> <p>[Given an introductory statement about the Second Great Awakening] Explain <u>two</u> effects of the Second Great Awakening on the United States.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US03 Civil War and Reconstruction (1850 –1877)
<b>Standard</b>	A. The examinee should be able to evaluate the causes of the Civil War.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of the economic, social, and cultural differences between the North and the South.</p> <p>The examinee will demonstrate understanding of how events following the Compromise of 1850 and the 1857 Dred Scott decision contributed to an increase in regional polarization.</p> <p>The examinee will demonstrate understanding of the importance of the “free labor” ideology in the North and its appeal in preventing the further extension of slavery in the new territories.</p> <p>The examinee will demonstrate understanding of the causes of the Civil War and the importance of slavery as a principal cause of the conflict.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Identify and explain the economic, social, and cultural differences between the North and the South.</li> <li>• Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing regional polarization.</li> <li>• Explain the importance of the “free labor” ideology in the North and its appeal in preventing the further extension of slavery in the new territories.</li> <li>• Identify the causes of the Civil War and explain the importance of slavery as a principal cause of the conflict.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as cause-and-effect diagrams, historical descriptions of 100 words or less, and mock newspaper articles.
Sample Item Stem(s)	<p>Which of these explains an effect of the Dred Scott decision?</p> <p>[Given an introductory statement about the Civil War] Explain <u>two</u> causes of the Civil War.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US03 Civil War and Reconstruction (1850–1877)
<b>Standard</b>	B. The examinee should be able to evaluate the course and character of the Civil War and its effects on the American people.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the human resources available to the Union and the Confederacy at the beginning of the Civil War and the tactical advantages of each side.</p> <p>The examinee will demonstrate understanding of the turning points of the Civil War and describe how political, military, and diplomatic leadership affected the outcome of the conflict.</p> <p>The examinee will demonstrate understanding of the provisions of the Emancipation Proclamation, Lincoln’s reasons for issuing it, and its significance.</p> <p>The examinee will demonstrate understanding of the purpose, meaning, and significance of the Gettysburg Address.</p> <p>The examinee will demonstrate understanding of the motives for fighting and the daily life experiences of Confederate soldiers compared with those of white and African American Union soldiers.</p> <p>The examinee will demonstrate understanding of the human and material costs of the war in the North and South and the degree to which the war reunited the nation.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.</li> <li>• Identify the turning points of the war and describe how political, military, and diplomatic leadership affected the outcome of the conflict.</li> <li>• Explain provisions of the Emancipation Proclamation, Lincoln’s reasons for issuing it, and its significance.</li> <li>• Describe the purpose, meaning, and significance of the Gettysburg Address.</li> <li>• Compare the motives for fighting and the daily life experiences of Confederate soldiers with those of white and African American Union soldiers.</li> <li>• Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as graphs, thematic maps, tables, descriptions of events (100 words or less), and excerpts from the Emancipation Proclamation.

Sample Item  
Stem(s)

[Given a chart with human and material costs of the Civil War] Based on the information in the chart, which of these best describes the human and material costs of the Civil War?

[Given an introduction about the Civil War] Explain two advantages that the Union had over the Confederacy in the Civil War.

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US03 Civil War and Reconstruction (1850–1877)
<b>Standard</b>	C. The examinee should be able to evaluate why various reconstruction plans succeeded or failed.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the Reconstruction policies advocated by Lincoln, Andrew Johnson, and Congressional leaders.</p> <p>The examinee will demonstrate understanding of the escalating conflict between the president and Congress, and the reasons for and consequences of Johnson’s impeachment and trial.</p> <p>The examinee will demonstrate understanding of the provisions of the 14th and 15th Amendments and the political forces supporting and opposing each.</p> <p>The examinee will demonstrate understanding of the role of violence and the tactics of the “redeemers” in regaining control over the Southern state governments.</p> <p>The examinee will demonstrate understanding of the goals and accomplishments of the Freedmen’s Bureau.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, and assess these policies as responses to changing events.</li> <li>• Describe the escalating conflict between the president and Congress, and explain the reasons for and consequences of Johnson’s impeachment and trial.</li> <li>• Explain the provisions of the 14th and 15th Amendments and the political forces supporting and opposing each.</li> <li>• Describe the role of violence and the tactics of the “redeemers” in regaining control over the Southern state governments.</li> <li>• Identify the goals and accomplishments of the Freedmen’s Bureau.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as tables and primary sources such as the Wade-Davis Bill, the Wade-Davis Manifesto, reconstruction amendments, records from the Freedmen's Bureau, and political cartoons.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> goals or accomplishments of the Freedmen's Bureau. Select <u>three</u> answers.</p> <p>[Given an introductory statement about the impeachment of President Andrew Johnson] Explain <u>two</u> reasons Congress wanted to impeach President Andrew Johnson.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US04 The Development of the Industrial United States (1870–1900)
<b>Standard</b>	A. The examinee should be able to evaluate how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how organized industrial research produced technological breakthroughs and how these innovations transformed the economy, work processes, and domestic life.</p> <p>The examinee will demonstrate understanding of why people migrated from farm to city and their adjustment to urban life.</p> <p>The examinee will demonstrate understanding of how major geographical and technological influences affected farming, mining, and ranching.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and explain how these innovations transformed the economy, work processes, and domestic life.</li> <li>• Trace the migration of people from farm to city and their adjustment to urban life.</li> <li>• Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as flowcharts, tables, photographs, graphs, and scenarios.
<b>Sample Item Stem(s)</b>	[Given a photograph showing a technological innovation] Which of these <u>best</u> explains the impact of the technological innovation shown in the photograph?

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US04 The Development of the Industrial United States (1870–1900)
<b>Standard</b>	B. The examinee should be able to evaluate massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the differences between “old” and “new” immigration in terms of its volume and the immigrants’ ethnicity, religion, language, place of origin, and motives for emigrating from their homelands.</p> <p>The examinee will demonstrate understanding of the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the differences between the “old” and “new” immigration in terms of its volume and the immigrants’ ethnicity, religion, language, place of origin, and motives for emigrating from their homelands.</li> <li>• Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, graphs, and political cartoons.
<b>Sample Item Stem(s)</b>	[Given a political cartoon about the Chinese Exclusion Act] Which of these explains <u>one</u> cause of the conflict shown in the political cartoon?

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US04 The Development of the Industrial United States (1870–1900)
<b>Standard</b>	C. The examinee should be able to evaluate the rise of the American labor movement and how political issues reflected social and economic changes.
<b>Emphasis Level</b>	Medium
Evidence Statements	<p>The examinee will demonstrate understanding of how working conditions changed and how the workers responded to new industrial conditions.</p> <p>The examinee will demonstrate understanding of the causes and consequences of the employment of children in industry.</p> <p>The examinee will demonstrate understanding of the causes and effects of the escalating labor conflict.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain how working conditions changed and how the workers responded to new industrial conditions.</li> <li>• Describe the causes and consequences of the industrial employment of children.</li> <li>• Explain the causes and effects of the escalating labor conflict.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as descriptions of 100 words or less, charts, primary sources, and photographs.
Sample Item Stem(s)	[Given a stimulus describing industrial working conditions] Which of these <u>best</u> explains how workers responded to the working conditions described in the text?

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US05 The Emergence of Modern America (1890–1930)
<b>Standard</b>	A. The examinee should be able to evaluate how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the Progressive Era reforms enacted to expand democracy at the local and state levels.</p> <p>The examinee will demonstrate understanding of Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers.</p> <p>The examinee will demonstrate understanding of how the 16th, 17th, 18th, and 19th Amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe Progressive reforms enacted to expand democracy at the local and state levels.</li> <li>• Explain Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers.</li> <li>• Describe how the 16th, 17th, 18th, and 19th Amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as charts; excerpts from the 16th, 17th, 18th, and 19th Amendments; and descriptions of 100 words or less.
<b>Sample Item Stem(s)</b>	<p>[Given an excerpt from <i>The Jungle</i>] Which statement <u>best</u> explains how <i>The Jungle</i> influenced public policy?</p> <p>[Given an introductory statement about Progressivism] Explain <u>two</u> ways progressive reformers influenced public policy.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US05 The Emergence of Modern America (1890–1930)
<b>Standard</b>	B. The examinee should be able to evaluate the changing role of the United States in world affairs through World War I.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the reasons for the Open Door policy.</p> <p>The examinee will demonstrate understanding of the causes of World War I and the United States reasons for declaring neutrality.</p> <p>The examinee will demonstrate understanding of the U.S. military and economic mobilization for war and explain the role of labor, including women and African Americans.</p> <p>The examinee will demonstrate understanding of Wilson’s Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe the reasons for the Open Door policy.</li> <li>• Identify the causes of World War I and the reasons for the declaration of United States neutrality.</li> <li>• Describe the U.S. military and economic mobilization for war, explaining the role of labor, including women and African Americans.</li> <li>• Explain Wilson’s Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, political cartoons, and primary sources.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> causes of World War I. Select <u>three</u> answers.</p> <p>Which of these was a reason for the Open Door policy?</p> <p>[Given an introductory statement about World War I] Explain <u>two</u> causes of World War I.</p>

## Sample Item

Read the list in the box. Then answer the question.

?
<ul style="list-style-type: none"><li>• Ethnic conflicts</li><li>• Militarism</li><li>• Colonialism</li><li>• Imperialism</li><li>• Secret alliances</li></ul>

Which of these is the best title for the list in the box?

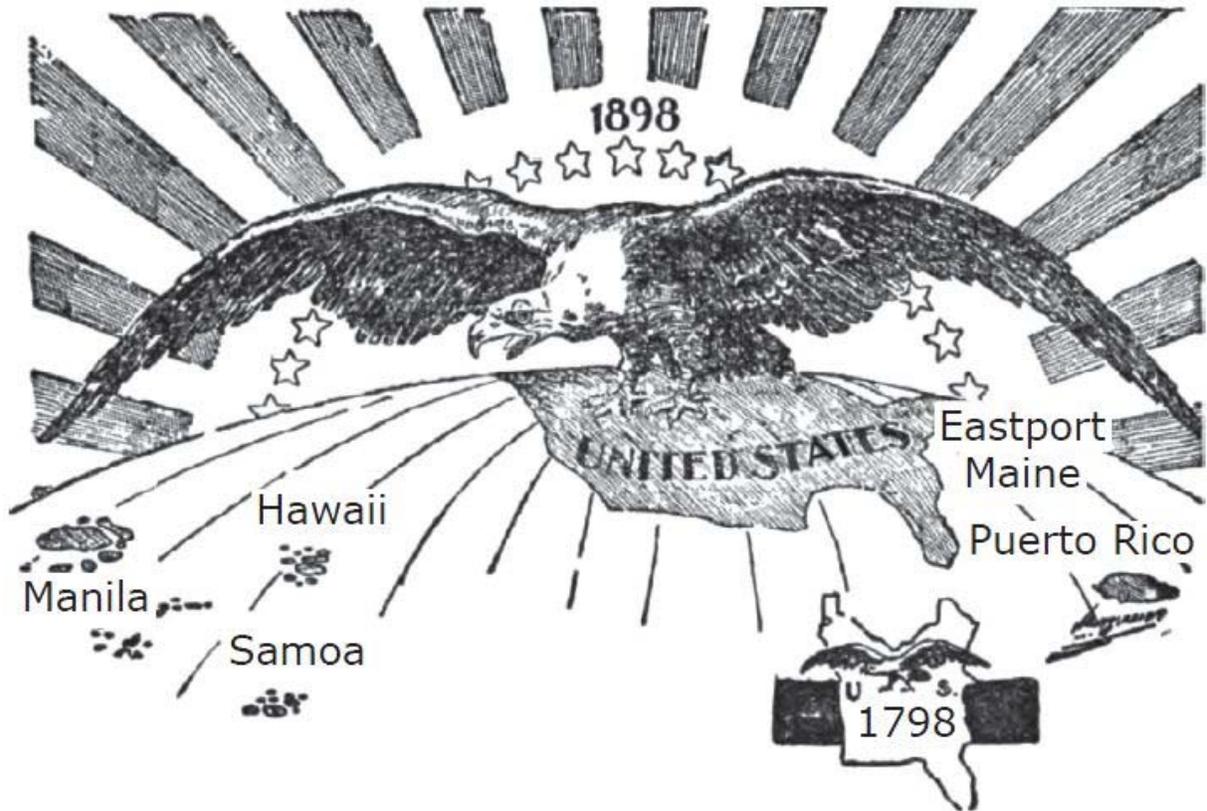
- A. causes of World War I
- B. causes of the Cold War
- C. causes of the Revolutionary War
- D. causes of the Russian Revolution

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US05 The Emergence of Modern America (1890–1930)
<b>Standard</b>	C. The examinee should be able to evaluate how the United States changed from the end of World War I to the eve of the Great Depression.
<b>Emphasis Level</b>	Medium
Evidence Statements	The examinee will demonstrate understanding of the contributions of artists and writers of the Harlem Renaissance and their impact.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explains the contributions of artists and writers of the Harlem Renaissance and their impact.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as a brief lead-in describing the Harlem Renaissance.
Sample Item Stem(s)	<p>Identify <u>three</u> contributions of the Harlem Renaissance. Select <u>three</u> answers.</p> <p>Which statement explains how Langston Hughes contributed to the Harlem Renaissance?</p> <p>[Given an excerpt from a Langston Hughes poem] Explain how Langston Hughes contributed to the Harlem Renaissance. Then explain <u>one</u> long-term contribution of the Harlem Renaissance to American culture.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US05 The Emergence of Modern America (1890–1930)
<b>Standard</b>	D. The examinee should be able to evaluate the federal Indian policy and United States foreign policy after the Civil War.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the provisions of the Dawes Severalty Act of 1887 and its effects on tribal identity, land ownership, and assimilation.</p> <p>The examinee will demonstrate understanding of the legacy of 19th-century federal Indian policy.</p> <p>The examinee will demonstrate understanding of how new territories were acquired.</p> <p>The examinee will demonstrate understanding of how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy.</p> <p>The examinee will demonstrate understanding of the causes, objectives, character, and outcome of the Spanish-American War.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the provisions of the Dawes Severalty Act of 1887 and its effects on tribal identity, land ownership, and assimilation.</li> <li>• Describe the legacy of 19th-century federal Indian policy.</li> <li>• Explain the acquisition of new territories.</li> <li>• Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy.</li> <li>• Describe the causes, objectives, character, and outcome of the Spanish-American War.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as newspaper headlines, charts, maps, photographs, and political cartoons.
<b>Sample Item Stem(s)</b>	<p>Which of these explains one effect of the Dawes Severalty Act of 1887 on Native Americans?</p> <p>[Given an introductory statement about the Spanish-American War] Explain <u>two</u> effects of the Spanish American War.</p>

**Sample Items**

Study the political cartoon. Then answer the questions.



Ten thousand miles from tip to tip.—Philadelphia Press.

The United States acquired some of the island territories shown in the cartoon as a result of a

- A. war with Spain
- B. treaty with France
- C. treaty with Mexico
- D. war with Great Britain

With which statement would the cartoonist most likely agree?

- A. The United States should be cautious when acquiring new territories.
- B. The United States should only add territories that improve the American economy.
- C. The United States should only add territories when the native population needs assistance.
- D. The United States should continue to acquire territories in order to increase American influence.

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US06 The Great Depression and World War II (1929–1945)
<b>Standard</b>	A. The examinee should be able to evaluate the causes of the Great Depression and how it affected American society.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of the causes of the Great Depression.</p> <p>The examinee will demonstrate understanding of the reasons for the deepening crisis of the Great Depression and how the Hoover administration responded.</p> <p>The examinee will demonstrate understanding of the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain the causes of the Great Depression.</li> <li>• Describe the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses.</li> <li>• Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as descriptions of 100 words or less, graphs, and photographs.
Sample Item Stem(s)	<p>Identify <u>three</u> effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. Select <u>three</u> answers.</p> <p>Which statement <u>best</u> explains how the stock market crash contributed to the Great Depression?</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US06 The Great Depression and World War II (1929–1945)
<b>Standard</b>	B. The examinee should be able to evaluate how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how New Deal legislation and policies affected American workers and the labor movement.</p> <p>The examinee will demonstrate understanding of the leading opponents of New Deal policies and describe their arguments.</p> <p>The examinee will demonstrate understanding of the significance and legacy of the New Deal.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how New Deal legislation and policies affected American workers and the labor movement.</li> <li>• Identify the leading opponents of New Deal policies and describe their arguments.</li> <li>• Describe the significance and legacy of the New Deal.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as charts, descriptions, and primary sources.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> effects of New Deal legislation. Select <u>three</u> answers.</p> <p>Which statement <u>best</u> explains why Huey Long opposed the New Deal?</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US06 The Great Depression and World War II (1929–1945)
<b>Standard</b>	C. The examinee should be able to evaluate the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the factors contributing to the rise of fascism, national socialism, and communism in the interwar period.</p> <p>The examinee will demonstrate understanding of the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy.</p> <p>The examinee will demonstrate understanding of the reasons for the growing tensions with Japan, culminating with the bombing of Pearl Harbor.</p> <p>The examinee will demonstrate understanding of the major turning points of the war and the military campaigns in the European and Pacific theaters.</p> <p>The examinee will demonstrate understanding of the decision to employ nuclear weapons against Japan and later controversies over the decision.</p> <p>The examinee will demonstrate understanding of the purposes and organization of the United Nations.</p> <p>The examinee will demonstrate understanding of how minorities organized to gain access to wartime jobs and how they confronted discrimination.</p> <p>The examinee will demonstrate understanding of the internment of Japanese Americans during the war and assess the implication for civil liberties.</p> <p>The examinee will demonstrate understanding of the effects of World War II on gender roles and the American family.</p>

<p>Assessment Limits / Content Constraints</p>	<ul style="list-style-type: none"> <li>• Explain the factors contributing to the rise of fascism, national socialism, and communism in the interwar period.</li> <li>• Describe the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy.</li> <li>• Explain the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor.</li> <li>• Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters.</li> <li>• Describe the decision to employ nuclear weapons against Japan and assess later controversies over the decision.</li> <li>• Explain the purposes and organization of the United Nations.</li> <li>• Describe how minorities organized to gain access to wartime jobs and how they confronted discrimination.</li> <li>• Explain the internment of Japanese Americans during the war and assess the implication for civil liberties.</li> <li>• Describe the effects of World War II on gender roles and the American family.</li> </ul>
<p>DOK(s)</p>	<p>2, 3</p>
<p>Stimulus</p>	<p>Item may include stimuli such as descriptions and primary source excerpts, newspaper headlines, photographs, political cartoons, and quotations.</p>
<p>Sample Item Stem(s)</p>	<p>[Given a photograph showing Japanese Americans at an internment camp] Which of these led to the internment of the individuals shown in the photograph?</p> <p>[Given an introductory statement about women in World War II] Explain <u>two</u> ways women contributed to the American effort in World War II.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US07 Postwar United States (1945–1970s)
<b>Standard</b>	A. The examinee should be able to evaluate the economic boom and social transformation of postwar United States.
<b>Emphasis Level</b>	Medium
Evidence Statements	<p>The examinee will demonstrate understanding of the reasons for the sustained growth of the postwar consumer economy.</p> <p>The examinee will demonstrate understanding of the effects of the GI Bill on American society.</p> <p>The examinee will demonstrate understanding of the expansion of suburbanization and how it affected American society.</p> <p>The examinee will demonstrate understanding of the influence of popular culture and the role of the mass media in homogenizing American culture.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain the reasons for the sustained growth of the postwar consumer economy.</li> <li>• Describe the effects of the GI Bill on American society.</li> <li>• Explain the expansion of suburbanization and how it affected American society.</li> <li>• Describe the influence of popular culture and the role of the mass media in homogenizing American culture.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as primary sources, graphs, charts, and descriptions of 100 words or less.
Sample Item Stem(s)	<p>Which of these was an effect of the GI Bill on American society?</p> <p>[Given an introductory statement about postwar World War II suburbanization] Explain <u>two</u> ways suburbanization after World War II affected the United States.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US07 Postwar United States (1945–1970s)
<b>Standard</b>	B. The examinee should be able to evaluate how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the origins of the Cold War and the advent of nuclear politics.</p> <p>The examinee will demonstrate understanding of the causes of the Korean War and how a divided Korea remained a source of international tension.</p> <p>The examinee will demonstrate understanding of the rationale, implementation, and effectiveness of the U.S. containment policy.</p> <p>The examinee will demonstrate understanding of American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>The examinee will demonstrate understanding of how Vietnamese and Americans experienced the Vietnam War and how the effects of the war continued to affect postwar politics and culture.</p> <p>The examinee will demonstrate understanding of the constitutional issues involved in the war and explore the legacy of the Vietnam War.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the origins of the Cold War and the advent of nuclear politics.</li> <li>• Describe the causes of the Korean War and how a divided Korea remained a source of international tension.</li> <li>• Explain the rationale, implementation, and effectiveness of the U.S. containment policy.</li> <li>• Describe American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East.</li> <li>• Explain how Vietnamese and Americans experienced the Vietnam War and how the war continued to affect postwar politics and culture.</li> <li>• Describe the constitutional issues involved in the war and explore the legacy of the Vietnam War.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs, maps, and primary and secondary sources.
<b>Sample Item Stem(s)</b>	<p>Which statement <u>best</u> explains how the Korean War began?</p> <p>[Given an introductory statement about the Vietnam War] Identify <u>one</u> constitutional issue involved with the Vietnam War. Then explain the legacy of the Vietnam War.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US07 Postwar United States (1945–1970s)
<b>Standard</b>	C. The examinee should be able to evaluate domestic policies after World War II.
<b>Emphasis Level</b>	Medium
Evidence Statements	<p>The examinee will demonstrate understanding of the political debates of the post–World War II era.</p> <p>The examinee will demonstrate understanding of the role of the media in the election of 1960.</p> <p>The examinee will demonstrate understanding of the legislation and programs enacted during Lyndon Johnson’s presidency.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain the political debates of the post–World War II era.</li> <li>• Describe the role of the media in the election of 1960.</li> <li>• Explain the legislation and programs enacted during Lyndon Johnson’s presidency.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as charts and primary and secondary sources.
Sample Item Stem(s)	<p>[Given a photograph of John Kennedy during the 1960 presidential election] Which of these <u>best</u> explains the impact of the media’s use of this photograph during the 1960 presidential election?</p> <p>[Given an introductory statement about the Great Society Program] Explain <u>two</u> ways the Great Society Program of President Lyndon Johnson affected the United States.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US07 Postwar United States (1945–1970s)
<b>Standard</b>	D. The examinee should be able to evaluate the struggle for racial and gender equality and for the extension of civil liberties.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the Warren Court’s reasoning in <i>Brown v. Board of Education</i> and its significance in advancing civil rights.</p> <p>The examinee will demonstrate understanding of the leadership and ideologies of Martin Luther King, Jr., and Malcolm X in the civil rights movement and their legacies.</p> <p>The examinee will demonstrate understanding of the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as people with disabilities, in the quest for civil rights and equal opportunities.</p> <p>The examinee will demonstrate understanding of the conflicting perspectives over the Equal Rights Amendment, Title VII, and <i>Roe v. Wade</i>.</p> <p>The examinee will demonstrate understanding of the expansion of due process rights in such cases as <i>Gideon v. Wainwright</i> and <i>Miranda v. Arizona</i> and the criticism of the extension of these rights for the accused.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the Warren Court’s reasoning in <i>Brown v. Board of Education</i> and its significance in advancing civil rights.</li> <li>• Describe the leadership and ideologies of Martin Luther King, Jr., and Malcolm X in the civil rights movement and their legacies.</li> <li>• Explain the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as people with disabilities, in the quest for civil rights and equal opportunities.</li> <li>• Describe the conflicting perspectives over the Equal Rights Amendment, Title VII, and <i>Roe v. Wade</i>.</li> <li>• Explain the expansion of due process rights in such cases as <i>Gideon v. Wainwright</i> and <i>Miranda v. Arizona</i> and the criticism of the extension of these rights for the accused.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, quotes, tables, diagrams, and primary and secondary sources.
<b>Sample Item Stem(s)</b>	<p>Which of these <u>best</u> explains the significance of the <i>Brown v. Board of Education</i> Supreme Court decision?</p> <p>[Given an introductory statement about the civil rights movement] Explain <u>one</u> way Martin Luther King, Jr., and Malcolm X disagreed over the civil rights movement. Then explain <u>one</u> way Martin Luther King, Jr., and Malcolm X agreed over the civil rights movement.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US08 Contemporary United States (1968 to the present)
<b>Standard</b>	A. The examinee should be able to evaluate recent developments in foreign policy and domestic politics.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the constitutional issues raised by the Watergate affair and the effects of Watergate on public opinion.</p> <p>The examinee will demonstrate understanding of the impact of the “Reagan Revolution” on federalism and public perceptions of the role of government.</p> <p>The examinee will demonstrate understanding of the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe the constitutional issues raised by the Watergate affair and the effects of Watergate on public opinion.</li> <li>• Explain the impact of the “Reagan Revolution” on federalism and public perceptions of the role of government.</li> <li>• Describe the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, primary and secondary sources, graphs, and tables.
<b>Sample Item Stem(s)</b>	<p>Which of these <u>best</u> explains the impact of the “Reagan Revolution” on federalism?</p> <p>[Given an introductory statement about the “Reagan Revolution”] Explain <u>two</u> effects of the “Reagan Revolution” on federalism.</p>

<b>Domain</b>	01_U.S. History
<b>Subdomain</b>	HS-US08 Contemporary United States (1968 to the present)
<b>Standard</b>	B. The examinee should be able to evaluate economic, social, and cultural developments in contemporary United States.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work.</p> <p>The examinee will demonstrate understanding of the effects of international trade, transnational business organization, and overseas competition on the economy.</p> <p>The examinee will demonstrate understanding of the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work.</li> <li>• Describe the effects of international trade, transnational business organization, and overseas competition on the economy.</li> <li>• Explain the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as graphs, tables, mock newspaper articles, descriptions of 100 words or less, and primary sources, such as excerpts from the 1965 Immigration and Nationality Act.
Sample Item Stem(s)	<p>[Given a chart showing demographics in the United States] Based on the information in the chart, how did demographics in the United States change after 1965?</p> <p>[Given an introductory statement about immigration after the 1960s] Identify and explain <u>two</u> push-pull factors that prompted a large-scale wave of immigration to the United States.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH01 The Beginnings of Human Society
<b>Standard</b>	A. The examinee understands the processes that gave rise to the earliest human communities and the emergence of agricultural societies around the world.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.</p> <p>The examinee will demonstrate understanding of the differences between hunter-gatherer and agrarian communities in terms of their economies, social organization, and quality of life.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.</li> <li>Explain the differences between hunter-gatherer and agrarian communities in economy, social organization, and quality of living.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, photographs, and other primary sources. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> types of evidence or methods used by scholars to explain early human evolution and cultural development. Select <u>three</u> answers.</p> <p>Which of these is a difference between early hunter-gatherer communities and agrarian communities?</p> <p>[Given a scenario about an agrarian community] Describe <u>two</u> characteristics of early agricultural societies that were different from hunter-gatherer societies.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH02 Early Civilizations and the Emergence of Pastoral People, 4000–1000 BCE
<b>Standard</b>	A. The examinee understands the major trends in Eurasia and Africa from 4000– 1000 BCE.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the natural environments of the Tigris-Euphrates, Nile, and Indus River Valleys shaped the early development of civilization.</p> <p>The examinee will demonstrate understanding of the character of urban development in Mesopotamia, Egypt, and the Indus River Valley, including the emergence of social hierarchies and occupational specializations, as well as differences in the tasks that urban women and men performed.</p> <p>The examinee will demonstrate understanding of architectural, artistic, literary, technological, and scientific achievements of these civilizations and the impact of these achievements on the civilizations economic and social life.</p> <p>The examinee will demonstrate understanding of the climate and geography of the Huang He (Yellow River) Valley with the natural environments of Mesopotamia, Egypt, and the Indus River Valley.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how the natural environments of the Tigris-Euphrates, Nile, and Indus River Valleys shaped the early development of civilization.</li> <li>• Compare the character of urban development in Mesopotamia, Egypt, and the Indus River Valley, including the emergence of social hierarchies and occupational specializations, as well as differences in the tasks that urban women and men performed.</li> <li>• Describe architectural, artistic, literary, technological, and scientific achievements of these civilizations and relate these achievements to economic and social life.</li> <li>• Compare the climate and geography of the Huang He (Yellow River) Valley with the natural environments of Mesopotamia, Egypt, and the Indus River Valley.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, maps, and photographs. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
<b>Sample Item Stem(s)</b>	<p>Which of these was a common characteristic of ancient Egyptian and Chinese civilizations?</p> <p>[Given a chart showing characteristics of the climate and geography of the Huang He Valley, Mesopotamia, and the Indus River Valley civilizations] Based on the chart, how did the climate and geography of the Huang He Valley differ from those of Mesopotamia and the Indus River Valley?</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH03 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE – 300 CE
<b>Standard</b>	A. The examinee understands the major global trends from 1000 BCE–300 CE.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of comparisons between the Athenian democracy and the military aristocracy of Sparta.</p> <p>The examinee will demonstrate understanding of the importance of Greek ideas about democracy and citizenship to the development of Western political thought and institutions.</p> <p>The examinee will demonstrate understanding of the political and social institutions of the Roman Republic and why Rome was transformed from republic to empire.</p> <p>The examinee will demonstrate understanding of the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe.</p> <p>The examinee will demonstrate understanding of the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires.</p> <p>The examinee will demonstrate understanding of the life of Confucius and compare the teachings of Confucianism and Daoism.</p> <p>The examinee will demonstrate understanding of the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin, Europe, Southwest Asia, and India.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Compare Athenian democracy with the military aristocracy of Sparta.</li> <li>• Explain the importance of Greek ideas about democracy and citizenship for the development of Western political thought and institutions.</li> <li>• Describe the political and social institutions of the Roman Republic and why Rome was transformed from republic to empire.</li> <li>• Explain the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe.</li> <li>• Describe the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires.</li> <li>• Describe the life of Confucius and explain comparatively the fundamental teachings of Confucianism and Daoism.</li> <li>• Explain the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin, Europe, Southwest Asia, and India.</li> </ul>
<b>DOK(s)</b>	2, 3

Stimulus	Item may include stimuli such as descriptions of 100 words or less, diagrams comparing religions, and maps. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
Sample Item Stem(s)	Identify <u>three</u> causes of the decline of the Han and Roman empires. Select <u>three</u> answers.  Which of these was a <u>major</u> effect of the “silk roads” between the Han Empire and Roman Empire?  How was Judaism different from other religions in Southwest Asia from 1000 BCE to 300 CE?

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH04 Expanding Zones of Exchange and Encounter, 300–1000 CE
<b>Standard</b>	A. The examinee understands the major global trends from 300–1000 CE.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of various causes that historians have proposed to account for the decline of the Han and Roman empires.</p> <p>The examinee will demonstrate understanding of Abbasid contributions to mathematics, science, medicine, literature, and the preservation of Greek learning.</p> <p>The examinee will demonstrate understanding of major changes in the religious map of Eurasia and Africa between 300 and 1000 and account for the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions.</p> <p>The examinee will demonstrate understanding of how Islam spread in Southwest Asia and the Mediterranean region.</p> <p>The examinee will demonstrate understanding of the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe various causes that historians have proposed to account for the decline of the Han and Roman empires.</li> <li>• Explain Abbasid contributions to mathematics, science, medicine, literature, and the preservation of Greek learning.</li> <li>• Trace major changes in the religious map of Eurasia and Africa between 300 and 1000 and account for the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions.</li> <li>• Explain how Islam spread in Southwest Asia and the Mediterranean region.</li> <li>• Describe the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as charts, descriptions of 100 words or less, thematic maps, and primary sources. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> fundamental teachings and practices of Judaism. Select <u>three</u> answers.</p> <p>[Given a stimulus showing contributions of the Abbasids] Which of these is a contribution of the Abbasids?</p> <p>[Given an introductory statement about Islam] Identify and describe <u>two</u> of the five pillars of Islam.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH05 Intensified Hemispheric Interactions, 1000–1500 CE
<b>Standard</b>	A. The examinee understands the major global trends, 1000–1500 CE.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the causes and consequences of the European Crusades against Syria and Palestine.</p> <p>The examinee will demonstrate understanding of the origins and characteristics of the plague pandemic of the mid-14th century and its spread across Eurasia and North Africa.</p> <p>The examinee will demonstrate understanding of the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe the causes and consequences of the European Crusades against Syria and Palestine.</li> <li>• Explain the origins and characteristics of the plague pandemic of the mid-14th century and its spread across Eurasia and North Africa.</li> <li>• Describe the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, thematic maps, charts, and primary sources. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> effects of the plague pandemic in Eurasia and North Africa during the second half of the 14th century. Select <u>three</u> answers.</p> <p>Which of these describes a major cause of the European Crusades in the Middle East?</p> <p>[Given a scenario about the bubonic plague] Explain <u>two</u> major effects of the bubonic plague in Europe after the 14th century.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH06 The Emergence of the First Global Age, 1450–1770
<b>Standard</b>	A. The examinee understands the major global trends from 1450 to 1770.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas.</p> <p>The examinee will demonstrate understanding of the political and military collision between the Spanish and the Aztec and Inca empires and why these empires collapsed.</p> <p>The examinee will demonstrate understanding of ways in which the exchange of plants and animals around the world in the late 15th and the 16th centuries affected European, Asian, African, and American Indian societies and commerce.</p> <p>The examinee will demonstrate understanding of why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on Native American populations.</p> <p>The examinee will demonstrate understanding of major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe.</p> <p>The examinee will demonstrate understanding of the discontent among Europeans with the late medieval Church and of the the beliefs and ideas of the leading Protestant reformers.</p> <p>The examinee will demonstrate understanding of principal Enlightenment ideas, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education.</p> <p>The examinee will demonstrate understanding of major types of European activity and control in the Americas: large territorial empires, plantation colonies, and settler colonies.</p>

<p>Assessment Limits / Content Constraints</p>	<ul style="list-style-type: none"> <li>• Explain the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas.</li> <li>• Describe the political and military collision between the Spanish and the Aztec and Inca empires, and explain why these empires collapsed.</li> <li>• Explain ways in which the exchange of plants and animals around the world in the late 15th and the 16th centuries affected European, Asian, African, and American Indian societies and commerce.</li> <li>• Describe why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on Native American populations.</li> <li>• Explain major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe.</li> <li>• Describe discontent among Europeans with the late medieval Church, and describe the beliefs and ideas of the leading Protestant reformers.</li> <li>• Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education.</li> <li>• Describe and compare major types of European activity and control in the Americas: large territorial empires, plantation colonies, and settler colonies.</li> </ul>
<p>DOK(s)</p>	<p>2, 3</p>
<p>Stimulus</p>	<p>Item may include stimuli such as diagrams, descriptions of 100 words or less, and thematic maps. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.</p>
<p>Sample Item Stem(s)</p>	<p>Which statement <u>best</u> describes the Colombian Exchange between Europe and the Americas?</p> <p>[Given a scenario about the Enlightenment] Explain <u>two</u> major ideas that emerged from the Enlightenment.</p>

### Sample Item

Enlightenment philosophy in the 18th century challenged traditional authority and called for a society based on liberty, equality, and human reason. Which statement describes an effect of the Enlightenment in Europe?

- A. It led to increased restrictions on individual rights.
- B. It led many countries to introduce democracy to their colonies.
- C. It led to increased peacetime cooperation between governments.
- D. It led many citizens to demand more rights from their government.

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH07 An Age of Revolutions, 1750–1914
<b>Standard</b>	A. The examinee understands the major global trends from 1750–1914.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France.</p> <p>The examinee will demonstrate understanding of the causes, character, and consequences of the American and French revolutions.</p> <p>The examinee will demonstrate understanding of leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and the importance of these ideas for democratic thought and institutions in the 20th century.</p> <p>The examinee will demonstrate understanding of the influence of the American, French, and Haitian revolutions, as well as late 18th-century South American rebellions, on the development of independence movements in Latin America.</p> <p>The examinee will demonstrate understanding of the characteristics of the “agricultural revolution” that occurred in England and Western Europe and its effects on population growth, industrialization, and patterns of land-holding.</p> <p>The examinee will demonstrate understanding of the connections among population growth, industrialization, urbanization and the quality of life in early 19th-century cities.</p> <p>The examinee will demonstrate understanding of the goals and policies of the Meiji state and their impact on Japan’s modernization.</p> <p>The examinee will demonstrate understanding of the unification of Germany and Italy and why these movements succeeded.</p> <p>The examinee will demonstrate understanding of the leading ideas of Karl Marx and the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe.</p> <p>The examinee will demonstrate understanding of interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century.</p> <p>The examinee will demonstrate understanding of advances in transportation, medicine, and weapons technology in Europe in the later 19th century and the importance of these factors in the success of imperial expansion.</p> <p>The examinee will demonstrate understanding of the social, economic, and intellectual sources of Indian nationalism, and the reactions of the British government to it.</p>

<p>Assessment Limits / Content Constraints</p>	<ul style="list-style-type: none"> <li>• Explain how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France.</li> <li>• Compare the causes, character, and consequences of the American and French revolutions.</li> <li>• Explain leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and the importance of these ideas for democratic thought and institutions in the 20th century.</li> <li>• Describe the influence of the American, French, and Haitian revolutions, as well as late 18th-century South American rebellions, on the development of independence movements in Latin America.</li> <li>• Describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe, and its effects on population growth, industrialization, and patterns of land-holding.</li> <li>• Explain connections among population growth, industrialization, urbanization and the quality of life in early 19th-century cities.</li> <li>• Explain the goals and policies of the Meiji state and their impact on Japan’s modernization.</li> <li>• Describe the unification of Germany and Italy, and why these movements succeeded.</li> <li>• Explain the leading ideas of Karl Marx and the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe.</li> <li>• Describe interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century.</li> <li>• Describe advances in transportation, medicine, and weapons technology in Europe in the later 19th century and the importance of these factors in the success of imperial expansion.</li> <li>• Explain the social, economic, and intellectual sources of Indian nationalism and the reactions of the British government to it.</li> </ul>
<p>DOK(s)</p>	<p>2, 3</p>
<p>Stimulus</p>	<p>Item may include stimuli such as charts, graphs, maps showing population shifts, cause-and-effect diagrams, and primary sources. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.</p>
<p>Sample Item Stem(s)</p>	<p>Identify <u>three</u> major ideas of the French Revolution. Select <u>three</u> answers.</p> <p>Which of these was a cause of the French Revolution?</p> <p>[Given a scenario about Karl Marx] Explain <u>two</u> ways the beliefs of Karl Marx affected European society.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH08 A Half-Century of Crisis and Achievement, 1900–1945
<b>Standard</b>	A. The examinee understands the major global trends from 1900 to the end of World War II.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of World War I.</p> <p>The examinee will demonstrate understanding of the role of nationalism and propaganda in mobilizing civilian populations in support of “total war” during World War I.</p> <p>The examinee will demonstrate understanding of how massive industrial production and innovations in military technology affected strategy, tactics, and scale and duration of World War I.</p> <p>The examinee will demonstrate understanding of the short-term demographic, social, economic, and environmental consequences of World War I’s unprecedented violence and destruction.</p> <p>The examinee will demonstrate understanding of the causes of the Russian Revolution of 1917 and why the revolutionary government progressed from moderate to radical.</p> <p>The examinee will demonstrate understanding of Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia.</p> <p>The examinee will demonstrate understanding of how the collapse of the German, Hapsburg, and Ottoman empires following World War I and the creation of new states affected international relations in Europe and the Middle East.</p> <p>The examinee will demonstrate understanding of how the League of Nations was founded and its promise and limitations as a vehicle for achieving lasting peace.</p> <p>The examinee will demonstrate understanding of how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade.</p> <p>The examinee will demonstrate understanding of the ideologies of fascism and Nazism and how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan.</p> <p>The examinee will demonstrate understanding of the precipitating causes of the war and the reasons for early German and Japanese victories.</p>

	The examinee will demonstrate understanding of how and why the Nazi regime perpetrated a “war against the Jews” and the devastation suffered by Jews and other groups in the Nazi Holocaust.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of World War I.</li> <li>• Describe the role of nationalism and propaganda in mobilizing civilian populations in support of “total war” during World War I.</li> <li>• Explain how massive industrial production and innovations in military technology affected strategy, tactics, and scale and duration of World War I.</li> <li>• Describe the short-term demographic, social, economic, and environmental consequences of World War I’s unprecedented violence and destruction.</li> <li>• Explain the causes of the Russian Revolution of 1917, and why the revolutionary government progressed from moderate to radical.</li> <li>• Describe Leninist political ideology, and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia.</li> <li>• Explain how the collapse of the German, Hapsburg, and Ottoman empires following World War I and the creation of new states affected international relations in Europe and the Middle East.</li> <li>• Describe how the League of Nations was founded, and its promise and limitations as a vehicle for achieving lasting peace.</li> <li>• Explain how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade.</li> <li>• Explain the ideologies of fascism and Nazism, and how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan.</li> <li>• Describe the precipitating causes of the war and the reasons for early German and Japanese victories.</li> <li>• Explain how and why the Nazi regime perpetrated a “war against the Jews,” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as charts, descriptions of 100 words or less, diagrams, and political cartoons, and primary sources. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
Sample Item Stem(s)	<p>Identify <u>three</u> main causes of World War I. Select <u>three</u> answers.</p> <p>Which of these was a cause of the Russian Revolution?</p> <p>[Given an introductory statement about World War I] Explain <u>two</u> long-term effects of World War I.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH09 The 20th Century Since 1945: Promises and Paradoxes
<b>Standard</b>	A. The examinee understands the major global trends from World War II to 1999.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how Western European countries and Japan achieved rapid economic recovery after World War II.</p> <p>The examinee will demonstrate understanding of connections between the political stabilization of Western European societies and the Marshall Plan, the European Economic Community, government planning, and the growth of welfare states.</p> <p>The examinee will demonstrate understanding of how the Communist Party rose to power in China between 1936 and 1949, and the benefits and costs of Communist policies under Mao Zedong, including the Great Leap Forward and the Cultural Revolution.</p> <p>The examinee will demonstrate understanding of the impact of World War II and postwar global politics on the rise of mass nationalist movements in Africa and Southeast Asia.</p> <p>The examinee will demonstrate understanding of the continuing growth of mass consumption of commodities and resources since World War II.</p> <p>The examinee will demonstrate understanding of how the oil crisis and its aftermath in the early 1970s revealed the extent and complexity of global economic interdependence.</p> <p>The examinee will demonstrate understanding of why the Soviet and other communist governments collapsed and the Soviet Union splintered into numerous states in the 1980s and early 1990s.</p> <p>The examinee will demonstrate understanding of the social and cultural implications of late 20<sup>th</sup>-century medical successes.</p> <p>The examinee will demonstrate understanding of connections among electronic communications, international marketing, and the emergence of popular “global culture” in the late 20th century.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how Western European countries and Japan achieved rapid economic recovery after World War II.</li> <li>• Describe connections between the political stabilization of Western European societies and the Marshall Plan, the European Economic Community, government planning, and the growth of welfare states.</li> <li>• Explain how the Communist Party rose to power in China between 1936 and 1949, and describe the benefits and costs of Communist policies under Mao Zedong, including the Great Leap Forward and the Cultural Revolution.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the impact of World War II and postwar global politics on the rise of mass nationalist movements in Africa and Southeast Asia.</li> <li>• Explain the continuing growth of mass consumption of commodities and resources since World War II.</li> <li>• Describe how the oil crisis and its aftermath in the early 1970s revealed the extent and complexity of global economic interdependence.</li> <li>• Explain why the Soviet and other communist governments collapsed and the Soviet Union splintered into numerous states in the 1980s and early 1990s.</li> <li>• Describe the social and cultural implications of recent medical successes such as the development of antibiotics and vaccines and the eradication of smallpox.</li> <li>• Explain connections among electronic communications, international marketing, and the emergence of popular “global culture” in the late 20th century.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as charts, primary sources, descriptions of 100 words or less, and graphs. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
Sample Item Stem(s)	<p>Identify <u>three</u> factors that led to economic and political stability in post-World War II Europe. Select <u>three</u> answers.</p> <p>Which statement <u>best</u> explains how the end of World War II affected mass nationalist movements in Africa?</p> <p>[Given an introductory statement about the collapse of the Soviet Union] Explain <u>two</u> reasons for the collapse of the Soviet Union.</p>

<b>Domain</b>	02_World History
<b>Subdomain</b>	HS-WH10 The 21 <sup>st</sup> Century: Challenges in a Global World
<b>Standard</b>	A. The examinee understands the major global trends since 2000.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of current global issues such as terrorism, genocide, and environmental issues.</p> <p>The examinee will demonstrate understanding of how technological changes have resulted in a more interconnected world.</p> <p>The examinee will demonstrate understanding of the effects that infectious diseases have had on the world.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain current global issues such as terrorism, genocide, and environmental issues.</li> <li>• Explain how technological changes have resulted in a more interconnected world, affecting economic and political relationships.</li> <li>• Explain the effects that infectious diseases (e.g., malaria, HIV/AIDS) have had on the world.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as descriptions of 100 words or less, thematic maps, charts, and primary sources. All items for the World History domain should provide a stimulus or short prompt for examinees to use to answer the question.
Sample Item Stem(s)	<p>Which of these is an example of genocide?</p> <p>Identify <u>one</u> major technological change that has resulted in a more interconnected world. Explain how that change has affected the economy or politics.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG01 Civic Life, Politics, and Government
<b>Standard</b>	A. The examinee should be able to explain the meaning of the terms civic life, politics, and government.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding that governments are the formal institutions with the authority to make and implement binding decisions.</p> <p>The examinee will demonstrate the ability to identify examples of formal institutions with the authority to control and direct the behaviour of people in a society.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe government as the formal institutions with the authority to make and implement binding decisions about such matters as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts.</li> <li>Identify examples of formal institutions with the authority to control and direct the behavior of people in a society, e.g., tribal councils, courts, monarchies, and democratic legislatures.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as scenarios and descriptions of 100 words or less.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> formal institutions with the power to control and direct the behavior of people in a society. Select <u>three</u> answers.</p> <p>In which form of government do rulers inherit their power and rule without being limited by a constitution?</p> <p>Which of these is a similiarity between monarchies and democratic legislatures?</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG01 Civic Life, Politics, and Government
<b>Standard</b>	B. The examinee should be able to explain the major arguments advanced for the necessity of politics and government.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of historical and contemporary ways in which governments have resolved major arguments.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe historical and contemporary examples of how governments have resolved major arguments such as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as a description of 100 words or less describing a major argument for the necessity of government (e.g. work collectively to achieve goals) and primary sources.
Sample Item Stem(s)	<p>Which of these is a way democratic governments manage domestic disputes?</p> <p>[Given a scenario about a domestic conflict] Explain <u>two</u> ways a democratic government can resolve the domestic conflict.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG01 Civic Life, Politics, and Government
<b>Standard</b>	C. The examinee should be able to explain the essential characteristics of limited and unlimited governments.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the essential characteristics of limited and unlimited governments.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe the essential characteristics of limited and unlimited governments (e.g. absolute monarchy, totalitarian state, democracy).</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as charts, scenarios, or descriptions of 100 words or less.
Sample Item Stem(s)	<p>Which of these is a characteristic of limited governments?</p> <p>[Given an introductory statement] Explain <u>one</u> similarity between limited and unlimited governments. Then explain <u>one</u> difference between limited and unlimited governments.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG01 Civic Life, Politics, and Government
<b>Standard</b>	D. The examinee should be able to explain the various purposes served by constitutions.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how constitutions set forth the structure of government, give the government power, and establish the relationship between the people and their government.</p> <p>The examinee will demonstrate understanding of how constitutions may limit a government's power in order to protect individual rights and promote the common good.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how constitutions set forth the structure of government, give the government power, and establish the relationship between the people and their government.</li> <li>• Explain how constitutions may limit government's power in order to protect individual rights and promote the common good, giving historical and contemporary examples.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as text from primary sources, such as the Preamble to the U.S. Constitution, which establishes consent of the governed.
<b>Sample Item Stem(s)</b>	<p>Which of these describes one way constitutions may limit a government's power in order to protect individual rights?</p> <p>[Given an introductory statement about limited governments and constitutions] Explain <u>one</u> way constitutions protect individual rights. Then explain <u>one</u> way constitutions promote the common good.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG01 Civic Life, Politics, and Government
<b>Standard</b>	E. The examinee should be able to describe the major characteristics of systems of shared powers (presidential) and of parliamentary systems.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of the major characteristics of systems of shared powers.</p> <p>The examinee will demonstrate the ability to identify historical and contemporary examples of parliamentary systems and systems of shared powers.</p> <p>The examinee will demonstrate understanding of the advantages and disadvantages of systems of shared powers and parliamentary systems.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe the major characteristics of systems of shared powers, e.g., in the United States and Brazil, powers are separated among branches; each branch has primary responsibility for certain functions (legislative, executive, and judicial). Each branch also shares some of the powers and functions of the other branches (e.g., legislatures may pass laws, but the executive may veto them; the executive nominates certain public officials, but the legislature must approve them; legislatures may pass laws, but in many countries the judiciary may declare them unconstitutional).</li> <li>Identify historical and contemporary examples of parliamentary systems and systems of shared powers.</li> <li>Explain the relative advantages and disadvantages of systems of shared powers and parliamentary systems in terms of the purposes of constitutional government.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as descriptions of 100 words or less, scenarios, diagrams, and flowcharts.
Sample Item Stem(s)	Which statement <u>best</u> describes one way the executive branch can check the power of the legislative branch?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG02 Foundations of the American Political System
<b>Standard</b>	A. The examinee should be able to explain the central ideas of American constitutional government and their history.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of major historical events that led to the creation of limited government in the United States.</p> <p>The examinee will demonstrate understanding of the importance of the central ideas of natural rights in the creation of American constitutional government.</p> <p>The examinee will demonstrate understanding of the major ideas about republican government that influenced the development of the United States Constitution.</p> <p>The examinee will demonstrate understanding of the central ideas of American constitutional government.</p> <p>The examinee will demonstrate understanding of how major features of the Constitution have helped shape American society.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe major historical events that led to the creation of limited government in the United States, e.g., in England, Magna Carta (1215), common law, and the Bill of Rights (1689); in the United States, colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and Bill of Rights (1791).</li> <li>Explain the importance of the central ideas of natural rights in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings, and that the major purpose of government is to protect those rights.</li> <li>Explain the major ideas about republican government that influenced the development of the United States Constitution, e.g., the concept of representative government, the importance of civic virtue or concern for the common good.</li> <li>Explain the central ideas of American constitutional government such as popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish governments; the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers among different branches of the national government, between the national government and the states, and between the people and the government; the Constitution as a “higher law” that authorizes and legitimizes an “energetic” and effective government of limited powers; and the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals.</li> <li>Explain how major features of the Constitution, such as federalism and the Bill of Rights, have helped to shape American society.</li> </ul>

DOK(s)	2
Stimulus	Item may include stimuli such as a list of constitutional amendments that protect natural rights, excerpts from primary source documents, scenarios, and photographs showing someone demonstrating a right.
Sample Item Stem(s)	Which of these led to the creation of limited government in the United States?  [Given an introductory statement about the American colonial experience and the creation of limited government] Explain <u>two</u> ways the American colonial experience led to the creation of limited government in the United States.

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG02 Foundations of the American Political System
<b>Standard</b>	B. The examinee should be able to explain how the following characteristics tend to distinguish American society from most other societies.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of important factors that have helped shape American society, such as religion, social structure, geography, economics, and education.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain important factors that have helped shape American society, such as absence of a nobility or an inherited caste system; religious freedom; a history of slavery; the Judeo-Christian ethic; relative geographic isolation; abundance of land and widespread ownership of property; social, economic, and geographic mobility; effects of a frontier; large-scale immigration; diversity of the population; individualism; work ethic; market economy; relative social equality; universal public education.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as a lead-in statement that briefly explains that there are many characteristics that distinguish American society from other societies. Item may include additional stimuli such as primary or secondary sources.
Sample Item Stem(s)	<p>Which statement <u>best</u> explains how universal public education affected American political culture?</p> <p>Identify <u>one</u> important characteristic that helped distinguish American society from other societies in the late 18th century. Then explain how that characteristic helped shape American society.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG02 Foundations of the American Political System
<b>Standard</b>	C. The examinee should be able to explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will demonstrate understanding of the shared ideas and values of American political culture as set forth in historical American documents and landmark Supreme Court cases.
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Explain the shared ideas and values of American political culture as set forth in basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights, as well as other sources such as Federalist and Anti-Federalist writings, the Declaration of Sentiments of the Seneca Falls Convention of 1848, Abraham Lincoln's "Gettysburg Address," Woodrow Wilson's "Fourteen Points," Franklin Roosevelt's "Four Freedoms," Martin Luther King's "Letter from Birmingham Jail," and many landmark decisions of the Supreme Court of the United States.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as an excerpt or description of one of the documents listed in the assessment limits. Note: Speeches written by Martin Luther King, Jr., should be avoided due to permissions issues.
<b>Sample Item Stem(s)</b>	<p>Which shared American political idea is set forth in the Preamble to the Constitution of the United States?</p> <p>[Given an excerpt from the Declaration of Sentiments of the Seneca Falls Convention] Explain <u>one</u> way natural rights is expressed in the Declaration of Sentiments of the Seneca Falls Convention. Then explain <u>one</u> way that natural rights were violated by the United States in the 19th century.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG02 Foundations of the American Political System
<b>Standard</b>	D. The examinee should be able to explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of what defines a <i>republic</i>.</p> <p>The examinee will demonstrate understanding of the major ideas of republicanism.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Define a <i>republic</i> as a state in which the citizenry as a whole is considered sovereign but which is governed by elected representatives rather than directly by the people, as in direct democracy.</li> <li>Explain major ideas of republicanism, e.g., government of a republic seeks the public or common good rather than the good of a particular group or class of society; “civic virtue” of citizens is essential; civic virtue means that citizens put the public or common good above their private interests.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as a list of characteristics of republics or an example of a citizen displaying civic virtue.
<b>Sample Item Stem(s)</b>	Which of these is an example of a citizen displaying civic virtue?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG02 Foundations of the American Political System
<b>Standard</b>	E. The examinee should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy and in which fundamental values and principles may be in conflict.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the fundamental values that are widely considered to be essential to American civic life.</p> <p>The examinee will demonstrate understanding of historical and contemporary issues that involve conflicts among fundamental values and principles.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the following values that are widely considered to be fundamental to American civic life: individual rights (e.g., life, liberty, property, and the pursuit of happiness), the public or common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism.</li> <li>• Describe historical and contemporary issues that involve conflicts among fundamental values and principles, and explain how these conflicts might be resolved (e.g., liberty and equality, liberty and authority, individual rights and the common good).</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as diagrams, charts, political cartoons, and primary sources.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> principles of American constitutional democracy. Select <u>three</u> answers.</p> <p>Which statement <u>best</u> explains why civic virtue is important in a republic?</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	A. The examinee should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will demonstrate understanding of how the overall design and specific features of the Constitution are intended to disperse power among different levels, allowing for a responsive and effective government.
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Explain how the overall design and specific features of the Constitution are intended to aggregate power at different levels to allow government to be responsive and effective, e.g., powers granted to Congress in Article I, Section 8, disperse power among different levels of government to reduce chances of its abuse, protect individual rights and promote the common good, and balance and check powers to prevent their abuse; separated institutions with shared powers; provisions for veto and impeachment; federalism; judicial review; separation of church and state; subordination of the military to civilian control, the Bill of Rights.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as charts and primary sources.
<b>Sample Item Stem(s)</b>	<p>Which of these <u>best</u> explains why the U.S. Constitution distributes power between the national and states governments?</p> <p>[Given an excerpt from Article I of the U.S. Constitution] Identify <u>one</u> example of checks and balances in the excerpt. Then explain why checks and balances are important in American political system.</p>

## Sample Item

Read the excerpt. Then answer the question.

When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty. There is no liberty, if the power of judging be not separated from the legislative and executive powers.

—Baron de Montesquieu, *The Spirit of the Laws*, 1748

Which principle of the United States government is described by the excerpt?

- A. individual rights
- B. popular sovereignty
- C. separation of powers
- D. separation of church and state

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	B. The examinee should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the Constitution's design and features were intended to limit the power of the federal and state governments.</p> <p>The examinee will demonstrate understanding of how federalism is designed to protect individual rights.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how the Constitution's overall design and specific features were intended to place limitations on both the federal and state governments, e.g., states cannot restrict interstate commerce.</li> <li>• Explain ways in which federalism is designed to protect individual rights to life, liberty, and property and how it has at times made it possible for states to deny the rights of certain groups, e.g., states' rights and slavery, denial of suffrage to women and minority groups.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as excerpts from the U.S. Constitution.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> features from the Constitution that reflect federalism. Select <u>three</u> answers.</p> <p>Which of these is an example of federalism protecting individual rights?</p> <p>[Given an excerpt from the U.S. Constitution, Article I] Explain <u>two</u> ways the U.S. Constitution places limitations on state governments.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	C. The examinee should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the purposes, organization, and functions of the three branches of the national government.</p> <p>The examinee will demonstrate understanding of why certain constitutional provisions result in tensions among the three branches of government.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe the purposes, organization, and functions of the three branches of the national government: legislative, i.e., Congress, composed of the House of Representatives and Senate, including their committees, staffs and most prominent auxiliary agencies, e.g., the Congressional Budget Office, Library of Congress; executive, including its most prominent agencies, e.g., State, Defense, Health and Human Services, Justice, Education; and judicial, including the Supreme Court of the United States and the federal court system, and independent regulatory agencies, e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission.</li> <li>Explain why certain provisions of the Constitution result in tensions among the three branches of government, e.g., the power of the purse, the power of impeachment, advice and consent, veto power, judicial review.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as charts, diagrams, and primary sources.
<b>Sample Item Stem(s)</b>	<p>Which statement <u>best</u> explains a function of (insert branch of government)?</p> <p>[Given a scenario about conflict between the executive branch and the legislative branch] Explain how the executive branch can check the legislative branch in this scenario. Then explain why it is constitutionally important for the executive branch to check the legislative branch.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	D. The examinee should be able to evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments. The examinee should also be able to identify the major responsibilities of their state and local governments.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the limits the Constitution places on state powers.</p> <p>The examinee will demonstrate understanding of the limits the Constitution places on national powers.</p> <p>The examinee will demonstrate understanding of the powers reserved for national governments.</p> <p>The examinee will demonstrate understanding of the responsibilities assigned to state and local governments.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe the limits the United States Constitution places on the powers of the states, e.g., coining money, prohibitions against impairing interstate commerce, making treaties with foreign governments, restrictions imposed by the Fourteenth Amendment and the Bill of Rights through the process of incorporation.</li> <li>Describe the limits the United States Constitution places on the powers of the national government over state governments, e.g., the national government cannot abolish a state, the Tenth Amendment to the Constitution reserves certain powers to the states.</li> <li>Identify powers most commonly associated with state governments (reserved powers and concurrent powers).</li> <li>Identify the major responsibilities of state and local governments, and explain how those governments affect citizens' lives.</li> </ul>
<b>DOK(s)</b>	1, 2
<b>Stimulus</b>	Item may include stimuli such as excerpts from Article I, Section 8, of the U.S. Constitution, the Bill of Rights, and the Fourteenth Amendment, as well as tables indicating which level of government has which powers.

Sample Item Stem(s)	<p>Which statement describes why there are limits on state powers?</p> <p>Identify and describe <u>two</u> limits the Constitution of the United States places on the powers of the states.</p> <p>[Given an introductory statement about reserved powers] Identify <u>one</u> power reserved for the state governments. Then explain why it is important for states to have reserved powers.</p>
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### Sample Item

Read the information in the box. Then answer the question.

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.  
—Tenth Amendment to the United States Constitution

Which of these describes why the Tenth Amendment was added to the United States Constitution?

- A. to restrict state power over the people
- B. to limit the power of the federal government
- C. to allow citizens to participate in a direct democracy during local elections
- D. to allow states to invalidate federal laws that they felt were unconstitutional

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	E. The examinee should be able to evaluate, take, and defend positions on the role and importance of law in the American political system.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of historical and contemporary events and practices that illustrate the rule of law.</p> <p>The examinee will demonstrate understanding of how individual rights are protected by the judicial process.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe historical and contemporary events and practices that illustrate the central place of the rule of law, e.g., events (U.S. Supreme Court cases such as <i>Marbury v. Madison</i>, <i>Brown v. Board of Education</i>, <i>U.S. v. Nixon</i>), and practices (submitting bills to legal counsel to insure congressional compliance with constitutional limitations, higher court review of lower court compliance with the law, executive branch compliance with laws enacted by Congress).</li> <li>Explain how the individual's rights to life, liberty, and property are protected by the trial and appellate levels of the judicial process and by the principal varieties of law, i.e., constitutional, criminal, and civil law.</li> </ul>
DOK(s)	2, 3
Stimulus	Items will provide examinees with the definition of the rule of law. Item may include additional stimuli such as political cartoons, descriptions of landmark Supreme Court decisions, and scenarios.
Sample Item Stem(s)	Which scenario describes an example of the rule of law in action?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	F. The examinee should be able to evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the importance of the right to due process of law for individuals accused of crimes.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain the importance of the right to due process of law for individuals accused of crimes, e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal.</li> </ul>
DOK(s)	2
Stimulus	Items will provide examinees with the definition of due process. Item may include additional stimuli such as primary sources and scenarios.
Sample Item Stem(s)	Identify <u>three</u> rights of an individual accused of a crime. Select <u>three</u> answers.

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	G. The examinee should be able to evaluate, take, and defend positions about how the public agenda is set.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of ways in which the public agenda is shaped by groups and individuals.</p> <p>The examinee will demonstrate understanding of ways in which individual citizens help shape the public agenda.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, and individual citizens.</li> <li>Explain how individuals can help to shape the public agenda, e.g., by joining interest groups or political parties, by making presentations at public meetings, by writing letters to newspapers and government officials.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as scenarios.
Sample Item Stem(s)	<p>Identify <u>three</u> ways individuals can shape the public agenda. Select <u>three</u> answers.</p> <p>Which statement <u>best</u> explains how the media influences public policy?</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	H. The examinee should be able to evaluate, take, and defend positions about the role of public opinion in American politics.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of ways in which the media and government influence public opinion.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe ways that government and the media influence public opinion.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as primary sources and scenarios.
Sample Item Stem(s)	<p>Which statement describes an example of a way in which the media may influence public opinion?</p> <p>[Given a scenario about the media influencing public opinion on a political issue] Explain how the media may influence public opinion on the issue described in the scenario. Then explain how the media affecting public opinion on a policy issue could have a negative effect.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	I. The examinee should be able to evaluate, take, and defend positions on the influence of the media on American political life.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the role the media plays in American politics.</p> <p>The examinee will demonstrate understanding of how national, state, and local officials use the media to communicate with citizens.</p> <p>The examinee will demonstrate understanding of how to evaluate historical and contemporary political communication using criteria such as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe the role of television, radio, the press, newsletters, and emerging means of communication in American politics.</li> <li>• Explain how Congress, the president, and state and local public officials use the media to communicate with the citizenry.</li> <li>• Evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, appeals to bias or prejudice, e.g., speeches such as Lincoln’s “House Divided,” Sojourner Truth’s “Ain’t I a Woman?,” Chief Joseph’s “I Shall Fight No More Forever,” Roosevelt’s “Four Freedoms,” Martin Luther King Jr.’s “I Have a Dream”; government wartime information programs; campaign advertisements; political cartoons.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as primary sources such as those listed in the assessment limits and scenarios.
<b>Sample Item Stem(s)</b>	<p>Which of these is one way Congress uses the media to communicate with citizens?</p> <p>Explain <u>two</u> ways in which the president uses the media to communicate with citizens.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	J. The examinee should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the origins and development of the two-party political system in the United States.</p> <p>The examinee will demonstrate understanding of the role of political parties in the United States.</p> <p>The examinee will demonstrate understanding of why political parties in the United States are weaker today than at times in the past.</p> <p>The examinee will demonstrate understanding of the various types of elections.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe the origins and development of the two-party system in the United States.</li> <li>Describe the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.</li> <li>Explain why political parties in the United States are weaker today than they have been at some times in the past.</li> <li>Describe varied types of elections, e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as a scenario in which a political party is channeling public opinion, primary and secondary sources, and tables.
<b>Sample Item Stem(s)</b>	Which statement <u>best</u> explains why political parties in the United States are weaker today than they have been at some times in the past?

### Sample Item

In the United States, eligible voters cast ballots in a number of different types of elections. Which scenario describes an individual voting in a primary election?

- A. A woman votes for candidates to fill a variety of public offices.
- B. A woman votes on whether to remove a public official from office.
- C. A woman votes on a proposed law that was suggested by voters in a voter petition drive.
- D. A woman votes for a slate of candidates who will represent her political party in an upcoming election.

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy
<b>Standard</b>	K. The examinee should be able to evaluate, take, and defend positions about the formation and implementation of public policy.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of a current public policy issue at the local, state, or national level.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe a current issue of public policy at local, state, or national level, and identify the major groups interested in that issue and explain their positions; identify the points at which citizens can monitor or influence the process of public policy formation; explain the processes by which public policy concerning that issue is formed and carried out.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as diagrams, flow charts, and mock newspaper articles.
Sample Item Stem(s)	<p>[Given a newspaper article about a public policy] Based on the newspaper article, at what point would citizens be <u>most likely</u> to influence public policy formation?</p> <p>[Given a scenario about a public policy issue] Explain <u>two</u> ways citizens can influence the development of the public policy in the scenario.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG04 Relationship of the United States to Other Nations and to World Affairs
<b>Standard</b>	A. The examinee should be able to explain how nation-states interact with each other.
<b>Emphasis Level</b>	Medium
Evidence Statements	The examinee will demonstrate understanding of the most important means used by nation-states to interact with one another.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe the most important means nation-states use to interact with one another: trade, diplomacy, treaties, agreements, international law, economic incentives and sanctions, and military force and the threat of force.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as scenarios and primary sources.
Sample Item Stem(s)	<p>Identify <u>three</u> methods used by nation-states to interact with one another. Select <u>three</u> answers.</p> <p>Which statement <u>best</u> explains why international law is important in how countries interact with one another?</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG04 Relationship of the United States to Other Nations and to World Affairs
<b>Standard</b>	B. The examinee should be able to evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.
<b>Emphasis Level</b>	Medium
Evidence Statements	The examinee will demonstrate understanding of the purposes and functions of major governmental international organizations.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Describe the purposes and functions of the major governmental international organizations (e.g., United Nations, NATO, World Court, Organization of American States), and identify which organization would most likely intervene in various scenarios.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as a scenario in which a governmental international organization would need to intervene; charters from the organizations listed in the assessment limits; tables, lists, and mock newspaper articles.
Sample Item Stem(s)	Which of these organizations was formed to prevent a common threat?

## Sample Items

Look at the chart. Then answer the questions.

Organization	Functions
United Nations (UN)	An international organization established to maintain global peace and to promote social progress and human rights
North Atlantic Treaty Organization (NATO)	A military and political alliance of countries in Europe and North America formed to counter Soviet expansion by agreeing to act together in the defense of all member nations
Organization of the Petroleum Exporting Countries (OPEC)	A group of mostly Arab nations that sell oil to other nations and work together to regulate the price and supply of oil
European Union (EU)	A group of European nations established to coordinate monetary and economic policies
World Trade Organization (WTO)	An international organization dealing with the rules of trade among nations

Which of these organizations was formed to prevent a common threat?

- A. NATO
- B. OPEC
- C. EU
- D. WTO

Which of these would be the best title for the chart?

- A. International Defense Organizations
- B. International Economic Organizations
- C. Examples of Ways Nations Cooperate
- D. Examples of Ways Nations Combat Poverty

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG04 Relationship of the United States to Other Nations and to World Affairs
<b>Standard</b>	C. The examinee should be able to evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the process by which United States foreign policy is made.</p> <p>The examinee will demonstrate understanding of how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the public, and the media.</li> <li>Explain how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world, e.g., long-standing commitments to certain nations, lobbying efforts of domestic groups, economic needs.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as primary and secondary sources.
<b>Sample Item Stem(s)</b>	Which of these is an example of domestic politics interfering with the ability of the United States to act in the world?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG04 Relationship of the United States to Other Nations and to World Affairs
<b>Standard</b>	D. The examinee should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations.
<b>Emphasis Level</b>	Medium
Evidence Statements	The examinee will demonstrate understanding of the effects that significant American political developments have on other countries.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain the effects on other nations of significant American political developments, e.g., immigration policies; opposition to communism; promotion of human rights; foreign trade; economic, military, and humanitarian aid.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as primary and secondary sources or a scenario showing an example of an American political development that impacts other nations.
Sample Item Stem(s)	Which statement explains how changes to United States immigration policies affect other nations?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	A. The examinee should be able to explain the meaning of citizenship in the United States.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the meaning and rights of citizenship in the United States.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain the idea that citizenship is a legally recognized membership in a self-governing community; confers full membership in a self-governing community; has no degrees of citizenship nor tolerates legally recognized states of inferior citizenship; confers equal rights under the law; is not dependent on inherited, involuntary groupings such as race, ethnicity, or ancestral religion; and confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries.</li> </ul>
DOK(s)	2
Stimulus	Stimulus may include mock newspaper articles, scenarios, and primary sources
Sample Item Stem(s)	Which of these is a right of citizens in the United States?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	B. The examinee should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the differences between citizens and noncitizens and the process by which noncitizens may become citizens.</p> <p>The examinee will demonstrate understanding of the process used to admit individuals to citizenship.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the distinction between citizens and noncitizens and the process by which noncitizens may become citizens.</li> <li>• Explain the criteria used for admission to citizenship in the United States: residence in the United States for five years; ability to read, write, and speak English; proof of good moral character; knowledge of the history of the United States; and knowledge of and support for the values and principles of American constitutional government.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as flow charts detailing part(s) of the naturalization process or lists of the criteria for admission to citizenship in the United States.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> steps that must be met in the United States naturalization process. Select <u>three</u> answers.</p> <p>Which of these is a distinction between citizens and noncitizens (aliens) in the United States?</p> <p>What are the requirements for becoming a naturalized citizen of the United States?</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	C. The examinee should be able to evaluate, take, and defend positions on issues regarding personal rights.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the importance to individuals and to society of personal rights.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain the importance to the individual and to society of such personal rights as freedom of thought and conscience; privacy and personal autonomy; freedom of expression and association; freedom of movement and residence; and the right to due process of law and equal protection of the law.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as primary sources (including quotes) and scenarios.
Sample Item Stem(s)	Which statement <u>best</u> explains why the right of due process is important in a democracy?

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	D. The examinee should be able to evaluate, take, and defend positions on issues regarding political rights.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of major documentary statements of political rights.</p> <p>The examinee will demonstrate understanding of the importance of political rights to the individual and society.</p> <p>The examinee will demonstrate understanding of how political rights are secured by the Constitution, rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Identify the major documentary statements of political rights: the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, civil rights legislation, and court decisions.</li> <li>Explain the importance to the individual and society of such political rights as freedom of speech, press, assembly, and petition; and the right to vote and run for public office.</li> <li>Explain how political rights are secured by constitutional government, the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.</li> </ul>
<b>DOK(s)</b>	1, 2
<b>Stimulus</b>	A brief lead-in could explain that several documents include statements of political rights, primary sources, or images depicting people exercising a right.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> major documentary statements of political rights. Select <u>three</u> answers.</p> <p>Which statement describes how political rights are secured in the United States?</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	E. The examinee should be able to evaluate, take, and defend positions on issues regarding economic rights.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of contemporary issues that involve economic rights.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as primary and secondary sources, scenarios, or descriptions of 100 words or less.
Sample Item Stem(s)	<p>Which statement <u>best</u> explains why copyrights are important?</p> <p>Explain <u>two</u> ways the minimum wage involves economic rights.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	F. The examinee should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the argument that all rights have limits.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Explain the argument that all rights have limits.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as primary and secondary sources or a scenario showing an example of a right that has limits.
Sample Item Stem(s)	<p>Which statement <u>best</u> explains a reason that rights may be limited?</p> <p>[Given a scenario about limiting rights (e.g., private property rights)] Explain <u>one</u> reason that the country has private property rights. Then explain <u>one</u> reason that a person wanting to build on his property should have restrictions on his right to use his private property as he wants.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	G. The examinee should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the difference between personal and civic responsibilities and the tensions that may arise between them.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as primary and secondary sources, as well as scenarios.
Sample Item Stem(s)	<p>Which statement <u>best</u> describes the difference between personal responsibilities and civic responsibilities?</p> <p>[Given an introductory statement about the differences between personal and civic responsibilities] Identify <u>one</u> civic responsibility. Then explain why this is a civic responsibility and not a personal responsibility.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	H. The examinee should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the importance of civic responsibilities for the individual and society in American constitutional democracy.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain the importance for the individual and society of obeying the law, being informed and attentive to public issues, monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, and performing public service.</li> </ul>
DOK(s)	2
Stimulus	Item may include stimuli such as primary and secondary sources, as well as scenarios.
Sample Item Stem(s)	<p>Which of these explains why it is important for individuals to obey the law?</p> <p>[Given a scenario about citizens being informed about a public issue] Explain <u>two</u> reasons that it is important for citizens to be informed about the public issue in the scenario.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	I. The examinee should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will demonstrate understanding of the importance of respecting the rights and choices of other individuals.
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Explain the meaning and importance of respect for the rights and choices of individuals—even beyond the legally enforceable rights guaranteed by the Constitution—such as holding and advocating differing ideas and joining associations to advance their views.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as primary and secondary sources or scenarios.
<b>Sample Item Stem(s)</b>	<p>Which statement explains one reason it is important to respect the choices of others?</p> <p>[Given a scenario about an action of joining an association supporting political opposition to government policies] Explain why this action is guaranteed by the U.S. Constitution. Then explain why it is important for this action to be guaranteed by the U.S. Constitution.</p>

<b>Domain</b>	03_Civics and Government
<b>Subdomain</b>	HS-CG05 Role of the Citizen in American Democracy
<b>Standard</b>	J. The examinee should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will demonstrate understanding of historical and contemporary examples of citizen movements seeking to expand liberty, to ensure the equal rights of citizens, and to realize other values fundamental to American constitutional democracy.
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Describe historical and current examples of citizen movements seeking to expand liberty, to ensure the equal rights of all citizens, and to realize other values fundamental to American constitutional democracy, such as the suffrage and civil rights movements.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as primary sources, including political cartoons.
<b>Sample Item Stem(s)</b>	<p>Which statement <u>best</u> explains how the civil rights movement sought to expand equality to all citizens?</p> <p>Identify and describe <u>one</u> historical example of a citizen movement that sought to insure the equal rights of all citizens.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE01 World in Spatial Terms
<b>Standard</b>	A. The examinee should be able to use maps and other geographic tools to gather information and draw conclusions.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the purpose and use of various map projections.</p> <p>The examinee demonstrate understanding of the use of lines of latitude and longitude to determine locations.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe the purpose and use of various map projections.</li> <li>• Use lines of latitude and longitude to determine locations.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as maps.
<b>Sample Item Stem(s)</b>	Which statement describes one purpose for a physical map?

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE01 World in Spatial Terms
<b>Standard</b>	B. The examinee should be able to use mental maps to answer complex geographic problems.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of physical characteristics, such as climate and the availability of water, that affect where people choose to live.</p> <p>The examinee will demonstrate understanding of how the spatial organization of people and places can be used to predict trends.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Identify the common physical characteristics that affect where people settle.</li> <li>• Analyze spatial organization of people and places to predict trends.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as maps or descriptions of places.
<b>Sample Item Stem(s)</b>	[Given a physical map] Which physical feature on the map <u>most likely</u> affected where people settled?

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE02 Places and Regions
<b>Standard</b>	A. The examinee should be able to explain how places are characterized by both physical and human characteristics.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how cultural characteristics of regions, such as language and religion, influence the development of that region.</p> <p>The examinee will demonstrate understanding of how physical characteristics of a region, such as climate and landforms, influence the development of that region.</p> <p>The examinee will demonstrate understanding of the connections between various types of regional systems.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how cultural characteristics of regions influence the development of that region.</li> <li>• Explain how physical characteristics of a region influence the development of that region.</li> <li>• Compare various types of organizations of, and connections between regional systems.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as charts, graphs, descriptions of 100 words or less, and maps.
<b>Sample Item Stem(s)</b>	[Given a chart describing characteristics of the southwestern United States] Based on the chart, which cultural characteristic <u>most likely</u> influenced the development of the region?

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE02 Places and Regions
<b>Standard</b>	B. The examinee should be able to describe how regions are formed and what makes them distinct.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the criteria used to define a region can change over time.</p> <p>The examinee will demonstrate understanding of the physical and human characteristics that define a region.</p> <p>The examinee will demonstrate understanding of how physical and cultural characteristics of regions can influence events.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain how the criteria used to define a region can change.</li> <li>• Identify the factors that can describe a region, such as physical characteristics, landforms, and climate, as well as human characteristics including language, religion, and economics activities.</li> <li>• Explain how physical and cultural aspects of places and regions can influence events.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as charts, graphs, descriptions of 100 words or less, and maps.
<b>Sample Item Stem(s)</b>	Which statement describes an example of how the criteria used to define a region can change over time?

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE02 Places and Regions
<b>Standard</b>	C. The examinee should be able to describe how physical and human characteristics of places and regions change over time.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of how global interdependence changes the way people view different regions.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Explain how global interdependence changes the view of places and regions.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as descriptions of 100 words or less, photographs, and timelines.
Sample Item Stem(s)	<p>Which statement <u>best</u> explains how global interdependence has affected perceptions of the Middle East?</p> <p>Identify <u>one</u> example of how global interdependence can change the view of a region. Then explain how global interdependence led to the change.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE03 Physical Systems
<b>Standard</b>	A. The examinee should be able to describe how physical processes have shaped Earth's surface and human settlement.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of different regions based on their physical characteristics.</p> <p>The examinee will demonstrate understanding of the physical features that influence development of regions and historical events.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Define and describe regions based on physical characteristics such as landforms and climate.</li> <li>Identify physical features, landforms, and climate that influence development and historical events.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as charts, graphs, and maps.
<b>Sample Item Stem(s)</b>	[Given a chart showing physical features] Which of these regions is described by the physical characteristics in the chart?

### Sample Item

Read the list in the box. Then answer the question.

- |   |
|---|
| <ul style="list-style-type: none"> <li>Hot, dry climate</li> <li>Low precipitation</li> <li>Deserts created by mountains and winds</li> <li>Large amounts of oil and natural gas</li> </ul> |
|---|

Which geographic region is described by the list in the box?

- A. Middle East
- B. Great Plains
- C. Southeast Asia
- D. Amazon River Basin

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE03 Physical Systems
<b>Standard</b>	B. The examinee should be able to describe how environmental changes can affect ecosystems.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how environmental events, such as floods and storms, impact the economy.</p> <p>The examinee will demonstrate understanding of the effects of global environmental issues and acid rain.</p> <p>The examinee will demonstrate understanding of the ways in which technology affects the physical environment.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the economic effects of environmental changes and crises from events such as floods, storms, and drought.</li> <li>• Describe global environmental issues (e.g. global warming, climate change) and acid rain.</li> <li>• Explain the impact of technology on the physical environment.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as cause-and-effect diagrams, descriptions of 100 words or less, graphs, and thematic maps.
<b>Sample Item Stem(s)</b>	<p>Which statement <u>best</u> explains the effect of acid rain?</p> <p>Describe <u>two</u> economic effects that can result from a drought.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE04 Human Systems
<b>Standard</b>	A. The examinee should be able to identify and explain how factors such as technology, politics, the economy, the environment, and history have influenced population distribution.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the connections between the availability of resources, economic activities, and where people choose to settle.</p> <p>The examinee will demonstrate understanding of changes in patterns of the distribution of resources and population around the world over time.</p> <p>The examinee will demonstrate understanding of the factors that contribute to human migration.</p> <p>The examinee will demonstrate understanding of how migration affects physical and human systems.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Explain the connection between the location of resources, population distribution, and economic activities.</li> <li>• Identify changes in patterns of distribution (for example, resources and population) over time around the world.</li> <li>• Describe the political, economic, social, and environmental factors that contribute to human migration.</li> <li>• Explain the impact of migration on physical and human system.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, graphs, and maps.
<b>Sample Item Stem(s)</b>	<p>[Given a map showing population distribution around the world] Based on the map, where do <u>most</u> people live?</p> <p>[Given a scenario about migration in China from rural to urban areas] Explain <u>two</u> ways the migration of people from rural to urban areas in China has affected China's environment.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE04 Human Systems
<b>Standard</b>	B. The examinee should be able to identify and describe the characteristics of cultures.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the characteristics of regions that influence cultural development.</p> <p>The examinee will demonstrate understanding of why cultural awareness is important in an interdependent world.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Identify the cultural characteristics of regions that influence cultural development.</li> <li>Explain why the awareness of cultures is important in an interdependent world.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less, charts, and graphs, and primary sources.
<b>Sample Item Stem(s)</b>	<p>Which statement describes an example of why cultural awareness is important in an interdependent world?</p> <p>[Given an introductory statement about cultural characteristics of regions that influence cultural development] Identify and explain <u>two</u> cultural characteristics of regions that influence cultural development.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE04 Human Systems
<b>Standard</b>	C. The examinee should be able to evaluate the functions of settlements over time.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the ways in which patterns of distribution and the arrangements of settlements change over time.</p> <p>The examinee will demonstrate understanding of the ways urbanization impacts physical and human systems.</p> <p>The examinee will demonstrate understanding of the causes and geographic impacts of change in urban areas.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe the changes in patterns of distribution and the arrangement of settlements over time.</li> <li>• Describe the physical and human impacts of urbanization.</li> <li>• Describe the causes and geographic impact of change in urban areas.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as graphs and maps.
<b>Sample Item Stem(s)</b>	[Given a graph showing changes in urban population] Which of these <u>most likely</u> led to the change in urban population shown on the graph?

### Sample Item

Read the information in the box. Then answer the question.

Urbanization in the United States is an ongoing process. The 2010 United States Census found that 80.7% of citizens live in urban areas—more than four times the 19.3% of citizens who live in rural areas.

Identify and explain two geographic effects of the urbanization process.

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE04 Human Systems
<b>Standard</b>	D. The examinee should be able to describe how conflict and cooperation influence the division of Earth's surface.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the social, political, and economic divisions of the Earth's surface.</p> <p>The examinee will demonstrate understanding of how interactions between people in different regions are affected by the allocation of control of the Earth's surface.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Analyze the social, political, and economic divisions of the Earth's surface.</li> <li>Explain how interactions between people in different regions are affected by the allocation of control of Earth's surface.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs and maps.
<b>Sample Item Stem(s)</b>	<p>Which of these explains one way that conflict and cooperation between people can influence the division of the Earth's surface?</p> <p>[Given an introductory statement about European imperialism in Africa] Explain <u>two</u> ways in which European imperialism affected the political development of Africa.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE05 Environment and Society
<b>Standard</b>	A. The examinee should be able to explain the impact of human changes on the environment.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of the ways in which human actions modify the physical environment.</p> <p>The examinee will demonstrate understanding of the ways in which technology impacts the environment.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Identify and describe human actions that modify the physical environment.</li> <li>Explain the impact of technology on the environment.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as descriptions of 100 words or less, graphs, photographs, and mock newspaper articles.
Sample Item Stem(s)	<p>[Given a photograph showing an example of how human actions changed the environment] Which statement describes the human action shown in the photograph?</p> <p>[Given an introductory statement about dams] Explain <u>two</u> ways dams impact the environment.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE05 Environment and Society
<b>Standard</b>	B. The examinee should be able to describe how the physical environment provides opportunities and hindrances on human activities.
<b>Emphasis Level</b>	High
Evidence Statements	<p>The examinee will demonstrate understanding of how people view and react to natural hazards.</p> <p>The examinee will demonstrate understanding of the ways in which environmental changes such as floods, storms, and droughts affect society and the economy.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Describe how people view and react to natural hazards.</li> <li>• Describe the social and economic effects of environmental change resulting from floods, storms, and drought.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as descriptions of 100 words or less and thematic maps.
Sample Item Stem(s)	<p>Which of these is an economic result of droughts?</p> <p>Describe <u>one</u> social and <u>one</u> economic effect caused by a flood.</p>

<b>Domain</b>	04_Geography
<b>Subdomain</b>	HS-GE05 Environment and Society
<b>Standard</b>	C. The examinee should be able to describe the changes that occur in the use, distribution, and importance of a resource.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of resources and determine which are renewable and which are nonrenewable.</p> <p>The examinee will demonstrate understanding of the relationship between the exploration, colonization, and settlement of different regions of the world and the availability of natural resources.</p> <p>The examinee will demonstrate understanding of how the distribution of resources affects patterns of human settlement around the world.</p> <p>The examinee will demonstrate understanding of the factors that affect the use and conservation of natural resources.</p> <p>The examinee will demonstrate understanding of the restrictions nations place upon the use of natural resources.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe and identify the resources that are renewable and nonrenewable.</li> <li>• Describe the relationship between exploration, colonization, and settlement of different regions of the world and natural resources.</li> <li>• Describe the characteristics and patterns of human settlement around the world and how the distribution of resources affects these patterns.</li> <li>• Identify the factors that affect the use and conservation of natural resources.</li> <li>• Identify the programs and policies nations impose related to the use of natural resources.</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Item may include stimuli such as descriptions of 100 words or less and thematic maps.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> factors that affect human settlement patterns. Select <u>three</u> answers.</p> <p>Which of these is a renewable resource?</p>

### Sample Item

Look at the chart. Then answer the question.

Some European Colonies in North America—1600s

European Country	Location of Colonies	Primary Goals
France	Present-day Canada	<ul style="list-style-type: none"> <li>• To find a water route to Asia</li> <li>• To make a profit from fur trading</li> </ul>
Great Britain	East coast of North America	<ul style="list-style-type: none"> <li>• To find a water route to Asia</li> <li>• To make a profit from producing agricultural goods, fishing, ship building, and lumber</li> <li>• To search for gold and silver</li> </ul>
Spain	Southwestern region of North America	<ul style="list-style-type: none"> <li>• To search for gold and silver</li> <li>• To set up Catholic missions</li> </ul>

Based on the chart, what was the main reason European countries established colonies in North America in the 1600s?

- A. to spread democratic ideals
- B. to control trade routes to Asia
- C. to convert native populations to Christianity
- D. to gain control of valuable natural resources

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC01 Basic Economics
<b>Standard</b>	A. Scarcity: Identify what is gained and what is given up when choices are made.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will demonstrate understanding of how opportunity cost affects the decision-making process.
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>The opportunity cost of an activity is the value of the best alternative that would have been chosen instead. It includes what would have been done with the money spent and the time and other resources used in undertaking the activity.</li> </ul> <p>Possible topics related to scarcity of resources include:</p> <ul style="list-style-type: none"> <li>Productive resources are the natural resources, human resources, and capital goods available to make goods and services.</li> <li>Natural resources, such as land, are “gifts of nature”; they are present without human intervention.</li> <li>Human resources are the people who do the mental and physical work to produce goods and services.</li> <li>Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as scenarios, graphs, and tables.
<b>Sample Item Stem(s)</b>	<p>Which of these explains the relationship between human capital and productivity?</p> <p>[Given a scenario about a farmer trying to make a decision about growing crops based on opportunity cost] Define the term <i>opportunity costs</i>. Then explain the opportunity cost of the farmer growing one of the crops.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC01 Basic Economics
<b>Standard</b>	B. Incentives: Identify incentives that affect people’s behavior and explain how incentives affect their own behavior.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how incentives usually affect people’s behavior in predictable ways.</p> <p>The examinee will demonstrate understanding of how incentives affect their own behavior in predictable ways.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Responses to incentives are usually predictable because people normally pursue their self-interest or deviate from their self-interest in consistent ways.</li> <li>• Changes in incentives usually cause people to change their behavior in predictable ways.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as scenarios and cause-and-effect diagrams.
<b>Sample Item Stem(s)</b>	<p>Which statement <u>best</u> explains how negative incentives affect saving decisions?</p> <p>[Given a description of an incentive] How would <u>most</u> consumers respond to the incentive or the purpose of the incentive?</p> <p>[Given a scenario about a person needing to make spending decision] Explain <u>two</u> possible positive incentives to make the spending decision.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC01 Basic Economics
<b>Standard</b>	C. Allocation: Evaluate different methods of allocating goods and services by comparing the benefits to the costs of each method.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will demonstrate understanding of the ways in which different economies allocate scarce goods, services, and productive resources.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• People in all economies must address three questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?</li> <li>• National economies vary in the extent to which they rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources.</li> </ul>
DOK(s)	2, 3
Stimulus	Stimuli could include cause-and-effect diagrams and scenarios
Sample Item Stem(s)	[Given a description of some features of command economies and mixed economies] Which statement describes is a similarity between command economies and mixed economies?

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC01 Basic Economics
<b>Standard</b>	D. Decision Making: Make effective decisions as consumers, producers, savers, investors, and citizens.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the advantages and disadvantages of spending, saving, investing, and producing for consumers, savers, investors, producers, and citizens.</p> <p>The examinee will demonstrate understanding of how voters and government officials compare marginal benefits in order to determine the optimal level of a public policy program.</p> <p>The examinee will demonstrate understanding of the ways in which risk can be reduced through diversification.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Describe advantages and disadvantages to spending, saving, investing, and producing for consumers, savers, investors, producers, and citizens.</li> <li>• To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits.</li> <li>• Risk can be reduced by diversification.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Stimuli could include cause-and-effect diagrams, graphs, charts, and scenarios.
<b>Sample Item Stem(s)</b>	<p>Which of these explains why marginal costs and marginal benefits should be used to inform public policy decisions?</p> <p>[Given a scenario about an investor trying to decide how to invest money] Identify and explain <u>two</u> advantages of investing in corporate stocks instead of bonds.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC02 Trade and International Politics
<b>Standard</b>	A. Specialization: Explain the benefits of developing special skills and strengths.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how comparative advantage influences international trade.</p> <p>The examinee will demonstrate understanding of how transaction costs affect trade.</p> <p>The examinee will demonstrate understanding of how specialization affects interdependence between producers and consumers.</p> <p>The examinee will demonstrate understanding of how specialization and division of labor affect productivity.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• International trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices.</li> <li>• Transaction costs are costs (not to be confused with the price of the good or service) that are associated with the purchase of a good or service, such as the cost of locating buyers or sellers, negotiating the terms of an exchange, and insuring that the exchange occurs on the agreed upon terms. When transaction costs decrease, trade increases.</li> <li>• Greater specialization leads to increasing interdependence among producers and consumers.</li> <li>• Specialization and division of labor usually increase the productivity of workers.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs, primary sources, and scenarios.
<b>Sample Item Stem(s)</b>	<p>Which of these explains why people voluntarily exchange goods and services?</p> <p>[Given a scenario about specialization] Explain <u>one</u> way specialization benefits companies. Then explain <u>one</u> way specialization benefits workers for companies.</p>

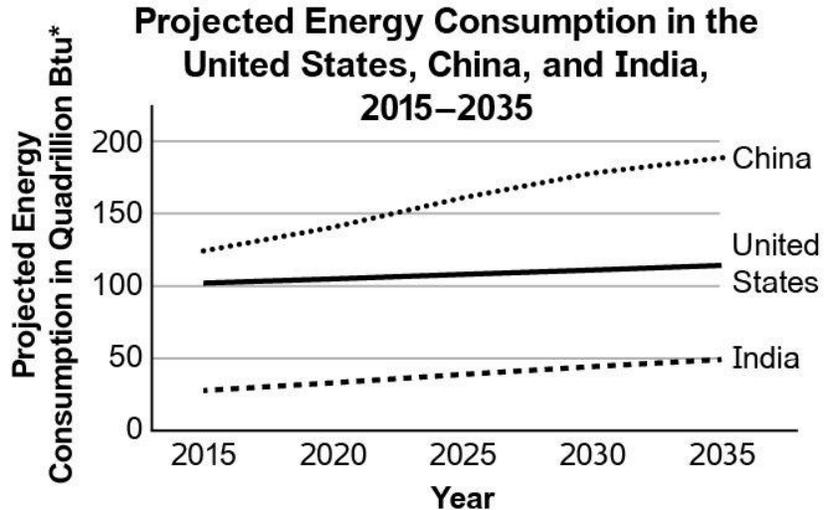
<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC02 Trade and International Politics
<b>Standard</b>	B. Trade: Negotiate exchanges and identify the gains to themselves and others. Compare the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the ways in which trade barriers impact free trade.</p> <p>The examinee will demonstrate understanding of the reasons some countries implement trade barriers.</p> <p>The examinee will demonstrate understanding of the reasons people voluntarily exchange goods and services.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• The gains from free trade are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.</li> <li>• Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or to protect some companies and workers from being hurt by free trade.</li> <li>• People voluntarily exchange goods and services because they expect to be better off after the exchange. This also may include the more informal exchanges of favors and courtesies.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs, primary sources, and scenarios.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> reasons that nations may employ trade barriers. Select <u>three</u> answers.</p> <p>Which of these is a reason that countries establish tariff barriers against the importation of foreign goods?</p> <p>[Given a scenario about international trade] Explain <u>two</u> benefits of removing trade barriers to international trade.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC03 Microeconomics
<b>Standard</b>	A. Role of Prices: Predict how changes in factors such as consumers' tastes or producers' technology affect prices.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the price of a good or service affects buyers and producers.</p> <p>The examinee will demonstrate understanding of how changes in consumers' incomes and the number of consumers in a market affect demand.</p> <p>The examinee will demonstrate understanding of how the changes in the prices of productive resources or technology used to make a product affect the supply of the product.</p> <p>The examinee will demonstrate understanding of how changes in supply and demand affect price and how buyers and sellers respond to those changes.</p> <p>The examinee will demonstrate understanding of how the changes in the price of one good or service can lead to changes in the prices of other goods and services.</p> <p>The examinee will demonstrate understanding of how government-enforced price ceilings and government-enforced price floors affect producers and consumers.</p>

<p>Assessment          Limits / Content          Constraints</p>	<ul style="list-style-type: none"> <li>• Higher prices for a good or service provide incentives for buyers to purchase less of that good or service and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service and for producers to make or sell less of it.</li> <li>• An increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa. This well-established relationship between price and quantity demanded, known as the law of demand, exists as long as other factors influencing demand do not change.</li> <li>• Demand for a product changes when there is a change in consumers' incomes, in consumers' preferences, in the prices of related products, or in the number of consumers in a market.</li> <li>• Supply of a product changes when there are changes in either the prices of the productive resources used to make the product, the technology used to make the product, the profit opportunities available to producers from selling other products, or the number of sellers in a market.</li> <li>• Changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.</li> <li>• Markets are interrelated; changes in the price of one good or service can lead to changes in prices of many other goods and services.</li> <li>• Government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. Price ceilings can cause persistent shortages, while price floors can cause persistent surpluses.</li> </ul>
<p>DOK(s)</p>	<p>2, 3</p>
<p>Stimulus</p>	<p>Item may include stimuli such as graphs, scenarios, and cause-and-effect diagrams.</p>
<p>Sample Item          Stem(s)</p>	<p>Which of these will <u>most likely</u> occur if a substitute good for margarine is introduced into a consumer market?</p> <p>[Given a scenario about the law of demand] Explain <u>two</u> reasons that consumer demand can change for a product.</p>

**Sample Item**

Look at the graph. Then answer the question.



\*British thermal unit

Source: U.S. Energy Information Administration, *International Energy Outlook 2011*

Which of these explains how the changing demand for energy in China and India will most likely affect consumers in the United States?

- A. Consumers in the United States will see prices for goods increase because the demand for energy will rise.
- B. Consumers in the United States will have higher energy costs because the demand for energy will decrease.
- C. Consumers in the United States will have lower energy costs because new energy resources will be created to meet the rising need.
- D. Consumers in the United States will see prices for goods decrease because suppliers will need to use less energy to produce goods.

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC03 Microeconomics
<b>Standard</b>	B. Markets and Prices: Identify markets in which buyers and sellers participate and describe how the interaction of all buyers and sellers influences prices. Also, predict how prices change when there is either a shortage or surplus of the product available.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding that price is what people pay when buying a good or service and what they receive when selling a good or service.</p> <p>The examinee will demonstrate understanding of the market clearing or equilibrium price for a good or service.</p> <p>The examinee will demonstrate understanding of what occurs when the price of a good or service is above or below the market clearing price.</p> <p>The examinee will demonstrate understanding of how shortages and surpluses of a product affect price in a market economy.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• A price is what people pay when they buy a good or service and what they receive when they sell a good or service.</li> <li>• The market clearing or equilibrium price for a good or service is the price at which quantity supplied equals quantity demanded.</li> <li>• If a price is above the market clearing price, it will eventually fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will eventually rise, causing sellers to produce more and buyers to purchase less.</li> <li>• Shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs and scenarios.
<b>Sample Item Stem(s)</b>	<p>Which of these <u>best</u> explains what occurs when the price of a good or service is either above or below the market clearing price?</p> <p>[Given a scenario about a product that rises in price] Explain <u>one</u> way producers will react as the price of the product increases. Then explain <u>one</u> way consumers will react as the price of the product increases.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC03 Microeconomics
<b>Standard</b>	C. Competition and Market Structure: Explain how changes in the level of competition in different markets can affect price and output levels.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how competition among sellers affects prices, product quality, and customer service.</p> <p>The examinee will demonstrate understanding of how price is affected in market structures dominated by large firms.</p> <p>The examinee will demonstrate understanding of how the introduction of new products and production methods affects the economy.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Competition among sellers results in lower costs and prices, higher product quality, and/or better customer service. When competition among sellers is limited, sellers have some control over the prices they set.</li> <li>• Some market structures are dominated by large firms, often competing against only a few other firms. Prices in such markets may be higher than they would be in more competitive markets.</li> <li>• The introduction of new products and production methods is an important form of competition and is a source of technological progress and economic growth.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs and scenarios.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> effects of competition. Select <u>three</u> answers.</p> <p>Which of these <u>most likely</u> occurs when a new company enters a product market?</p> <p>[Given a scenario about monopolies] Describe <u>two</u> effects that monopolies have on markets.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC03 Microeconomics
<b>Standard</b>	D. Institutions: Describe the roles of various economic institutions and explain the importance of property rights in a market economy.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding that banks are institutions where some people save money and earn interest and where other people borrow money and pay interest.</p> <p>The examinee will demonstrate understanding that savings are the part of income not spent on taxes or consumption.</p> <p>The examinee will demonstrate understanding that a household is an institution where consumption and production take place.</p> <p>The examinee will demonstrate understanding that banks and other financial institutions channel funds from savers to borrowers and investors.</p> <p>The examinee will demonstrate understanding of how incorporation allows firms to make large-scale investments and reduce the risks to investors.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Banks are institutions where people save money and earn interest and where other people borrow money and pay interest.</li> <li>• Saving is the part of income not spent on taxes or consumption.</li> <li>• The household is an important institution in which consumption and production take place.</li> <li>• Banks and other financial institutions channel funds from savers to borrowers and investors.</li> <li>• Incorporation allows firms to accumulate sufficient financial capital to make large-scale investments and achieve economies of scale. Incorporation also reduces the risk to investors by limiting stockholders' liability to their share of ownership of the corporation.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as flowcharts and scenarios.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> roles that banks play in the economy. Select <u>three</u> answers.</p> <p>Which of these is a role of households in the economy?</p> <p>[Given a scenario about corporations] Explain <u>one</u> advantage of a company incorporating. Then explain <u>one</u> disadvantage of incorporating.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC04 Macroeconomics
<b>Standard</b>	A. Money and Inflation: Explain how people’s lives would be more difficult in a world with no money or in a world where money sharply lost its value.
<b>Emphasis Level</b>	Medium
Evidence Statements	<p>The examinee will demonstrate understanding of the reasons that money is preferred over barter in trade.</p> <p>The examinee will demonstrate understanding of the causes of inflation.</p>
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>• Money (currency, coins, or checks) makes trading easier by replacing barter.</li> <li>• In the long-run, inflation results from increases in a nation’s money supply that exceed increases in its output of goods and services.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as scenarios.
Sample Item Stem(s)	<p>Identify <u>three</u> causes of inflation. Select <u>three</u> answers.</p> <p>Which of these groups is <u>most</u> negatively affected by inflation?</p> <p>Explain <u>two</u> advantages that money has over bartering in commercial exchanges.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC04 Macroeconomics
<b>Standard</b>	B. Interest Rates: Explain situations in which people pay or receive interest, and explain how they would react to changes in interest rates if they were making or receiving interest payments.
<b>Emphasis Level</b>	Medium
Evidence Statements	The examinee will demonstrate understanding of why <i>real interest rates</i> are positive for borrowers.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li><i>Real interest rates</i> normally are positive because people must be compensated for deferring the use of resources from the present into the future.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as graphs, tables, and scenarios.
Sample Item Stem(s)	<p>Which statement <u>best</u> explains why interest rates on loans are important for borrowers?</p> <p>Define the term <i>real interest rate</i>. Then explain why it is normally positive for borrowers.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC04 Macroeconomics
<b>Standard</b>	C. Income: Predict future earnings based on education, training, and career choice.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the reasons employers are willing to pay wages to workers.</p> <p>The examinee will demonstrate understanding of why some workers are more highly valued by employers than others.</p> <p>The examinee will demonstrate understanding of the factors that affect people's incomes.</p> <p>The examinee will demonstrate understanding of how demand affects workers' incomes.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Employers are willing to pay wages and salaries to workers because they expect to be able to sell the goods and services that those workers produce at prices high enough to cover the wages and salaries and all other costs of production.</li> <li>• More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.</li> <li>• People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to have lower incomes.</li> <li>• Changes in demand for specific goods and services often, in the short run, affect the incomes of the workers who make those goods and services.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs and scenarios.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> factors that influence an individual's income. Select <u>three</u> answers.</p> <p>Which of these will <u>most likely</u> increase a person's future earning potential?</p> <p>[Given a scenario about on-the-job training] Explain <u>one</u> reason that employers provide on-the-job training to employees. Then explain <u>one</u> benefit for employees who receive on-the-job training.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC04 Macroeconomics
<b>Standard</b>	D. Entrepreneurship: Identify the risks and potential returns of entrepreneurship, as well as the skills necessary to engage in it. Understand the importance of entrepreneurship and innovation to economic growth, and how public policies affect incentives for and, consequently, the success of entrepreneurship in the United States.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of common characteristics of entrepreneurs.</p> <p>The examinee will demonstrate understanding of how entrepreneurs earn profits.</p> <p>The examinee will demonstrate understanding of how entrepreneurs incur losses.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Entrepreneurs and workers often are innovative. They attempt to solve problems by developing and marketing new or improved products and processes.</li> <li>• Entrepreneurs (as well as other sellers) earn profits when the revenues they receive from selling the products they sell are greater than the costs of production.</li> <li>• Entrepreneurs (as well as other sellers) incur losses when the revenues they receive from selling the products they sell do not cover the costs of production.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as scenarios.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> characteristics of entrepreneurs. Select <u>three</u> answers.</p> <p>Which of these <u>best</u> explains why entrepreneurs enter a product market?</p> <p>[Given a scenario about entrepreneurs] Explain <u>two</u> ways entrepreneurs benefit a market.</p>

### Sample Item

Which phrase best defines the economic term *profit*?

- A. the financial gain an employee earns in overtime, benefits, and bonuses
- B. the financial gain an individual earns from interest on bank loans, bonds, or savings accounts
- C. the financial gain a business receives received through sales of products or services before expenses are subtracted
- D. the financial gain an entrepreneur makes selling products or services after paying the costs of production

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC04 Macroeconomics
<b>Standard</b>	E. Economic Growth: Predict the consequences of investment decisions made by individuals, businesses, and governments.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how technological advancements or investments in physical or human capital affect productivity.</p> <p>The examinee will demonstrate understanding of some advantages and disadvantages of investing in new physical or human capital.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>Increases in productivity can result from advances in technology or increases in physical or human capital.</li> <li>Investing in new physical or human capital can increase future productivity and consumption, but such investments require the sacrifice of current consumption and entail economic risks.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as cause-and-effect diagrams, graphs, and scenarios.
<b>Sample Item Stem(s)</b>	<p>Which statement <u>best</u> explains how advances in technology benefit productivity?</p> <p>Explain the meaning of the term <i>productivity</i>. Then explain how productivity can be increased.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC05 Government and Economics
<b>Standard</b>	A. Role of Government and Market Failure: Identify and evaluate the benefits and costs of alternative public policies, and assess who enjoys the benefits and who bears the costs.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of how the federal government generates revenues and how those revenues are spent.</p> <p>The examinee will demonstrate understanding of how state and local governments generate revenues and how those revenues are spent.</p> <p>The examinee will demonstrate understanding how the government defines, establishes, and enforces property rights.</p> <p>The examinee will demonstrate understanding of how government subsidies affect output.</p> <p>The examinee will demonstrate understanding of how government regulations are used to control price, output, and quality.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Most federal government tax revenue comes from personal income and payroll taxes. Payments to Social Security recipients, the costs of national defense and homeland security, medical expenditures (such as Medicare), transfers to state and local governments, and interest payments on the national debt constitute the bulk of federal government spending.</li> <li>• Most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent for education, public welfare (including hospitals and health), road construction and repair, and public safety.</li> <li>• An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to transfer the ownership or use of the resource to others. Property rights provide incentives for the owners of resources to weigh the value of present uses against the value of conserving the resources for future use.</li> <li>• When a price fails to reflect all the benefits of a product, too little of the product is produced and consumed. When a price fails to reflect all the costs of a product, too much of it is produced and consumed. Government can use subsidies to help correct for insufficient output; it can use taxes to help correct for excessive output; or it can regulate output directly to correct for over- or under-production or consumption of a product.</li> <li>• When one producer can supply total output in a market at a cost that is lower than when there are two or more producers, competition may be undesirable. In the absence of competition, government regulations may then be used to try to control price, output, and quality, or government may directly provide the good or service.</li> </ul>

DOK(s)	2, 3
Stimulus	Item may include stimuli such as graphs, tables, and scenarios.
Sample Item Stem(s)	<p>Which of these describes one way governments pay for the goods and services they provide to citizens?</p> <p>[Given a scenario about a private property rights] Explain <u>one</u> reason private property rights are important for society. Then explain <u>one</u> reason private property rights are important for individual citizens.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC05 Government and Economics
<b>Standard</b>	B. Government Failure: Identify some public policies that may cost more than the benefits they generate, and assess who enjoys the benefits and who bears the costs. Explain why the policies exist.
<b>Emphasis Level</b>	Medium
Evidence Statements	The examinee will demonstrate understanding of trade barriers and the costs and benefits of international trade barriers.
Assessment Limits / Content Constraints	<ul style="list-style-type: none"> <li>Although barriers to international trade usually impose higher costs than benefits, they are often advocated by people and groups who expect to gain substantially from them. Because the costs of these barriers are typically spread over a large number of people who each pay only a little and may not recognize the cost, policies supporting trade barriers are often adopted through the political process.</li> </ul>
DOK(s)	2, 3
Stimulus	Item may include stimuli such as graphs and scenarios.
Sample Item Stem(s)	<p>Which of these explains one reason governments implement trade barriers even though they cost more than the benefits generated.</p> <p>[Given a scenario about a public policy involving corporate taxes] Identify who benefits from the change in the public policy. Then explain who is negatively affected by the change in the public policy.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC05 Government and Economics
<b>Standard</b>	C. Economic Fluctuations: Interpret media reports about current economic conditions and explain how these conditions can influence decisions made by consumers, producers, and government policy makers.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the components making up GDP.</p> <p>The examinee will demonstrate understanding of the causes of a recession.</p> <p>The examinee will demonstrate understanding of how GDP is affected by changes in spending.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• GDP can be computed by summing household consumption spending, investment expenditures, exports, and purchases by federal, state, and local governments.</li> <li>• A recession occurs when overall levels of income and employment decline.</li> <li>• Fluctuations of real GDP around its potential level occur when overall spending declines, as in a recession, or when overall spending increases rapidly, as in recovery from a recession or in an expansion.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphic organizers, scenarios, and tables.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> components that make up GDP. Select <u>three</u> answers.</p> <p>Which of these events <u>most likely</u> occurs during a recession?</p> <p>[Given a scenario about a recession] Explain <u>one</u> way producers are affected by recessions. Then explain <u>one</u> way consumers are affected by recessions.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC05 Government and Economics
<b>Standard</b>	D. Unemployment and Inflation: Make informed decisions by anticipating the consequences of inflation and unemployment.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the causes of unemployment.</p> <p>The examinee will demonstrate understanding of how purchasing power is affected by a decrease in income.</p> <p>The examinee will demonstrate understanding of how inflation affects national living standards.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• Unemployment can be caused by people changing jobs, by seasonal fluctuations in demand, by changes in the skills needed by employers, or by cyclical fluctuations in the level of national spending.</li> <li>• When people's incomes increase more slowly than the inflation rate, their purchasing power declines.</li> <li>• Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs and scenarios.
<b>Sample Item Stem(s)</b>	<p>Identify <u>three</u> causes of unemployment. Select <u>three</u> answers.</p> <p>Which of these is an effect of inflation on consumers?</p> <p>[Given a scenario about inflation] Explain <u>two</u> ways inflation affects consumers.</p>

<b>Domain</b>	05_Economics
<b>Subdomain</b>	HS-EC05 Government and Economics
<b>Standard</b>	E. Fiscal and Monetary Policy: Anticipate the impact of federal government and Federal Reserve System macroeconomic policy decisions on themselves and others.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	<p>The examinee will demonstrate understanding of the tools used by the Federal Reserve System to influence monetary conditions.</p> <p>The examinee will demonstrate understanding of the ways in which the economy is affected when the Federal Reserve increases and lowers interest rate targets.</p>
<b>Assessment Limits / Content Constraints</b>	<ul style="list-style-type: none"> <li>• The Federal Reserve System's major monetary policy tools are open-market purchases or sales of government securities, which affect the money supply and short-term interest rates. Other policy tools used by the Federal Reserve System include making loans to banks (and charging a rate of interest called the discount rate). In emergency situations, the Federal Reserve may make loans to other institutions. The Federal Reserve can also influence monetary conditions by changing depository institutions' reserve requirements.</li> <li>• The Federal Reserve tends to increase interest rate targets when it feels the economy is growing too rapidly and/or the inflation rate is accelerating. It tends to lower rate targets when it wants to stimulate the short-term growth of the economy.</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	Item may include stimuli such as graphs, descriptions of 100 words or less, political cartoons, and scenarios.
<b>Sample Item Stem(s)</b>	<p>Which organization is responsible for monetary policy in the United States?</p> <p>[Given a scenario about the Federal Reserve System] Explain <u>two</u> tools the Federal Reserve System uses to set monetary policy.</p>

## 4) Other Social Studies Subtest Specifications

### a) Scoring Rules and Rubrics

#### Multiple-Choice (MC) Items

MC items have four answer options with a single correct response. These items are worth 1 point each. An examinee receives 1 point for a correct response and 0 points for an incorrect response.

#### 2-Point Autoscored Items

Two 2-point autoscored item types that are offered on both print and online forms are included in the TASC subtest in Social Studies. These item types are Multiple-Selected Response (MSR) and Evidence-Based Selected-Response (EBSR) items. An examinee can receive partial credit for each of these item types as described below.

##### MSR

Multiple-Selected Response (MSR) items ask examinees to identify three correct responses. Examinees will earn 2 points for identifying all three correct responses and 1 point for identifying two correct responses. An examinee will receive 0 points for identifying 0 or 1 correct responses. Each MSR item in the Social Studies subtest has six answer options. An examinee responds by selecting (filling in a bubble in the answer document or the online testing environment) up to three answer options, with three correct answers being required for full credit.

##### EBSR

An Evidence-Based Selected-Response (EBSR) item is a two-part item worth 2 points. Part A asks the examinee to select the correct conclusion or inference from four answer choices. Part B asks the examinee to select the evidence that supports the correct conclusion/inference to Part A. Part B also has four answer options. Conditional scoring is applied when scoring EBSR items. That is, partial credit is only awarded for Part A. An examinee must select both correct responses for 2 points. An examinee who selects the correct answer in Part A and an incorrect answer in Part B will receive 1 point. An examinee who selects an incorrect answer in Part A and a correct or incorrect answer in Part B will receive 0 points.

#### Constructed-Response (CR) Items

Constructed-Response (CR) items are worth 2 points. An examinee can receive either 2 points for fulfilling all the requirements for a correct response, 1 point for a partially correct response, or 0 points for a response that is completely irrelevant or completely incorrect. If no response is present, a condition code is assigned. Scoring rubrics are included in this document in the section following the specification tables.

## Analytic Scoring Rubrics

TASC Social Studies subtests use analytic rubrics that describe the type(s) of acceptable response(s) for each key element being scored. Typically, a CR item will require a separate key element for each score point. The rubric must be designed in such a way as to allow each key element to be identified accurately, consistently, efficiently, and fairly across the full range of possible responses.

Each score point level should represent a distinct level of performance (i.e., a response awarded a score of 2 demonstrates additional knowledge and skills distinct from those demonstrated in a response awarded a score of 1, etc.). The question and rubric should avoid dependencies that create a "domino effect" where a response either gets everything correct or nothing correct. Partially correct responses (such as scoring 1 out of 2 points) must be possible to attain.

- Ensure that the CR item is eliciting responses that provide rich information about performance.
- If an actual response states the same idea in slightly different (but still accurate) wording, it will receive credit. The response does not necessarily have to match the exact wording in the rubric.
- For bulleted lists, indicate what quantity of responses ("any one," "any two," etc.) are needed to receive full credit.
- If necessary, include scoring note(s) to help clarify what responses are acceptable and/or how to award the key elements.
- The analytical scoring rubric for the sample CR items aligned with standard 04\_HS-GE04c is included below.

### **TASC Social Studies Analytic Scoring Rubric Sample—Sample 04 HS-GE04c**

*See page 101 for Sample 04\_HS-GE04.C*

**Score:** 2

**Rationale:** Response accurately and completely addresses both components: identifies and describes two geographic effects of the urbanization process.

**Exemplar:** Response contains any two of the following key elements:

- Urban areas have many cars and furnaces that create air pollution.
- Urban areas' high total energy usage has created heat spots that hold precipitation and smog.
- Urban areas' high incomes have led to increased consumption, causing higher production of garbage and increased amounts of land devoted to waste disposal.
- Decreased rural population has led to the rise of highly mechanized large-scale farming, leading to river and land contamination.

- High water usage in urban areas has lowered the level of water in many rivers and lakes.
- Roads, canals, and railroads have been built to move people and goods between large urban areas.
- Urban expansion has led to a decrease in cropland.
- Large amounts of pavement have made dust storms less frequent.
- Any other reasonable response

**Score: 1**

**Rationale:** Response accurately and completely address one of the two components: identifies and describes one geographic effect of the urbanization process.

**Exemplar:** Any one response listed in the key elements of score point 2.

**Score: 0**

**Rationale:** Response is completely irrelevant or completely incorrect.

**Exemplar:** N/A

## **b) Item/Stimuli Graphic Guidelines**

Any art used should be necessary in order to answer the question. All the following are considered graphics: maps, tables, charts, graphs, diagrams, historical photos, posters, timelines, cartoons, etc.

Graphics used in stimuli or items must take into consideration the size limitations associated with the TASC art specifications. If a stimulus or item has one graphic, the maximum allowed size of the graphic is 4.5 inches wide by 4.5 inches high. If a stimulus or item has two graphics, then both graphics must fit together within this same maximum size. Each graphic is allowed half of the maximum space, whether they are presented vertically or horizontally. Graphic stimuli should be used only when they are necessary to answer the question.

All items for the World History domain should provide a stimulus or short prompt to provide examinees with context needed to answer the question. TASC Social Studies items encompass five different domains and vast periods of time; therefore, some items may include brief statements to provide examinees with additional context.

## **c) Item Accessibility**

In general, vocabulary within an item should be at or below the grade level being tested. The concept is being tested, not the examinee's ability to decipher the question. For TASC tests, vocabulary should be at the 9th-grade level. When using primary sources, brackets should be used to replace above-grade-level words.

Additional considerations include the following:

- use plain, common language
- avoid extraneous phrases and clauses
- avoid including excessive data in stimuli
- include clear titles and labels with all graphic stimuli
- avoid using idioms (e.g., long time, leading edge, dry run, kitty-corner)
- use simple, describable graphic stimuli (tables, graphs, charts, and diagrams)
- avoid certain English words or phrases that may cause linguistic issues in translation and interpretation (e.g., billion, library, fabric, ton, deck of cards)