



OREGON STATEWIDE ASSESSMENT

# Social Sciences

**TEST  
SPECIFICATIONS  
and BLUEPRINTS**

**High School**

**High School**

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# Social Sciences Test Specifications

## Introduction

The primary purpose of Oregon's Test Specifications and Blueprints is to provide the consistency necessary for the development and administration of the Oregon Assessment of Knowledge and Skills (OAKS). OAKs provide critical data for Oregon's accountability system which meets Peer Review Requirements of the Elementary and Secondary Education Act. All Students in grades 3 through 8 are required to take the Smarter Balanced English Language Arts/Literacy and the Smarter Balanced Mathematics assessments. All students in grades 5 and 8 are required to take the science assessment. In high school, the Smarter Balanced English Language Arts/Literacy, Smarter Balanced Mathematics, and science are required assessments.

OAKS is also one way for students to demonstrate proficiency in the Essential Skills of reading, writing, and mathematics, which will be necessary for earning a high school diploma beginning with seniors graduating in 2011-2012. In addition, English Language Proficiency Assessment (ELPA) is required for non-English speaking students until they acquire sufficient skills in English to exit the program.

Test specifications provide guidelines for item writers, who are typically Oregon teachers, on what content may be tested and how items must be written. These specifications lead to test blueprints that outline test design and the number of questions to be tested in each score reporting category (SRC). The Test Specifications and Blueprints document is an important resource, not only for item writers and reviewers, but for educators administering OAKS and the general public who are interested in understanding the content and format of test items.

## Background

The purposes of the Oregon Statewide Assessment Program are (1) to provide information on individual student achievement on performance standards set by the State Board of Education at grade and grade-group levels; (2) to provide information for federal Elementary and Secondary Education Act requirements and for policy decisions by the legislature, the governor, the State Board of Education, and local school districts; (3) to support instructional program improvement efforts; and (4) to inform the public about student achievement in Oregon schools.

The Oregon Statewide Assessment is different from national norm-referenced tests used in many districts and states. The Oregon Statewide Assessment is a criterion-referenced assessment based on the Oregon Content Standards. As a result, the types of scores produced from the Oregon Statewide Assessment are somewhat different from those produced by national norm-referenced tests.

Oregon educators contribute to the test development and alignment process by serving on advisory committees called Content and Assessment Panels. Stakeholders in these committees are involved in each phase of the development of these specifications to assure that they accurately and clearly explain the overall design of the test and describe the specific content that might appear on the test to measure the knowledge and skills described in the content standards.

Oregon's knowledge and skills test questions use multiple choice and computer scored constructed response formats. Each multiple choice item has only one correct answer while computer scored constructed response items may have many correct answers. A computer electronically collects and scores responses

which are scored against the answer key to produce a raw score. The raw score is converted to a scale score called a Rasch unit or RIT score. Students receive a scale score based on the number of questions answered correctly compared to the total number of questions on the form—taking into account the difficulty of the questions. Students are not penalized for guessing.

The content of these specifications reflects the skill expectations outlined in the Content Standards adopted April 2001 by the State Board of Education for implementation beginning in the 2003-04 school year. These standards were developed, in part, to correlate to the skills assessed on the social sciences portion of the National Assessment of Educational Progress (NAEP) and align with the National Standards for U.S. History, World History, Civics and Government, Geography, and Economics and the National Council for the Social Sciences. As a result, Oregon uses similar terminology in its descriptions of the social sciences subject score reporting categories (listed later in this document).

### **Statewide and Local Assessments**

Statewide assessments are multiple choice and computer scored constructed response tests of knowledge and skills that are developed and scored by the state. Local assessments include performance assessments that may be scored using statewide scoring guides that are administered and scored at the local level (see Appendix F). Local assessments **are not included** in state accountability reports, e.g. AYP reports.

The following pages contain a more detailed examination of the test content for social sciences. The first column lists the content and benchmark standards assessed for that particular score reporting category. The second column lists the eligible content, testable content, and gives a more detailed explanation of how the standard will be assessed. Finally, the third column provides sample items that are very similar to the type of questions asked on a test related to that eligible content.

### **Electronic Administration**

On the social sciences knowledge and skills OAKS online tests, there are two opportunities to participate in fully-adaptive testing. In this format, the accuracy of the student responses to questions determines the next item or set of items the student will see. Students are allowed to preview test questions if a set of questions link to a specific graphic or stimulus. Having the tests fully adaptive allows for more precision in measurement and less frustration for the students.

Electronic administration of the science test for each grade tested includes up to three test opportunities in English or English-Spanish formats. Students who need to have the test read to them may access the text to speech function of each test. The OAKS Online test delivery system allows students with visual impairments, who use Braille, to access the OAKS Online testing system. These students will have the same number of testing opportunities as other students and have access to the adaptive OAKS Online test starting in the 2011-12 school year. Paper-based Braille assessments will no longer be available. An online practice test of sample items is available for students who may need practice using a scrollbar, or who need practice with new item types.

## Score Reporting Categories and Sub Score Reporting Categories for Social Sciences High School

The SRC codes are as follows:

### **HISTORICAL SKILLS**

#### **U.S. HISTORY**

#### **WORLD HISTORY**

#### **CIVICS AND GOVERNMENT**

#### **ECONOMICS**

#### **GEOGRAPHY**

#### **SOCIAL SCIENCE ANALYSIS**

The Sub SRCs are as follows in order of their appearance on the test specifications document:

### **HISTORICAL SKILLS**

1. Chronological Relationships
2. Cause and Effect
3. Patterns of Change
4. Perspectives and Interpretation

### **U.S. HISTORY**

1. Historical Influences
2. State History
3. Local History

### **WORLD HISTORY**

1. World Development

### **CIVICS AND GOVERNMENT**

1. Principles of U.S. Government
2. Levels of Government
3. Separation of Powers
4. Rights of Citizens
5. Citizen Responsibility
6. Influencing Government
7. International Relations
8. Forms of Government

*The Sub SRCs continued...*

### **ECONOMICS**

1. Scarcity
2. Costs and Benefits
3. Supply and Demand
4. Economic Systems
5. Governments' Role in an Economy
6. International Economics
7. Function of Money
8. Money Management

### **GEOGRAPHY**

1. Geographical Terms
2. Geographical Representations
3. Geographical Features
4. Regions and Cultures
5. Cultural Convergence
6. Population Changes
7. Effects of Humans
8. Effects of the Physical Environment

### **SOCIAL SCIENCE ANALYSIS**

1. Clarification of Topic
2. Research
3. Multiple Perspectives
4. Analysis
5. Conclusion

# HISTORICAL SKILLS

## CHRONOLOGICAL RELATIONSHIPS

Score  
Reporting  
Category **7**

### Content Standards

1. Understand, represent, and interpret chronological relationships in history.

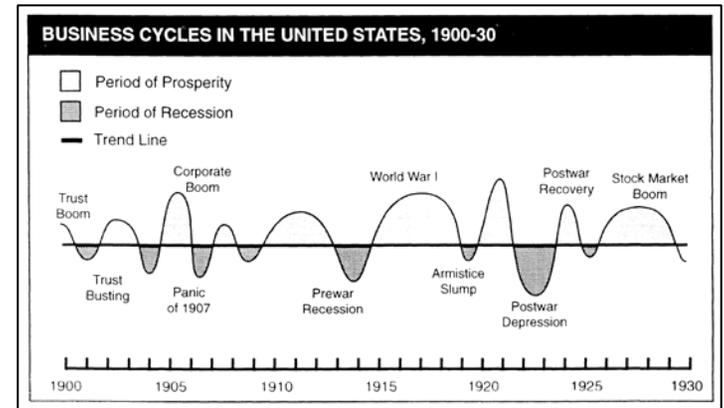
### C. HS Benchmark

1. Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from U.S. history.

### Eligible Content

- A. *Reconstruct the chronological order of significant events related to historical developments.*
- B. *Interpret the relationship of events occurring over time.*
- C. *Interpret timelines, charts, and graphs illustrating chronological relationships.*

### Example Item



Which of the following statements is supported by the information in the graph?

- A. Recessions cause a stable and growing economy.
- B. Government actions have little effect on business.
- C. Business actions are always responsible for economic growth.
- D. International war can temporarily boost a nation's prosperity.\*

*Eligible Content = C*

---

# HISTORICAL SKILLS

## CAUSE AND EFFECT

---

Score  
Reporting  
Category **7**

### Content Standards

2. Understand, represent, and interpret chronological relationships in history.

### C. HS Benchmark

1. Compare and contrast institutions and ideas in history noting cause and effect relationship.

### Eligible Content

*Not assessed on statewide test, locally assessed.*

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# HISTORICAL SKILLS

## PATTERNS OF CHANGE

---

Score  
Reporting  
Category **7**

### Content Standards

3. Interpret and represent chronological relationships and patterns of change and continuity over time.

### Eligible Content

*Not assessed on statewide test, locally assessed.*

### C. HS Benchmark

1. Recognize and interpret continuity and/or change with respect to particular historical developments in the 20<sup>th</sup> century.

---

# HISTORICAL SKILLS

## PERSPECTIVES AND INTERPRETATION

---

Score  
Reporting  
Category **7**

### Content Standards

4. Identify and analyze various perspectives and interpretations of historical issues and events.

### C. HS Benchmark

1. Understand how contemporary perspectives affect historical interpretation.

### Eligible Content

*Not assessed on statewide test, locally assessed.*

# U.S. HISTORY

## HISTORICAL INFLUENCES

Score  
Reporting  
Category

1

### Content Standards

1. Understand the importance and lasting influences of individuals, issues, events, people, and developments in U.S. history.

### C. HS Benchmark

1. Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.

### Eligible Content

- A. *Identify and understand the effects of 19<sup>th</sup> century reform movements on American life in the early 20<sup>th</sup> century.*
- B. *Understand the concerns, successes and limitations of Progressivism.*
- C. *Understand how new inventions, new methods of production and new sources of power transformed work, production, and labor in the early 20<sup>th</sup> century.*
- D. *Understand the changes in society and culture in the early 20<sup>th</sup> century.*
- E. *Understand the causes of the Great Depression and the effect of the Great Depression on the American family.*
- F. *Understand how the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.*
- G. *Understand the changes that created the economic boom after World War II.*

### Example Item - 1994 NAEP Released Item (modified)

Which sentence describes the most important role of the federal government during the New Deal?

- A. The federal government protected business in order to increase productivity.
- B. The federal government protected the rights and interests of minority groups.
- C. The federal government protected and directly stimulated the economy by spending and hiring.\*
- D. The federal government played a small role in the economy.

*Eligible Content = F*

### Content Standards

2. Understand and interpret events, issues, and developments in Oregon history.

### C. HS Benchmark

1. Understand the causes, characteristics and impact of political, economic and social developments in Oregon state history.

### Eligible Content

- A. *Identify and understand significant events, developments, groups and people in the history of Oregon after 1900.*
- B. *Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon after 1900.*
- C. *Consider and analyze different interpretations of key events and/or issues in history from the perspective of Oregon.*

### Example Item

The United States government in 1942 relocated and interned approximately 110,00 people of a certain ethnic group who lived along the Pacific coast of the United States. Which of the following ethnic groups were detained during this time?

- A. African-Americans
- B. Latin-Americans
- C. Japanese-Americans\*
- D. European-Americans

---

# U.S. HISTORY

## LOCAL HISTORY

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Score  
Reporting  
Category **1**

### Content Standards

3. Understand and interpret events, issues, and developments in local history.

### C. HS Benchmark

1. Understand the causes, characteristics and impact, and lasting influence of political, economic and social developments in local history.

### Eligible Content

*Not assessed on statewide test, locally assessed.*

# WORLD HISTORY

## WORLD DEVELOPMENT

Score  
Reporting  
Category **2**

### Content Standards

1. Understand the importance and lasting influence of issues, events, people, and developments in world history.

### C. HS Benchmark

1. Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history.

### Eligible Content

- A. *Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.*
- B. *Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.*
- C. *Understand the concepts of imperialism and nationalism.*
- D. *Understand how European colonizers interacted with indigenous populations of Africa, India and Southeast Asia, and how the native populations responded.*
- E. *Understand the major consequences of imperialism in Asia and Africa at the turn of the century.*
- F. *Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20<sup>th</sup> century.*
- G. *Understand the impact of the Chinese Revolution of 1911, and the cause of China's Communist Revolution in 1949.*
- H. *Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.*
- I. *Identify and understand the causes and consequences of the Mexican Revolution of 1911-1917.*
- J. *Identify and understand the causes of WWI and the reasons why the United States entered this war.*
- K. *Understand the character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.*
- L. *Understand how the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.*
- M. *Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20<sup>th</sup> century.*

- N. *Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.*
- O. *Understand the character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.*
- P. *Understand the systemic campaign of terror and persecution in Nazi Germany.*
- Q. *Understand the response of the world community to the Nazis and to the Holocaust.*
- R. *Identify and understand the causes and consequences of the resistance movement in India.*
- S. *Understand the division of Europe after WWII leading to the Cold War.*
- T. *Understand the impact of the Cold War on individuals, groups and nations.*
- U. *Understand the causes and impact of Korean and Vietnam Wars.*

### Example Item

An important factor leading the United States to enter the First World War was

- A. the existence of treaties between the United States, Great Britain, and Austria-Hungary.
- B. the United States policy of opposing communism.
- C. German attacks on United States shipping.\*
- D. Russian attacks on United States settlements in the Aleutian Islands.

*Eligible Content = J*

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# CIVICS AND GOVERNMENT

## PRINCIPLES OF U.S. GOVERNMENT

---

Score  
Reporting  
Category **3**

### Content Standards

1. Understand the purposes of government and the basic constitutional principles of the United States republican form of government.

### C. HS Benchmark

1. Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.

### Eligible Content

- A. *Understand the “supremacy clause” of the U.S. Constitution as a means of resolving conflicts between state and federal law.*
- B. *Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.*
- C. *Understand how to amend the U.S. Constitution and the Oregon Constitution including how amendments may be introduced, what is required for passage, and how the process accommodates changing needs and the preservation of values and principles.*

### Example Item

The Oregon State Legislature passes a law restricting an individual’s right to demonstrate near public buildings because it distracts state workers in those buildings. Is the United States Supreme Court likely to view this law as constitutional?

- A. Yes, as long as it passed both houses of the state legislature.
- B. Yes, if the state constitution addresses public demonstrations.
- C. No, because it appears to violate the First Amendment.\*
- D. No, unless such a law is passed by a vote of the people.

*Eligible Content = A*

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# CIVICS AND GOVERNMENT

## LEVELS OF GOVERNMENT

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Score  
Reporting  
Category **3**

### Content Standards

2. Understand the responsibilities and interrelationships of local, state, and national government in the U.S.

### C. HS Benchmark

1. Understand the interrelationship between local, state, and federal government.

### Eligible Content

- A. *Understand the primary function of the federal, state, and local levels of government and how the actions of one influence the workings of others.*
- B. *Understand how federalism creates shared and reserved powers at each level of government.*

### Example Item

The federal government would likely become involved in the decision about where to locate a landfill if the landfill threatened to

- A. lower the value of property in surrounding areas.
- B. cause the quality of the reservoir water to fall below the standards set by the Environmental Protection Agency (EPA).\*
- C. interfere with the local tourist trade.
- D. lead to the recall of members of the town and state governments.

*Eligible Content = B*

---

# CIVICS AND GOVERNMENT

## SEPARATION OF POWERS

---

Score  
Reporting  
Category **3**

### Content Standards

3. Understand the roles and powers of the executive, legislative, and judicial branches.

### C. HS Benchmark

1. Understand how the branches of government have powers and limitations.

### Eligible Content

- A. *Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.*
- B. *Understand the process by which laws are developed at the federal level and key differences between how laws are developed at the federal level and in Oregon.*
- C. *Identify and understand the powers and limits to power of the Presidency.*

### Example Item

The United States Congress can pass a bill even if the President disagrees with the bill because Congress

- A. must make sure that the needs of all citizens are met.
- B. can make laws more quickly when it does not have to involve the President.
- C. usually knows more about what the laws mean than the President does.
- D. is the primary legislative power of the government.\*

*Eligible Content = A*

---

# CIVICS AND GOVERNMENT

## RIGHTS OF CITIZENS

---

Score  
Reporting  
Category **3**

### Content Standards

4. Understand the roles, rights, and responsibilities of citizens in the United States.

### C. HS Benchmark

1. Understand the role of the courts and of the law in protecting the rights of U.S. citizens.

### Eligible Content

- A. *Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.*
- B. *Understand the role of due process in the protection of individuals.*
- C. *Understand how the rights of citizens have been augmented by case law decisions.*

### Example Item

According to the Bill of Rights, what is true about the rights described in the Constitution?

- A. People have no guaranteed rights other than those listed in the Bill of Rights.
- B. Rights not listed in the Bill of Rights are not recognized in the United States.
- C. The federal government, but not state governments, can interfere with the people's rights.
- D. The fact that only some rights are listed does not mean that the people have no others.\*

*Eligible Content = A*

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# CIVICS AND GOVERNMENT

## CITIZEN RESPONSIBILITY

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Score  
Reporting  
Category **3**

### Content Standards

5. Understand the participatory obligations of U.S. citizens.

### C. HS Benchmark

1. Understand the civic responsibilities of U.S. citizens and how they are met.

### Eligible Content

- A. *Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.*

### Example Item--1994 NAEP Released Item (modified)

How can a citizen participate in government?

- I. **Serving on the local city council**
- II. **Volunteering in a campaign to elect a state official**
- III. **Voting for a Presidential candidate**

- A. II only
- B. III only
- C. I and II
- D. I, II, and III\*

*Eligible Content = A*

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# CIVICS AND GOVERNMENT

## INFLUENCING GOVERNMENT

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Score  
Reporting  
Category **3**

### Content Standards

6. Understand how individuals, groups, and international organizations influence government.

### C. HS Benchmark

1. Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.

### Eligible Content

- A. *Understand how U.S. political parties have influenced government policy and decisions.*
- B. *Understand the causes, course, and impact of the civil rights/equal rights movements.*
- C. *Understand the Constitutional changes that resulted from major events in the 20<sup>th</sup> century.*

### Example Item

Which Supreme Court case was involved in the ruling that to separate children from others of similar age and qualifications based solely on their race was inherently unequal?

- A. Brown v. Board of Education of Topeka (1954) \*
- B. Plessy v. Ferguson (1896)
- C. Miranda v. Arizona (1966)
- D. Texas v. Johnson (1990)

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# CIVICS AND GOVERNMENT

## INTERNATIONAL RELATIONS

---

Score  
Reporting  
Category **3**

### Content Standards

7. Understand how the United States government relates and interacts with other nations.

### C. HS Benchmark

1. Understand the purposes and functions of major international organizations and the role of the United States in them.

### Eligible Content

- A. *Understand and give examples of how international organizations influence policies or decisions.*
- B. *Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.*
- C. *Understand the purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations through these organizations.*

### Example Item

Two countries both claim that an island in the Pacific Ocean belongs to them. The countries are preparing to go to war with each other over this issue.

Why is the United Nations able to do to help end the conflict?

- A. Send weapons to both sides.
- B. Disarm the militaries of both countries.
- C. Arrange for diplomatic negotiations between the two countries.\*
- D. Force all other countries to stop trading with the two countries.

*Eligible Content = B*

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# CIVICS AND GOVERNMENT

## FORMS OF GOVERNMENT

---

Score  
Reporting  
Category **3**

### Content Standards

8. Understand that there are different ways for government to be organized and to hold power.

### C. HS Benchmark

1. Understand how various forms of government function in different situations.

### Eligible Content

- A. *Compare and contrast various forms of government function in similar and different situations.*

### Example Item

**Which of the following is a federal system of government?**

- A. New Zealand, power is exercised by an elected parliament.
- B. Saudia Arabia, the kind holds all executive and legislative power.
- C. England, all important powers are vested in the national parliament in London.
- D. Mexico, power is divided between the national government and the governments of thirty-one states.\*

---

# ECONOMICS

## SCARCITY

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Score  
Reporting  
Category **5**

### Content Standards

1. Understand the economic concept of scarcity.

### C. HS Benchmark

1. Understand how specialization and competition influence the allocation of resources.

### Eligible Content

- A. *Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.*

### Example Item

Why might economic specialization be necessary for some small countries?

- A. Political governments are unstable
- B. Low population densities promote specialization
- C. Making smaller versions of large products is easier
- D. A variety of productive resources is not available.\*

---

# ECONOMICS

## COSTS AND BENEFITS

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Score  
Reporting  
Category **5**

### Content Standards

2. Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.

### C. HS Benchmark

1. Understand a cost-benefit analysis of economic choices.

### Eligible Content

- A. *Compare and contrast the allocation of goods and services in market and command economies.*
- B. *Understand how people make decisions by analyzing economic conditions and changes.*

### Example Item

If there is an increase in the minimum wage, what effect will it likely have on the number of jobs a company offers, assuming they have a fixed amount of money available for payroll?

- A. The number of jobs will increase.
- B. The number of jobs will decrease.\*
- C. The number of jobs will stay the same.
- D. Insufficient information is given to answer the question.

*Eligible Content = B*

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# ECONOMICS

## SUPPLY AND DEMAND

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Score  
Reporting  
Category **5**

### Content Standards

3. Understand the concept of supply and demand.

### C. HS Benchmark

1. Understand how consumer demand and market price directly impact one another.

### Eligible Content

- A. *Understand that competition among sellers leads to lower prices and impacts production.*
- B. *Understand that competition among buyers increases prices and allocates goods and services only to those who can afford them.*

### Example Items

**What will generally happen if there are a larger number of companies producing the same product?**

- A. The supply of the product will be greater and the cost lower.\*
- B. The supply of the product will be greater and the cost higher.
- C. The supply of the product will be lower and cost higher.
- D. The supply of the product will be lower and the cost lower.

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# ECONOMICS

## ECONOMIC SYSTEMS

---

Score  
Reporting  
Category **5**

### Content Standards

4. Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.

### C. HS Benchmark

1. Evaluate different economic systems, comparing advantages and disadvantages of each.

### Eligible Content

- A. *Use cost-benefit analysis to compare and contrast economic systems.*

### Example Item

Which type of pure economic system places no restrictions on what people can buy or sell?

- A. Market economy\*
- B. Command economy
- C. Resource economy
- D. Combined economy

*Eligible Content = A*

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# ECONOMICS

## GOVERNMENTS' ROLE IN AN ECONOMY

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Score  
Reporting  
Category **5**

### Content Standards

5. Understand the role of government and institutions in an economy.

### C. HS Benchmark

1. Understand how government can affect the national economy through policy.

Understand how government can affect international trade through tariffs, quotas and trade agreements.

### Eligible Content

- A. *Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.*
- B. *Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.*
- C. *Identify tariffs, quotas, and trade agreements and understand the consequences of their use on the economy.*

### Example Item

Why might the United States impose a tariff on foreign goods?

- A. To make domestically-produced goods lower in price than foreign products\*
- B. To stimulate trade with countries that specialize in the production of certain consumer goods
- C. To assure that goods produced in foreign countries are superior in quality to those produced in the United States
- D. To drive down the cost of raw materials imported into the United States for use in manufacturing

*Eligible Content = C*

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# ECONOMICS

## INTERNATIONAL ECONOMICS

---

Score  
Reporting  
Category **5**

### Content Standards

6. Understand how the United States economy relates and interacts with other nations.

### C. HS Benchmark

1. Understand the purposes and functions of major international economic organizations and the role of the United States in them.

### Eligible Content

- A. *Understand the purpose and function of international economic agencies and groups and how the United States interacts with people in other nations through these groups.*

### Example Item

A country wants to build a new dam, but cannot afford the cost. They may be able to receive a loan from the

- A. International Monetary Fund
- B. United Nations
- C. World Bank\*
- D. World Trade Organization

---

# ECONOMICS

## FUNCTION OF MONEY

---

Score  
Reporting  
Category **5**

### Content Standards

7. Understand the purpose and functions of money in the economy.

### C. HS Benchmark

1. Understand how money makes saving and borrowing easier.

### Eligible Content

- A. *Understand how money functions in the banking system and as part of fiscal policy.*

### Example Item

When the U.S. Federal Reserve System makes loans available to member banks at a higher interest rate it is trying to

- A. Increase the money supply available for consumer loans.
- B. Decrease the money supply available for consumer loans\*
- C. Increase the Federal Reserve System profits.

---

# ECONOMICS

## MONEY MANAGEMENT

---

Score  
Reporting  
Category **5**

### Content Standards

8. Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.

### C. HS Benchmark

1. Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy.

### Eligible Content

- A. *Identify and give examples of potential incentives and disincentives of entrepreneurship.*
- B. *Identify and give examples of potential risks and returns of economic decisions under various economic conditions.*
- C. *Understand the risks and benefits to the use of credit.*

### Example Item

**Consumers should try to avoid using credit when they**

- A. Want to buy a truck  
B. Want to go to college  
C. Need to pay medical bills  
D. Are currently unemployed\*

---

# GEOGRAPHY

## GEOGRAPHICAL TERMS

---

Score  
Reporting  
Category **4**

### Content Standards

1. Understand and use spatial concepts of geography.

### C. HS Benchmark

1. Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement.

### Eligible Content

- A. *Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.*

### Example Item

Map makers use latitude lines and longitude lines to determine the exact location of places on Earth. The exact location of any place is where

- A. Two longitude lines intersect
- B. Two latitude lines intersect
- C. The International Date Line and a longitudinal line intersect.
- D. A particular latitude line intersects a particular longitude line.\*

# GEOGRAPHY

## GEOGRAPHICAL REPRESENTATIONS

Score  
Reporting  
Category

4

### Content Standards

1. Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

### C. HS Benchmark

1. Interpret and evaluate information using complex geographic representations.

### Eligible Content

- A. *Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.*

### Example Item – 1994 NAEP Released Item



The land shown in the graphic has been altered mainly to

- A. increase the beauty of the landscape.
- B. increase the availability of land that can be used for farming.\*
- C. demarcate land belonging to different people.
- D. enable residents to climb the slopes more easily.

*Eligible Content = A*

---

# GEOGRAPHY

## GEOGRAPHICAL FEATURES

---

Score  
Reporting  
Category **4**

### Content Standards

3. Locate major physical and human features of the Earth.

### C. HS Benchmark

1. Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.

### Eligible Content

- A. *Locate, identify and explain changes in countries over time.*
- B. *Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.*

### Example Item

The Bannock War of 1878, which mainly took place in Oregon, was the last Indian War in the United States. This conflict took place around the Steens Mountains, the John Day River, the Columbia Plateau, and the Blue Mountains. In which region of Oregon did this conflict take place?

- A. Central Oregon
- B. Western Oregon
- C. The Oregon Coast
- D. Eastern Oregon\*

---

# GEOGRAPHY

## REGIONS AND CULTURES

---

Score  
Reporting  
Category **4**

### Content Standards

4. Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.

### C. HS Benchmark

1. Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.

### Eligible Content

- A. *Apply geographic tools to identify change in a place over time, and to infer reasons for the change.*

### Example Item

What has contributed to the global decrease in cultural uniqueness during the 20th century?

- A. Widespread belief in totalitarian philosophy replaced local cultures.
- B. Advances in medicine proved that local cultures are unnecessary.
- C. Advances in communication and transportation brought outside influences to local cultures.\*
- D. Cultures weren't unique before the 20th century.

*Eligible Content = A*

---

# GEOGRAPHY

## CULTURAL CONVERGENCE

---

Score  
Reporting  
Category **4**

### Content Standards

5. Understand the distribution and movement of people, ideas, and products.

### C. HS Benchmark

1. Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.

### Eligible Content

- A. *Understand how transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.*
- B. *Understand how communication and transportation technologies contribute to trade and cultural convergence.*

### Example Item

An example of the globalization of culture is

- A. Eating rice in China
- B. Harvesting manioc in Africa
- C. Watching a baseball game in the United States
- D. Drinking Coca-Cola in Argentina\*

---

# GEOGRAPHY

## POPULATION CHANGES

---

Score  
Reporting  
Category **4**

### Content Standards

6. Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.

### C. HS Benchmark

1. Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.

### Eligible Content

- A. *Evaluate the consequences of economic, cultural, or environmental changes on a given population.*

### Example Item

Rapid population growth in developing countries may result in

- A. the economy expanding to meet the needs of more people.
- B. more people sharing the limited supply of food, housing, schools and jobs.\*
- C. people cutting back on their consumption of goods and services to help those in need.
- D. countries having a surplus of products to export.

*Eligible Content = A*

---

# GEOGRAPHY

## EFFECTS OF HUMANS

---

Score  
Reporting  
Category **4**

### Content Standards

7. Understand how humans affect the physical environment.

### C. HS Benchmark

1. Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.

### Eligible Content

- A. *Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.*
- B. *Identify and understand different methods of extracting and using resources and analyze and compare the affect on the environment.*

### Example Item

Why is it important to conserve renewable resources such as forests?

- A. Current energy supplies are limited
- B. The Earth will not continue to replace renewable resources one they are used
- C. It takes millions of years to renew the Earth's renewable resources
- D. It is possible to use up renewable resources before they can be replaced\*

---

# GEOGRAPHY

## EFFECTS OF THE PHYSICAL ENVIRONMENT

---

Score  
Reporting  
Category **4**

### Content Standards

8. Understand how physical characteristics in the environment and changes in the environment affect human activities.

### C. HS Benchmark

1. Identify and give examples of changes in a physical environment and evaluate their impact on human activity in the environment.

### Eligible Content

- A. *Identify and give examples of changes in human activity due to changes in the physical environment and analyze the impact on both.*

### Example Item

A major international company would like to build a resort somewhere in the world. The company doesn't want to build near an earthquake or volcano zone and they would like the climate to be marine west coast.

Which city would be the BEST choice?

- A. Luanda, Angola
- B. Sydney, Australia\*
- C. Santiago, Chile
- D. Portland, Oregon

## Item Specifications

Oregon Assessment of Knowledge and Skills (OAKS) is a multiple choice and computer scored constructed response statewide assessment. It is a required assessment that provides the base for the state accountability system. Social sciences testing is optional.

## Criteria for All OAKS Test Questions

Test items must

- be appropriate for students in terms of grade-level difficulty, cognitive complexity, reading level, interests and experience.
- be free of age, gender, ethnic, religious, socioeconomic, or disability stereotypes or bias.
- provide clear and complete instructions to students.
- ensure each Score Reporting Category will have items with a range of difficulty and complexity levels.
- ensure each multiple choice test item will measure only one Score Reporting Category.

## Graphics Criteria

Graphics are used in OAKS to provide both necessary and supplemental information. Some graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question.

- Graphic displays, their corresponding items and answer choices will appear on the same screen for online items.
- Shading and color will be minimized. It will be used to make a figure's size, shape or dimensions clear, and not solely for artistic effect.

- Graphics used for computer scored constructed response items are displayed within a work space and allow students to manipulate answer graphics and answer choices.

## Item Style and Format Criteria for Multiple Choice Items

- Test items will be in the form of questions or sentences that require completion.
- Each item will have three, four or five answer choices. Students will be told in the test directions to choose the best answer from among the choices.
- Answer choices will be arranged one of three ways beneath the test item: vertically, horizontally, or in two columns (i.e., A and B in the left column, C and D in the right column).
- Neither “None of the above” nor “All of the above” will be used as one of the answer choices. “There is not enough information” is an allowed answer choice, but infrequently used.
- Test items may be worded in the negative (“Which of these is NOT ...”), but this structure will be used only when it offers substantial advantages for the item construction.
- Items should be free of absolute wording, such as “always” and “never,” and have qualifying words (e.g., least, most, except) printed in small caps for emphasis.
- Masculine pronouns should NOT be used to refer to both sexes. Plural forms should be used whenever possible to avoid gender-specific pronouns (For example, instead of “The student will make changes so that he ...” it is best to use “The students will make changes so that they...”).

- An equal balance of male and female names should be used including names representing different ethnic groups.
- Test items aligned to standards may contain extraneous information.
- Stacked English-Spanish test items are used on electronic tests for the English-Spanish OAKS.

#### Item Style and Format Criteria for Computer Scored Constructed Response

- Test items will be in the form of questions or instructions that require at least one object to be created or matched to an existing picture,
- Each item may have many correct answer choices.
- Test items may be worded so that not all answer choices are used to construct the correct response.
- An equal balance of male and female names should be used including names representing different ethnic groups.
- Test items aligned to standards may contain extraneous information but only to enhance the students' understanding of the question.
- Side-by-side English-Spanish test items are under development.
- Students using Braille will not receive constructed response items but will receive similar content items appropriate for students using Braille.

#### **Criteria for SOCIAL SCIENCES OAKS Test Reporting**

Student information from 2011-12 OAKS Online Social Sciences will be reported through six Score Reporting Categories (SRC).

- **U.S. History (SRC 1).**
- **World History (SRC 2)** not tested at Benchmark 2/Grade 5
- **Civics and Government (SRC 3)**
- **Geography (SRC 4).**
- **Economics (SRC 5)**
- **Historical Skills (SRC 7)**

#### **The Test Items**

- Each Test items will measure only one Score Reporting Category.
- The number of items in a test form will measure each of the six reporting categories as noted in the weighting chart..
- Each Score Reporting Category will have items with a range of difficulty levels. This range of difficulty will be approximately the same across the reporting categories.
- Test items are designed to be appropriate for students in the assigned test grade in terms of reading level, interests, and experience.
- Test items will be stated in the clearest manner possible.

### **Criteria for SOCIAL SCIENCES OAKS Modules**

A portion of each test will be incorporated into modules. A module is defined as a stimulus containing social sciences information, accompanied by two to six knowledge and skills questions.

- The stimulus for each module will vary in length, format and character. It could be one or a combination of any of the following: data table, diagram, chart, drawing, photo or reading text.
- Each Knowledge and Skills test item within a module measures one Core Score Reporting Category (SRC). Within a module, though, items may measure different SRCs.

- Each stimulus will be free of age, gender, and other bias, as evaluated by the Oregon Assessment Sensitivity Panel.
- Each module will often include a title, which will serve to identify the accompanying items as a set.

Although the stimulus for each module will provide social sciences information, students will be required to draw on prior knowledge to answer many of the items. In other words, there may not be sufficient information in the stimulus to answer all associated test questions. The stimulus may simply provide a context for some test questions.

The remaining test items on each test will be discrete/stand-alone knowledge and skills items. Students will not refer to a stimulus when answering those questions.

# Social Sciences Test Blueprint

## Introduction

The blueprints used to construct Knowledge and Skills Tests for Social Sciences prescribe the:

- Score Reporting Categories (SRC) included on each test,
- The cognitive demand and difficulty level of items as distributed on a test form,
- the number and percentages of test items from each SRC included on each test, and
- the total number and percentages of operational and field test items included for each test.

Teachers and other educators have historically played a vital role in the development of these specifications and blueprints by serving on Content and Assessment Panels and other review groups. These groups have advised the Department as content and benchmark standards have been developed, and have helped establish priorities on which standards to assess and the weighting of the strands within each content area assessment.

## Alignment of Test Items to Benchmark Standards

Test items are carefully aligned to benchmark standards at the appropriate grade level through a rigorous process at two points in the test item development process:

1. At item development workshops, item writers are provided with adopted content standards to which they must write test items; during a peer review process, this alignment is verified by another benchmark level item developer.
2. Alignment of items to the benchmark standards is further verified during a review by members of a Content and Assessment Panel, who ensure items not only match the

benchmark standards, but also verify overall quality and appropriateness. Reviewers either accept items as a strong match to the targeted standards, edit items to achieve a strong match, or reject items which do not strongly match the standards.

The Appendix to this document includes additional evidence describing procedures ensuring alignment during item, development, including descriptions of Item Development and the Life of an Item.

## Content Coverage

Prior to item writing activities, item databases are reviewed to determine the extent that the available items represent the emphasis and content in the standards. If any benchmark standards are underrepresented in the item pool, they are identified and targeted specifically for additional item development. This assures that every year, the proportion of items in the item pools is comparable in both emphasis and content to the content standards. The table on the following page describes the emphasis given to each content strand; this emphasis is reflected in the item pools and the administered adaptive tests.

For electronic administration, all tests and the item pools from which they are constructed follow the weighting of each content strand as reflected in the tables on the following pages. Items within a strand, or SRC, are selected to provide a range of difficulty so that the adaptive nature of the test is maintained as students of varied ability levels are presented with items most appropriate to their ability. Although a student may not see an item addressing every one of the assessable standards in

a single test event, the item pool contains multiple items for each content standard at a variety of difficulty levels.

In addition, the adaptive algorithm specifically considers alignment criteria when drawing test items. As a result, we accomplish the dual purpose of creating a test form that is appropriately developed for each student and it meets the criteria set forth for alignment (e.g., balance of representation, depth of knowledge).

### **Additional Test Design Criteria**

Each item assesses only one SRC at one grade.

Each item assesses only one sub-SRC at one grade.

Online-adaptive test opportunities provide a range and breadth of items within each SRC and sub-SRC. Test pools attempt to provide a minimum of one item at each difficulty level for each piece of testable content. Test pools range in size from 400 or more items.

Key placement cannot be controlled for online-adaptive assessments, so to ensure more random correct keys, item writers are instructed to rotate the correct key for their items during item authoring.

Modules, or items that have a stimulus and have 2-6 questions, are designed to be presented together on the on-line tests. Each module may include items from different SRCs or sub-SRCs, but each item only assesses one sub-SRC. Between one third and one half of the items from each SRC in each test pool, are Modules.

English test blueprints provide the criteria for all English-Spanish tests. English-Spanish test pools are designed to match the English test opportunities.

## Weighting of Social Sciences Score Reporting Categories

The chart below shows the score reporting categories for each of the benchmark levels and the percentage of questions on a given online test form, that assess each score reporting category. For example, at high school, 20% of the items on a test assess Civics and Government, which equals about 10 items on a 50-item test. The second chart is an expanded view of the criteria for test weighting.

Social Sciences Score Reporting Category	Percent of Questions on Test		
	Benchmark 2; Grade 5	Benchmark 3; Grade 8	HS; Grades 9-12
Historical Skills	10%	10%	10%
U.S. History	15%	15%	15%
World History	NA	15%	15%
Civics and Government	25%	20%	20%
Geography	25%	20%	20%
Economics	25%	20%	20%

## Social Sciences Test Blueprint - High School Content Coverage and Weighting

Score Reporting Categories	Testable content codes	% of questions assessed per test on OAKS online		Number of KS items on OAKS Online	2011-12 OAKS Online Test Pool size
<b>Historical Skills</b>	7.1.C1.A 7.1.C1.C 7.1.C1.B	10%		4-6	20
<b>U.S. History</b>	1.1.C1.A 1.1.C1.F 1.1.C1.B 1.1.C1.G 1.1.C1.C 1.2.C1.A 1.1.C1.D 1.2.C1.B 1.1.C1.E 1.2.C1.C	15%		6-9	74
<b>World History</b>	2.1.C1.A 2.1.C1.H 2.1.C1.O 2.1.C1.B 2.1.C1.I 2.1.C1.P 2.1.C1.C 2.1.C1.J 2.1.C1.Q 2.1.C1.D 2.1.C1.K 2.1.C1.R 2.1.C1.E 2.1.C1.L 2.1.C1.S 2.1.C1.F 2.1.C1.M 2.1.C1.T 2.1.C1.G 2.1.C1.N 2.1.C1.U	15%		6-9	126
<b>Civics and Government</b>	3.1.C1.A 3.4.C1.C 3.1.C1.B 3.5.C1.A 3.1.C1.C 3.6.C1.A 3.2.C1.A 3.6.C1.B 3.2.C1.B 3.6.C1.C 3.3.C1.A 3.7.C1.A 3.3.C1.B 3.7.C1.B 3.3.C1.C 3.7.C1.C 3.4.C1.A 3.8.C1.A 3.4.C1.B	20%		9-11	88
<b>Geography</b>	4.1.C1.A 4.5.C1.B 4.2.C1.A 4.5.51.B 4.3.C1.A 4.6.C1.A 4.3.C1.B 4.7.C1.A 4.4.C1.A 4.7.C1.B 4.5.C1.A 4.8.C1.A	20%		9-11	62
<b>Economics</b>	5.1.C1.A 5.5.C1.C 5.2.C1.A 5.6.A1.A 5.2.C1.B 5.7.C1.A 5.3.C1.A 5.8.C1.A 5.3.C1.B 5.8.C1.B 5.4.C1.A 5.8.C1.C 5.5.C1.A 5.5.C1.B	20%		9-11	82
<b>Operational Item Total</b>				50	452
<b>Field Test Item Total</b>				6	50
<b>Total items on Test</b>		100%		56	

C= CIM, which has not yet been replaced in the eligible content code.

## Target Cognitive Demand and Item Pool Distribution by Difficulty

The social sciences test pools are designed so that a range of cognitive demand items and a range of difficult items are included for each student’s test opportunity. The target item pool difficulty distribution for the High School test is outlined in the chart. A target range of cognitive demand item delivery is also included. (See Appendix B, Cognitive Demand and Target Item Pool Difficulty Distribution for all grades).

The three Cognitive Demand levels used to qualify Oregon’s test items are:

- **Recall:** Item requires a student to recall a fact, information or procedure.
- **Skill/Concept:** Item requires a student to use skill or concept, including thinking that requires two or more steps.
- **Strategic Thinking:** Item requires a student to use reason, develop a plan or use a sequence of steps.

Online adaptive tests provide students with questions at the beginning of the test at or about the mean RIT level and as the student responds, the test item delivery system makes adjustments by selecting appropriate items for each student based upon their correct and incorrect responses. Student scores on each test will vary due to performance and the set of unique test items issued to the student. Generally, students will earn scores between the maximum high and minimum low range. The following are the possible high and low RIT student scores for High School tests, within one or two points, based on a given year’s item pool.

<b>High RIT</b>	295
<b>Low RIT</b>	178

## Difficulty Criteria for High School level

<b>High School Social Sciences</b>	<b>Target Item Pool Difficulty Distribution</b>
<b>RIT by Difficulty</b>	
205-223	33%
224-242	33%
243-260	33%
<b>RIT Range</b>	205-260
<b>Mean RIT</b>	235
<b>Cognitive Demand</b>	
Recall	<b>To Be Determined</b>
Skill/Concept	
Strategic Thinking	

## **Achievement Level Descriptors**

Achievement level descriptors describe what students know and can do based on their performance on statewide knowledge and skills tests in the various content areas. These may be used by educators to target instruction and inform parents and students of the expectations for students to be considered proficient at a particular grade level.

The Achievement Level Descriptors are based on a sampling of a larger set of testable content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement and are presented in the order of the way they are reported rather than by importance or test emphasis.

Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level and generally have mastered the skills described in the preceding achievement levels.

Achievement Level Descriptors for each subject area were developed by groups of parents, educators, and business people who worked with state officials to establish the minimum scores required for Exceeds, Meets, Nearly Meets and Does Not Yet Meet.

<p><b>Exceeds</b>  Student scores at this level indicate a very strong academic performance based on the benchmark level knowledge and skills outlined in the state content standards for Social Sciences</p>	<p>Students who EXCEED the High School social sciences standard understand sophisticated social sciences topics and can compare and contrast related perspectives. Students interpret and explain complicated diagrams, maps and political cartoons related to government, inflation and economic systems. They understand cause and effect.</p>
<p><b>Meets</b>  Student scores at this level indicate a solid academic performance based on the benchmark level knowledge and skills outlined in the state content standards for Social Sciences.</p>	<p>Students who MEET the High School social sciences standard can consistently answer questions about social sciences topics including the purpose of laws and the role of the courts. They can describe elements of the U.S. economic and social systems. They can identify causes and effects related to World wars and revolutions.</p>
<p><b>Nearly Meets</b>  Student scores at this level indicate an incomplete grasp of the benchmark level knowledge and skills outlined in the state content standards for Social Sciences.</p>	<p>Students who NEARLY MEET the High School social sciences standard can occasionally answer questions about basic social sciences topics including F.D.R., New Deal and the causes of World Wars I and II. They sometimes know how the Dust Bowl and other events have effected population distribution. They can interpret simple charts and maps.</p>
<p><b>Does Not Yet Meet</b>  Student scores at this level indicate a minimal and/or inaccurate grasp of the benchmark level knowledge and skills outlined in the state content standards for Social Sciences.</p>	<p>Students who DO NOT YET MEET the High School social sciences standard can inconsistently answer questions about basic social sciences topics including causes of World War II, the rights of citizens and civic responsibilities. They can identify the basic conditions of the Depression and use simple map reading skills to answer questions.</p>

## ASSESSMENT OF ESSENTIAL SKILL

### Local Performance Assessments

School districts and public charter schools that offer instruction at grades 3 through 8 or high school must administer annual local performance assessments for students in grades 3 through 8 and at least once in high school for the skill areas of writing, speaking, mathematics problem solving, and scientific inquiry. The purpose of the local performance assessment requirement is to ensure that students in grades 3 through high school are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.

A local performance assessment is a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide), embedded in the school district's or public charter school's curriculum that evaluates the application of students' knowledge and skills. Local performance assessments must be designed to closely align with state standards and to promote independent, individual student work.

School districts and public charter schools may either use a work sample scored using an official state scoring guide or a comparable measure adopted by the school district or public charter school to satisfy the local performance assessment requirement. *Appendix M – Requirements for Local Performance Assessments* of the 2011-12 Test Administration Manual provides guidance for those school districts and public charter schools choosing to use a work sample to satisfy this requirement.

### Assessment of Proficiency in the Essential Skills

As part of the new graduation requirements, high school students must demonstrate proficiency in a set of Essential Skills, which are defined as process skills that cross academic disciplines and are embedded in the content standards. Starting

with the graduating class of 2012, high school students must demonstrate proficiency in the Essential Skills of Reading. Students may demonstrate proficiency in these Essential Skills using any of the assessment options approved by the State Board of Education.

As of May 2009, the Oregon Assessment of Knowledge and Skills (OAKS) is one of the approved assessment options for the Essential Skills of Reading, Writing, and Mathematics. Another approved option for the Essential Skills of Writing, Speaking, and Mathematics is the completion of work samples scored locally using an official state scoring guide. *Appendix L – Requirements for Assessment of Essential Skills* of the 2011-12 Test Administration Manual provides guidance for those school districts and public charter schools choosing to use a work sample to satisfy this requirement.

The Assessment of Essential Skills Review Panel (AESRP), which consists of experts from school districts and post-secondary education institutions, reviews and recommends additions or changes to the list of approved assessment options. The AESRP bases its recommendations on evidence provided by the school districts, research organizations, and other experts that the proposed assessment option accurately measures the Essential Skill. The State Board of Education then makes the determination whether to adopt the AESRP's recommendations. ODE anticipates that the State Board of Education will approve additional assessment options based on recommendations from the AESRP in the coming months. In addition, the AESRP is developing a set of criteria for approval by the State Board of Education that school districts and public charter schools may use in developing local assessment options.

# Appendices

The Appendices of this document includes ancillary materials provided to students to complete social sciences testing; and additional assessment documents that deal with test construction, design and assessment.

Included in this section are:

Appendix A: Oregon Achievement Standards Summary

Appendix B: Target Cognitive Demand and Item Pool Distribution by Difficulty for all tested Grades

Appendix C: Item Development Process

Appendix D: Life of an Item

Appendix E: Social Science Analysis

**APPENDIX A**

# ACHIEVEMENT STANDARDS

## 2014-15 Achievement Standards Summary

The charts below show the achievement standards (requirements to meet and exceed) for Oregon's Assessments of Knowledge and Skills (OAKS) by content area and grade or benchmark level. All students are required to take the Smarter Balanced English language arts/Literacy and mathematics assessments in grades 3-8 and 11; and science in grades 5, 8, and 11. Cut scores for the Smarter Balanced Assessments will be drafted in October of 2014 and are set for adoption by summer of 2015. Assessments in social sciences are optional; however, they may be required locally by some districts or schools. For detailed assessment information, refer to the 2014-15 Test Administration Manual ([www.ode.state.or.us/go/TAM](http://www.ode.state.or.us/go/TAM)). It provides timelines, options, test security requirements, and test administration procedures that ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district.

Grade 3	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Writing, Speaking, Science, Social Sciences	No state test	

Grade 6	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Writing, Speaking, Science, Social Sciences	No state test	

Grade 4	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Speaking, Science, and Social Sciences	No state test	

Grade 7	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Speaking, Science, and Social Sciences	No state test	

Grade 5	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Science	226	239
Social Sciences #	215	225
# Optional state test; may be required by districts or schools.		

Grade 8	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Science	235	247
Social Sciences #	231	241
# Optional state test; may be required by districts or schools.		

# ACHIEVEMENT STANDARDS

High School	Achievement Standards for Oregon Statewide Assessments <sup>1</sup>		Oregon Assessment of Knowledge and Skills (OAKS) is one option to provide evidence of proficiency in Essential Skills.
Subject Area	Meets	Exceeds	Notes
English Language Arts/Literacy	TBD	TBD	Content of the 2014-15 OAKS English Language Arts Assessment is based on the ELA/Literacy Common Core State Standards adopted in 2010. Cut scores for this Smarter Balanced Assessment will be drafted in October of 2014 and adopted by Summer 2015. Separate scores are likely to be set for meeting/exceeding the ELA/Literacy standards on the test, and for meeting Essential Skills proficiencies in the sub-areas of reading and writing.
Mathematics	TBD	TBD	Content of the 2014-15 OAKS Mathematics Assessment is based on the Math Common Core State Standards adopted in 2010. Cut scores for these Smarter Balanced Assessments will be drafted in October of 2014 and adopted by Summer 2015. Separate scores are likely to be set for meeting/exceeding the math standards on the test, and for meeting an Essential Skills level of proficiency.
Science	240	252	Content of the 2013-14 OAKS Science test is based on the Content Standards adopted in 2009.
Social Sciences	239	249	Optional State Assessment; content of the 2013-14 OAKS Social Sciences Assessment is based on the Content Standards adopted in 2001.

## Achievement Standards for Demonstrating Proficiency in Essential Skills for High School Diploma<sup>2</sup> Through the Grade 12 Retest Option<sup>3</sup>

Essential Skill	OAKS Grade 12 Retest	Required Scores	Other Options
Reading (students enrolled in grade 9 in 2008-2009 & beyond)	Reading/Literature	236 Meets 247 Exceeds	Work samples; other approved standardized tests
Writing (students enrolled in grade 9 in 2009-2010 & beyond)	Writing Performance Assessment	40 Meets 50 Exceeds	Work samples; other approved standardized tests
Apply Mathematics (students enrolled in grade 9 in 2010-2011 & beyond)	Mathematics	236 Meets 251 Exceeds	Work samples; other approved standardized tests

<sup>1</sup> In future years, achievement standards may change for the purposes of accountability and earning a high school diploma. If the achievement standard changes for Essential Skills graduation requirements, students must be informed by March 1<sup>st</sup> of their 8<sup>th</sup> grade year.

<sup>2</sup> For purposes of demonstrating mastery of Essential Skills, students must meet the achievement standards in effect during their 8<sup>th</sup> grade year. However, students may use achievement standards adopted in their 9<sup>th</sup> through 12<sup>th</sup> grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8<sup>th</sup> grade year. In addition, students may demonstrate proficiency in the Essential Skills using additional assessment options adopted in their 9<sup>th</sup> through 12<sup>th</sup> grade years.

During the 2014-2015 school year, grade 12 students who have not yet met or exceeded the standard in reading, writing, and/or mathematics, have the option to retest using the pool of test items that constituted the eligible content during their grade 11 year. Students have up to three online opportunities in reading and math, and one online opportunity in writing.

# ACHIEVEMENT STANDARDS

## Recommended Achievement Standards for Districts who Use State Scoring Guides for Local Performance Assessment

OAR 581-022-0615 Assessment of Essential Skills requires students to complete one or more local performance assessments for each assessed skill area per year in grades 3-8 and at least once in high school. There is a long, rich history of using the State Scoring Guides to score these local performance assessments. Although not required, districts are encouraged to consider this approach. The following table shows the recommended achievement standards for using the official scoring guide across grades 3 through high school.

Skill Area (Official State Scoring Guide)	Grade	Achievement Standard for Purpose of Local Performance Assessment		Notes about Work Samples
		Meets (out of 6)	Exceeds (out of 6)	
Writing	Grade 3	3	4	Grade 3 students are not held to a standard in Sentence Fluency.
	Grades 4-8 and High School	4	5	Voice and Word Choice may be scored but are not required traits. Exemplars reflect expectations at each grade level.
Speaking	Grade 3	3	4	Grade 3 students are not held to a standard in Language.
	Grades 4-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Mathematics Problem Solving <sup>1</sup>	Grades 3-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Scientific Inquiry <sup>2</sup>	Grades 3-8 and High School	4	5	Separate Official scoring guides exist for each grade/band (Grade 3, Benchmark 2 (Grades 4-5), Benchmark 3 (Grades 6-8), and High School).

<sup>1</sup> Revised mathematics problem scoring guide was adopted by the State Board of Education (May 19, 2011) for use beginning with the 2011-2012 school year.

<sup>2</sup> Revised scientific inquiry scoring guides and newly-developed engineering design scoring guides were adopted by the State Board of Education (May 19, 2011) for use beginning with the 2011-2012 school year.

# ACHIEVEMENT STANDARDS

## Achievement Standards for Demonstrating Proficiency in Essential Skills for High School Diploma Through Work Samples

Essential Skills graduation requirements are determined based on when a student is first enrolled in grade 9, which is referred to as the cohort year. These requirements are applied to students earning either the regular or modified diploma. Students who entered grade 9 in the 2010-2011 school year or after are required to demonstrate proficiency in the Essential Skills of Reading, Writing and Mathematics.

Work Samples are one assessment option that high school students may use to demonstrate they are proficient in the Essential Skills. Regarding demonstration of proficiency in the Essential Skills, districts must:

- provide students with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of earning a high school or modified diploma.
- allow students to use assessment options adopted in a student's 9<sup>th</sup> through 12<sup>th</sup> grade years.
- allow students to use achievement standards adopted in their 9<sup>th</sup> through 12<sup>th</sup> grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8<sup>th</sup> grade year.

For Writing and Mathematics, students may use Work Samples to fulfill both the local performance assessment and the Essential Skills requirements. For more information, please refer to the Essential Skills Manual on the ODE website (<http://www.ode.state.or.us/search/page/?id=2042>).

The table below describes the achievement standard for Work Samples, which are an assessment option for demonstrating proficiency in the Essential Skills with regard to conferring a high school diploma.

Essential Skill	Number and Types of Work Samples	Scoring Guide	First Implementation	Achievement Standard for Purpose of Conferring High School Diploma (Cut Scores)
Read and comprehend a variety of text	2 total work samples: <ul style="list-style-type: none"> <li>• at least one must be informative</li> <li>• the second may be informative or literary</li> </ul>	Official Reading Scoring Guide	Students who entered grade 9 in 2008-2009	Total score of 12 (6-point scale) across 3 traits with no trait lower than a 3; score of 5 or 6 on all traits to exceed.
Write clearly and accurately	2 total work samples: One must be in either expository or persuasive mode, the other may be in any of the four approved modes: <ul style="list-style-type: none"> <li>• expository</li> <li>• persuasive</li> <li>• narrative (personal)</li> <li>• narrative (fictional)</li> </ul>	Official Writing Scoring Guide	Students who entered grade 9 in 2009-2010	Score of 4 (6-point scale) to meet in each of the 4 required traits; score of 5 or 6 to exceed.
Apply mathematics in a variety of settings	2 total work samples: One each from two of these: <ul style="list-style-type: none"> <li>• algebra</li> <li>• geometry</li> <li>• statistics</li> </ul>	Official Mathematics Problem Solving Scoring Guide	Students who entered grade 9 in 2010-2011	Score of 4 (6-point scale) to meet in each dimension; score of 5 or 6 to exceed.

### Target Cognitive Demand and Item Pool Distribution

Oregon recognizes the importance of Depth of Knowledge as part of test specification. To that end, we are implementing a strategy to overtly incorporate a test design process that includes the three dimensions of content, difficulty and Depth of Knowledge.

- 9 The first step in the process is convening content panels to ask for their determination as to the appropriate allocation of Depth of Knowledge, given the content standards.
- 9 The second step is analyzing the gap between the Depth of Knowledge available in the current item pools against the content panel’s recommendations.
- 9 The third step involves engaging item writers to write items to fill in the critical gaps. These items would then be reviewed and field tested through our standard processes.

We anticipate being able to include Depth of Knowledge as an explicit part of the test specifications in the near future. The three Depth of Knowledge levels to be addressed are:

- Recall: Item requires a student to recall a fact, information or procedure.
- Skill/Concept: Item requires a student to use a skill or concept, including thinking that requires two or more steps.
- Strategic Thinking: Item requires a student to use reason, develop a plan or use a sequence of steps.

### Target Cognitive Demand and Item Pool Distribution by Difficulty

Grade 5		Grade 8		High School	
Distribution on Test		Distribution on Test		Distribution on Test	
<b>Difficulty</b>		<b>Difficulty</b>		<b>Difficulty</b>	
195-213	33%	200-218	33%	205-223	33%
214-232	33%	219-237	33%	224-242	33%
233-250	33%	238-255	33%	243-260	33%
<b>Depth of knowledge</b>		<b>Depth of knowledge</b>		<b>Depth of knowledge</b>	
Recall	<b>To Be Determined</b>	Recall	<b>To Be Determined</b>	Recall	<b>To Be Determined</b>
Skill/Concept		Skill/Concept		Skill/Concept	
Strategic Thinking		Strategic Thinking		Strategic Thinking	
<b>RIT Range</b>	195-250	<b>RIT Range</b>	200-255	<b>RIT Range</b>	205-260
<b>Mean RIT</b>	222	<b>Mean RIT</b>	231	<b>Mean RIT</b>	235

## APPENDIX C: ITEM DEVELOPMENT PROCESS

Oregon’s item development process is consistent with industry practice and takes approximately two years, including writing, reviewing, and field-testing new items. Just as the development of Oregon’s content and performance standards is an open, consensus-driven process, the development of test items and prompts to measure those constructs is grounded in a similar philosophy.

### Item Writing

For the Knowledge and Skills (multiple-choice) tests and the Writing Performance Assessment, most item writing takes place during either onsite, remote and/or online item writing workshops, in which Oregon teachers across the five main content areas write and review items. The process remains the same regardless of workshop format.

Item writers are typically Oregon teachers who have received training in item construction, are familiar with test specifications, and have demonstrated skill in writing items that pass content and sensitivity panel review. Item writers receive professional development compensation for their time and travel expenses. Among other security precautions, ODE requires item writers to sign confidentiality forms assuring that they will work with the items in a secure manner.

All items are written to measure specific subdomains of the content standards at a variety of specified levels of cognitive complexity. Cognitive complexity is represented by the

following classification, developed from Bloom’s (1956) educational taxonomy:<sup>1</sup>

- **Recall:** Recall, label, or locate information; define or describe facts or processes.
- **Skill/Concept (Basic Application):** Use information or conceptual knowledge, often requiring two or more steps; summarize, classify, or explain information or processes; make predictions or generalizations; solve problems.
- **Strategic thinking:** Analyze, critique, compare or contrast; create new information; or organize presented information.
- **Extended thinking:** Make connections and extensions (exclusively assessed in the Writing Performance Assessment and local performance assessments).

During the item writing workshop, writers draft items, document rationale of distracters, and conduct peer reviews of each other’s items. Examples of items are provided, and facilitators provide process guidance and additional review. Writers and reviewers evaluate the strength and clarity of the match between the drafted item and the standard it measures. All issues are worked out or solved multiple times by multiple

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<sup>1</sup> Bloom, B. S. (ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay.

reviewers who verify that distracters are plausible, that answers are correct, and that each item has only a single correct answer.

**Figure 1.**  
**Sample Oregon Item Writing Form**

<b>Writer ID</b> [ ][ ][ ][ ]	<b>Grade</b> <input type="checkbox"/> K-2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> HS <input type="checkbox"/> X Extended	<b>Correct Key</b>	<b>Key Words</b>	<b>Sample Content Area</b>
<input checked="" type="checkbox"/> General Population		<b>Estimated Item Difficulty</b> <input type="checkbox"/> Easy <input type="checkbox"/> Medium <input type="checkbox"/> Hard	<b>Level of Complexity</b> <input type="checkbox"/> R – Recall <input type="checkbox"/> S/C – Skill & Concept <input type="checkbox"/> ST – Strategic Thinking	<b>Graphic</b> M [ ][ ][ ][ ][ ]
<b>SRC</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/> MC <input type="checkbox"/> _____	<b>Standard Code</b> [ ] . [ ] . [ ][ ][ ]	<b>Item ID</b> M [ ][ ][ ][ ][ ][ ]
			<b>Related Essential Skill(s) #</b> (See pg. 8 in notebook)	
<b>Foils</b>		<b>Rationale</b> (Why a student might select this option)		
A				
B				
C				
D				

Following item writing workshops, items are entered into the Item Tracking System (ITS). Oregon’s original graphics are initially entered into the ODE’s Comprehensive Item Management System (CIMS) and then transferred to ITS. Within ITS and CIMS, each item is given a unique item identification number to facilitate the monitoring and tracking of changes to and usage of the item throughout the review process and each item’s history. ITS provides authorized users with access to each item’s alignment and attributes, field-test results and use, response rationales, and previous versions.

Although item writing workshops may still occur annually, ODE has recently moved toward distributed item writing in which consistently strong item writers author additional items throughout the year. Items still go through the review process previously described. Item writers are trained on the use of secure item entry using ITS, and graphic drafts are scanned by the item writers and securely transmitted to ODE.

**Committee/Panel Review**

ODE convenes a series of advisory groups to advise ODE both on assessment-related policy and on item development. ODE seeks to ensure that membership on these advisory groups reflects the demographics of Oregon’s student population. Each advisory group has approximately 15–35 members who serve three-year terms with one-third of the members rotating out each year and being replaced by new representatives. The following table describes the structure of these groups.

### Structure of ODE Assessment-Related Advisory Groups

Committee/Panel	Number of Members	Meeting Frequency	Who Nominates Members?
Assessment Policy Advisory Committee	15–20	2-3 times a year	School districts, COSA, OSBA, OEA, ESDs, and OPTA
Sensitivity Panel	15–20	4–6 times a year	School districts, OEA, ESDs (application process)
English/Language Arts Content and Assessment Panel	35	4-6 times a year	School districts, OEA, ESDs, and self-nominate (application process)
Mathematics Content and Assessment Panel	35	4 - 6 times a year	School districts, OEA, ESDs, and self-nominate (application process)
Science Content and Assessment Panel	35	4- 6 times a year	School districts, OEA, ESDs, and self-nominate (application process)
Social Sciences Content and Assessment Panel	25	1 - 2 times a year	School districts, OEA, ESDs, and self-nominate (application process)
English Language Proficiency Content and Assessment Panel	35	1 – 2 times a year	School districts, OEA, ESDs, and self-nominate (application process)

*Note.* Oregon’s Accommodations and Modifications Review Panel is not described here.  
 Source: <http://www.ode.state.or.us/teachlearn/testing/dev/panels/structurecapanel.doc>

Panel members commit up to 6 school days of service with an additional 3 or 4 days during the summer. However, panels will be convened remotely rather than in person as secure technology improvements allow distributed work. Although committee members on district contracts are not compensated for their service, they do receive travel reimbursement for committee travel of more than 70 miles, and substitute teachers are provided for service during the school year. When classroom teacher members work for ODE during non-contract time, they are compensated at an hourly wage as temporary employees

The Assessment Policy Advisory Committee consists of representatives from Oregon school districts, schools, and

ESDs who are knowledgeable about assessment-related issues. The purpose of the Committee is to advise ODE on both the procedural and policy implications of Oregon’s assessment system, as well as the feasibility of proposed improvements to Oregon’s assessment system. Committee members provide input regarding the various elements of the state assessment system such as educational technology, electronic reporting, operational assessment issues, and test administration.

In addition to seeking advice on assessment-related policy, ODE requires that all items generated for use on Oregon statewide assessments must pass a series of rigorous reviews before they can be used in field and operational tests. All items go through both a content and a sensitivity review as part of the

item development process; only those items that measure the grade-level expectations and meet both overall quality and sensitivity criteria are carried forward to the field-test stage.

ODE Content and Assessment Panels exist for each of the content areas for which statewide tests are given:

English/Language Arts (this panel reviews Writing and Reading/Literature assessment items), Mathematics, Science, Social Sciences, and English Language Proficiency.

Most members of these panels are classroom teachers, with some representation from higher education, district curriculum and assessment personnel, and related businesses. Criteria for panel selection include the following:

- Knowledge of Oregon’s content standards and expertise in the subject area and its eligible content
- Teaching experience at the grade level or benchmark to which the individual will be assigned
- Geographical location to ensure that all regions of Oregon are represented
- Gender and ethnic diversity to ensure that the panel represents the diversity of Oregon’s student population

Current item writers are not allowed to serve on item review committees. However, in some cases, content and assessment panel experts may be utilized as item writing facilitators.

Items are accepted, rejected, or modified by the Content and Assessment Panel to make sure they represent the constructs embodied in grade-specific content standards and test specifications. In addition to judgments of content relevance,

the panels appraise the technical quality of items, looking for items that are free from such flaws as (a) inappropriate readability level, (b) ambiguity, (c) incorrectly keyed answers and distracters, (d) unclear instructions, and (e) factual inaccuracy. The panels for each content area use the following review process:

1. Three content panel members review each item independently and complete an Item Review Form (IRF) (figure 1) using a pre-assigned reviewer ID.
2. Then, the three content panel members review the item collectively, and item reviewers make a recommendation for each item on the IRF to either (a) accept the item as written, (b) accept the item with revisions, or (c) reject the item (sometimes an alternate question is offered that entails a simple revision).
3. When all three reviewers agree that an item should be accepted or rejected, no further discussion is needed. If one or more of the reviewers feel that an item should be revised, then they attempt to reach a consensus and produce a “master copy” of their recommendation. The same is true if one or two of the reviewers reject an item that another reviewer finds acceptable with or without revisions.
4. In most cases, recommendations are followed and revisions are made, or items are eliminated. The ODE assessment specialist can override the recommendation, but this occurs rarely and only for compelling reasons.

**Figure 2.**  
**Sample Oregon Content and Assessment Panel Item Review Form**

The content panels perform specific checks on items to confirm that:

- the SRC and subcategory match.
- the key is correct.
- alternate valid interpretations making the distracters correct do not exist.
- the item is grade-level appropriate in content and reading levels.
- the item is of overall high quality (wording and grammar, graphic quality, curricular importance, etc).
- the identified level of difficulty (i.e., easy, medium, hard) is correct.
- Reading/Literature passages are appropriate in content and reading levels. Science and Social Sciences stimuli align to appropriate content and reading skills.
- the level of cognitive complexity (i.e., recall, skill/concept or strategic thinking) is appropriate to the item and correctly identified.

Following review by the content panel, and according to panel feedback, ODE assessment specialists edit and revise items in ITS in preparation for review by the Sensitivity Panel.

All items that pass review by the content specialist are next presented to the sensitivity panel. The sensitivity panel reviews convenes day-long meetings, four to six times a year. The panel reviews items from all grade levels and content areas for bias, controversial content, and overly emotional issues.

In general, the sensitivity panel ensures that items:

- present racial, ethnic, and cultural groups in a positive light.
- do not contain controversial, offensive, or potentially upsetting content.
- avoid content familiar only to specific groups of students because of race or ethnicity, class, or geographic location.
- aid in the elimination of stereotypes.
- avoid words or phrases that have multiple meanings.

Following the sensitivity panels and according to panel feedback, ODE assessment specialists edit and revise items in the ITS system.

## **EXPERT REVIEW**

Next, ODE assessment specialists submit the new items for review by experts that have experience in the roles of item writer and content and assessment panel member. Expert reviewers add an additional quality control check for the online assessments. Experts have received extensive professional development in ITS to review items in a web-preview format providing the exact rendering provided in the online assessments. Experts review each item and confirm that:

- the key is correct.
- alternate valid interpretations making the distracters correct do not exist.
- the item is grade-level appropriate in content and reading levels.

- the item is of overall high quality (wording and grammar, graphic quality, curricular importance, etc).

Following the expert review in most cases, recommendations are followed and revisions are made, or items are eliminated. The ODE assessment specialist can override the recommendation, but this occurs rarely and only for compelling reasons.

## **FIELD TESTING**

Once the items have been reviewed by the content and assessment panel, the sensitivity panel, and an expert reviewer, all Mathematics, Reading/Literature, Science, and Social Sciences test items are field tested. Field test items identified by the ODE assessment specialists are embedded in the operational tests by content area. As students take the operational tests, they also respond to approximately 5-8 field test items embedded in the test.

ODE then receives data files of the student responses, which ODE analyzes to determine whether the field test items are behaving as expected. The ODE assessment specialists eliminate those items which the data analysis indicate performed weakly. ODE assessment staff calibrate the difficulty level for those items that performed successfully in preparation for using the item operationally.

## TRANSLATION OF ITEMS TO SPANISH

Concurrent with the field testing of items in English, all Mathematics, Science, and Social Sciences test items are translated into Spanish. All required grade-level and benchmark-level statewide tests for Mathematics and Science are offered in English-Spanish tests. English-Spanish tests are also available for Social Sciences. Stacked English-Spanish items are used on electronic tests.

Following translation by ODE's translation vendor, the translated items are reviewed by ODE's Spanish-speaking experts to ensure that each item accurately conveys the intent of the English text.

The following linguistic guidelines are used by ODE's translation vendor and Spanish-speaking experts:

- Students are expected to have subject knowledge and use proper terminology/vocabulary for that subject. In other words, what is expected from English-speaking students is also expected from Spanish-speaking students.
- ODE uses formal Spanish (usted, not tú) for test items and includes proper verb conjugation.
- ODE strives to use Global Spanish language that will be interpreted and understood by all Spanish speakers from anywhere in the world. Global Spanish language includes words used worldwide by most Spanish speakers.

After the ODE Spanish reviewers complete a review of the newly translated items, extensive research is conducted by a small group of reviewers on any word that has not met group consensus. Every attempt is made to choose the most correct translation based upon grade level and cultural relevance. A variety of resources are used for selecting the proper translated words including: dictionaries from Mexico, South America and Spain (e.g. Diccionario Hispanoamericano de Dudas,

Diccionario de Matemáticas), and ODE's list of translated terms for Science at

<http://www.ode.state.or.us/search/page/?id=517>

and for Mathematics at

<http://www.ode.state.or.us/search/page/?id=500>.

## ADDITIONAL EXPERT REVIEW OF ITEMS

On an annual basis, ODE assessment specialists review items from the field test pool for inclusion within the operational test. This level of review acts as an additional quality control for the online assessments. In addition, whenever ODE transitions to a different test delivery system, ODE submits all of its Reading/Literature, Mathematics, Science, and Social Sciences items for an additional level of expert review to ensure that all items appear consistently from year to year when presented to students.

## ITEM USE AND RELEASE

Approximately every three years, ODE releases one sample test for each content area and grade-level and benchmark-level comprised of items used on previous test forms. These items are no longer secure and are taken out of the pool of eligible test items.

Released items are provided in the form of practice tests. Practice tests for Reading/Literature, Mathematics, Social Sciences, and Science are available on ODE's Website at

<http://www.ode.state.or.us/search/page/?id=1222>.

Sample Writing prompts are also available at

<http://www.ode.state.or.us/teachlearn/subjects/elarts/writing/assessment/usingsampleprompts.pdf>



**4 Phase 4 Data Analysis of Field Test Items**

**ANALYZE**

A. Assessment staff generates psychometric data to determine if the item “behaves” as expected.

**REVIEW**

B. Assessment Specialist reviews data to determine which items should be “dropped” because of weak performance.

**CALIBRATE**

C. Assessment staff calibrate the difficulty of field test items that meet the successful criteria.

Bank of CALIBRATED items

NEXT PHASE

**5 Phase 5 Test Construction**

**SELECT**

A. Assessment Specialist selects items for operational testing.

**RANGE**

B. Assessment Specialist balances items across Score Reporting Categories (SRCs) (such as Geometry in Mathematics or Vocabulary in Reading/Literature) and range of difficulty according to test specifications.

**CONSTRUCT**

C. Assessment staff construct tests, online test pools, and finalize Administration Manual.

**REVIEW**

D. Assessment staff and expert reviewers proofread test items and stimuli for errors.

**FINAL**

E. Final Operational Tests and pools are prepared.

NEXT PHASE

**6 Phase 6 Data Analysis of Operational Test Items**

**PRESENTED**

A. Tests are sent to contractor for print distribution or delivery online.

**SCORES**

B. Students complete the operational test and receive instant scores when using online delivery.

**TEST**

C. Assessment staff analyze item statistics to verify the item performs as expected

**PROCESS**

D. Assessment staff analyze item statistics to make sure items are not biased against a particular sub-group (e.g., students with disabilities, ethnic groups, or gender).

**TARGET**

E. Item performance tables which describe how well each item performs are used to review items and pools of items to identify any additional items to be dropped.

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# SOCIAL SCIENCES ANALYSIS

## CLARIFICATION OF TOPIC

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Score  
Reporting  
Category **6**

### Content Standards

1. Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.

### C. HS Benchmark

1. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

### Eligible Content

*Not assessed on statewide test, locally assessed.  
See Social Science Analysis Scoring Guide, Level 4.*

Teachers are expected to provide instruction and classroom assignments based upon social science analysis content standards.

Social Science Analysis support materials are available at [www.ode.or.us/asmt/socialsciences](http://www.ode.or.us/asmt/socialsciences)

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# SOCIAL SCIENCE ANALYSIS

## RESEARCH

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Score  
Reporting  
Category **6**

### Content Standards

2. Gather, use, and evaluate researched information to support analysis and conclusions.

### C. HS Benchmark

1. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions inferences, biases, stereotypes, and persuasive appeals.
2. Understand what it means to be a critical consumer of information.

### Eligible Content

*Not assessed on statewide test, locally assessed.  
See Social Science Analysis Scoring Guide, Level 4.*

Teachers are expected to provide instruction and classroom assignments based upon social science analysis content standards.

Social Science Analysis support materials are available at [www.ode.or.us/asmt/socialsciences](http://www.ode.or.us/asmt/socialsciences)

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# SOCIAL SCIENCES ANALYSIS

## MULTIPLE PERSPECTIVES

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Score  
Reporting  
Category **6**

### Content Standards

3. Understand an event, issue, problem, or phenomenon from multiple perspectives.

### C. HS Benchmark

1. Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.

### Eligible Content

*Not assessed on statewide test, locally assessed.  
See Social Science Analysis Scoring Guide, Level 4.*

Teachers are expected to provide instruction and classroom assignments based upon social science analysis content standards.

Social Science Analysis support materials are available at [www.ode.or.us/asmt/socialsciences](http://www.ode.or.us/asmt/socialsciences)

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# SOCIAL SCIENCES ANALYSIS

## ANALYSIS

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Score  
Reporting  
Category **6**

### Content Standards

4. Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.

### Eligible Content

*Not assessed on statewide test, locally assessed.  
See Social Science Analysis Scoring Guide, Level 4.*

### C. HS Benchmark

1. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short-and long-term effects.

Teachers are expected to provide instruction and classroom assignments based upon social science analysis content standards.

Social Science Analysis support materials are available at [www.ode.or.us/asmt/socialsciences](http://www.ode.or.us/asmt/socialsciences)

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# SOCIAL SCIENCES ANALYSIS

## CONCLUSION

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Score  
Reporting  
Category **6**

### Content Standards

5. Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.

### Eligible Content

*Not assessed on statewide test, locally assessed.  
See Social Science Analysis Scoring Guide, Level 4.*

### C. HS Benchmark

1. Propose, compare, and judge multiple responses, alternatives, or solutions, then reach a defensible, supported conclusion.

Teachers are expected to provide instruction and classroom assignments based upon social science analysis content standards.

Social Science Analysis support materials are available at [www.ode.or.us/asmt/socialsciences](http://www.ode.or.us/asmt/socialsciences)

**Official Social Science Analysis Scoring Guide  
High School**

	<p align="center"><b>Frame the Event, Issue, or Problem</b> <i>Defining and clarifying an issue so that its features are well-understood.</i></p> <p align="center"><i>Question</i></p>	<p align="center"><b>Research</b> <i>Using and evaluating researched information to support analysis and conclusion(s)</i></p> <p align="center"><i>Collect and Compare</i></p>	
<b>6</b>	<ul style="list-style-type: none"> <li>Completely identifies and provides a convincing explanation and in-depth justification(s) of the significance of an event, issue, or problem.</li> <li>Accurately and thoroughly introduces and defines the critical components of the event, issue, or problem (who, what, when, where, why).</li> <li>Precisely communicates and effectively connects the purpose of the study throughout the analysis by establishing or reframing a complex question or thesis*.</li> </ul>	<ul style="list-style-type: none"> <li>Presents the most significant information from various primary and secondary sources.</li> <li>Effectively uses and connects complex information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.)</li> <li>Effectively notes and responds to source credibility, unsupported inferences, biases, stereotyping, and misrepresentations.</li> </ul>	<b>6</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Completely identifies and presents a credible explanation and justification(s) of the significance of an event, issue, or problem.</li> <li>Accurately introduces and defines the critical components of the event, issue, or problem (who, what, when, where, why).</li> <li>Clearly communicates and connects the purpose of the study throughout the analysis by establishing or reframing a question or thesis*.</li> </ul>	<ul style="list-style-type: none"> <li>Presents relevant information from various primary and secondary sources.</li> <li>Effectively uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.)</li> <li>Notes and responds to source credibility, biases, stereotyping, and misrepresentations.</li> </ul>	<b>5</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Identifies and provides a reasonable explanation of the significance of an event, issue, or problem.</li> <li>Introduces and defines most of the critical components of the event, issue, or problem (who, what, when, where, why).</li> <li>Communicates the purpose of the study throughout the analysis by establishing or reframing a question or thesis*.</li> </ul>	<ul style="list-style-type: none"> <li>Presents appropriate information from various primary and secondary sources.</li> <li>Uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.)</li> <li>Notes source credibility, biases, stereotyping, and/or misrepresentations.</li> </ul>	<b>4</b>
<b>3</b>	<ul style="list-style-type: none"> <li>Identifies an event, issue or problem but the attempt to explain significance is unconvincing.</li> <li>Introduces and identifies some critical components of the event, issue, or problem (who, what, when, where, why); may include obvious inaccuracies.</li> <li>Incompletely communicates the purpose of the study throughout the analysis by establishing or reframing an overly general question or thesis*.</li> </ul>	<ul style="list-style-type: none"> <li>Presents general information from various primary and secondary sources.</li> <li>Partially uses and connects some information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.)</li> <li>Does not consistently note source credibility, biases, stereotyping, and/or misrepresentations.</li> </ul>	<b>3</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Identifies an event, issue or problem but the attempt to explain significance is inaccurate or omitted.</li> <li>Introduces and identifies few critical components of the event, issue, or problem (who, what, when, where, why) and includes obvious inaccuracies.</li> <li>The purpose of the study can only be inferred and is not communicated throughout the analysis*.</li> </ul>	<ul style="list-style-type: none"> <li>Presents insufficient information and includes inappropriate or inadequate detail from sources to explain the topic.</li> <li>Ineffectively uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.)</li> <li>Inaccurately notes source credibility, biases, stereotyping, and/or misrepresentations.</li> </ul>	<b>2</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Shows little understanding of the event, issue or problem identified.</li> <li>Introduces and identifies few, if any components of the event, issue, or problem (who, what, when, where, why) and/or is inaccurate.</li> <li>The purpose of the study and its connections to the analysis is not identified*.</li> </ul>	<ul style="list-style-type: none"> <li>Presents insufficient information; it is unclear whether sources have been used.</li> <li>Misuses and/or neglects to connect information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.)</li> <li>Does not attempt to note source credibility, biases, stereotyping, and/or misrepresentations.</li> </ul>	<b>1</b>

Definitions:

\*Thesis includes a formal or informal statement of purpose or opinion. Analysis means the study.

	<b>Examine</b> <i>Identifying and analyzing characteristics, causes, and consequences of an event, issue, or problem</i> <i>Analyze</i>	<b>Conclude</b> <i>Presenting reasoned conclusions or resolutions, acknowledging and evaluating alternative interpretations, using supporting data and defensible criteria</i> <i>Justify</i>	
<b>6</b>	<ul style="list-style-type: none"> <li>Objectively and fully explains and evaluates an array of relevant points of view related to the topic.</li> <li>Thoroughly explains and evaluates the essential factors which influenced or caused the event, issue, or problem.</li> <li>Thoroughly explains and evaluates the most likely implications, effects and/or results and their relationship to the event, issue, or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a convincing conclusion or resolution which clearly answers the original question or proves the thesis, and is specifically supported by the analysis.</li> <li>Evaluates and dismisses the most compelling alternative interpretations, outcomes, or possible responses to the question/thesis.</li> <li>Convincingly justifies conclusion(s) and, if appropriate, makes recommendations, which are clearly supported by significant data, research, valid information, and/or knowledge.</li> </ul>	<b>6</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Objectively explains with detail and evaluates several relevant points of view related to the topic.</li> <li>Explains and evaluates several essential factors which influenced or caused the event, issue, or problem.</li> <li>Effectively explains and evaluates some likely implications, effects, and/or results and their relationship to the event, issue, or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a credible conclusion or resolution which answers the original question or proves the thesis, and is related to the analysis.</li> <li>Evaluates and dismisses appropriate alternative interpretations, outcomes, or possible responses to the question/thesis.</li> <li>Justifies conclusion(s) and, if appropriate, makes recommendations, which are supported by data, research, valid information, and/or knowledge.</li> </ul>	<b>5</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Identifies and objectively explains with some detail multiple points of view related to the topic.</li> <li>Explains several factors which influenced or caused the event, issue, or problem.</li> <li>Explains some probable implications, effects, and/or results and their relationship to the event, issue, or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a reasonable conclusion or resolution that responds to the original question/thesis and the analysis.</li> <li>Addresses and dismisses alternative interpretations, outcomes, or possible responses to the question/thesis.</li> <li>Justifies conclusion(s) and, if appropriate, makes recommendations, using some data, research, valid information, and/or knowledge.</li> </ul>	<b>4</b>
<b>3</b>	<ul style="list-style-type: none"> <li>Identifies and attempts to explain different points of view but may be overly general or biased.</li> <li>Incompletely explains several factors which influenced or caused the event, issue or problem.</li> <li>Incompletely explains some probable implications, effects, and/or results and their relationship to the event, issue, or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a conclusion or resolution that partially responds to the original question/thesis and the analysis.</li> <li>Addresses some alternative interpretations, outcomes, or possible responses to the question/thesis that may be of less importance or may not be completely appropriate.</li> <li>Justifies conclusion(s) and, if appropriate, makes recommendations, using limited and/or partially accurate data, research, valid information, and/or knowledge.</li> </ul>	<b>3</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Identifies different points of view but explanation is minimal, inaccurate and /or biased.</li> <li>Incompletely and inaccurately explains factors which influenced or caused the event, issue, or problem.</li> <li>Incompletely and inaccurately explains probable implications, effects, and/or results and their relationship to the event, issue, or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a conclusion or resolution which does not respond to the original question/thesis and/or is not supported by the analysis.</li> <li>Alternative interpretations, outcomes, or possible responses to the question/thesis are underdeveloped or inappropriate.</li> <li>Conclusion(s) and/or recommendations are unsupported by data, research, valid information, and/or knowledge; or the data is inaccurate.</li> </ul>	<b>2</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Presents only one point of view.</li> <li>Does not explain factors which influenced or caused the event, issue, or problem.</li> <li>Does not explain probable implications, effects, and/or results and their relationship to the event, issue, or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Does not present a conclusion or resolution and/or inaccurately or inappropriately responds to the original question/thesis.</li> <li>Does not suggest alternative interpretations, outcomes, or possible responses.</li> <li>Conclusion(s) and/or recommendations are unsupported and/or contradicted by data, research, valid information, or knowledge.</li> </ul>	<b>1</b>

**Oregon Department of Education**

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