Social Sciences

TEST SPECIFICATIONS and BLUEPRINTS

Grade 5

Benchmark 2

OREGON DEPARTMENT OF EDUCATION

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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.

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.

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.

Score Reporting Categories and Sub Score Reporting Categories for Social Sciences Benchmark 2/Grade 5

The SRC codes are as follows:

HISTORICAL SKILLS

U.S. 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

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. International Economics
5. Function of Money
6. 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
CRONOLOGICAL RELATIONSHIPS

Score Reporting Category 7

Content Standards

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

5. Benchmark 2

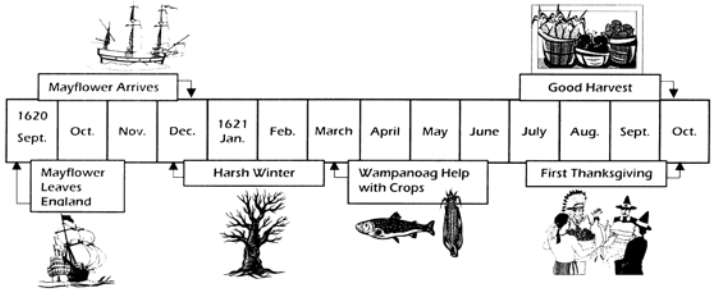
1. Interpret data and chronological relationships presented in timelines and narratives.

Eligible Content

A. *Order events found in historical narratives.*

B. *Calculate time and infer information from timelines.*

Example Item



What can you tell from the time line above?

A. The Mayflower took more than one year to sail to Plymouth.

B. The Mayflower arrived in Plymouth in 1621.

C. The first Thanksgiving was celebrated less than one year after the Mayflower arrived.*

D. The Wampanoag's helped with the crops beginning in April.

Eligible Content = B

HISTORICAL SKILLS
CAUSE AND EFFECT

Score Reporting Category 7

Content Standards

2. Identify and analyze cause and effect relationships in history.

5. Benchmark 2

1. Identify cause and effect relationships in a sequence of events.

Eligible Content

Not assessed on statewide test, locally assessed.

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.

5. Benchmark 2

1. Understand how history can be organized using themes, geography, or chronology.

Eligible Content

Not assessed on statewide test, locally assessed.

HISTORICAL SKILLS

PERSPECTIVES AND INTERPRETATION

Score Reporting Category 7

Content Standards

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

5. Benchmark 2

1. Identify primary and secondary sources.

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 influence of individuals, issues, events, people, and developments in U.S. history.

5. Benchmark 2

1. Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution.

Eligible Content

A. *Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.*

B. *Understand the impact of early European exploration on Native Americans and on the land.*

C. *Understand the impact of individuals through the period of the American Revolution, on ideas, ways of life or the course of events in U.S. history.*

D. *Understand the colonial experience and how it led to the American Revolution.*

E. *Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.*

Example Item

What advantage did the colonies have over Britain in the American Revolution? The colonies had better

A. knowledge of the local lands.*

B. training of soldiers and a huge Navy.

C. access to money to pay soldiers.

D. weapons, especially artillery.

Eligible Content = E

U.S. History
STATE HISTORY

Score Reporting Category 1

Content Standards

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

5. Benchmark 2

1. Understand how individuals changed or significantly influenced the course of Oregon State history.

Eligible Content

A. *Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.*

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 from pre-history through the period of the American Revolution.*

Example Item

Why was Celilo Falls an important location for Native Americans in Oregon?

A. It was a sacred burial ground.

B. It was a fishing and trade center. *

C. It was the sight of a famous battle.

U.S. HISTORY
LOCAL HISTORY

Score Reporting Category 1

Content Standards

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

5. Benchmark 2

1. Understand how individuals changed or significantly influenced the course of local history.

Eligible Content

Not assessed on statewide test, locally assessed.

CIVICS AND GOVERNMENT

PRINCIPLES OF U.S. GOVERNMENT

Reporting Category 3

Content Standards

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

5. Benchmark 2

1. Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution.

Eligible Content

A. Know the concept of “rule of law”.

Example Item

“Rule of Law” means

A. a city police officer can use city funds for her own use.

B. a mayor is not allowed to vote.

C. a senator must obey traffic lights.*

D. a government worker does not have to pay taxes.

Eligible Content = A

CIVICS AND GOVERNMENT

LEVELS OF GOVERNMENT

Score Reporting Category 3

Content Standards

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

5. Benchmark 2

1. Identify the primary functions of federal, state, and local governments.

Eligible Content

A. *Identify public safety, transportation, education and recreation as responsibilities of local governments.*

B. *Know how laws are made.*

Example Item--*1994 NAEP Released Item*

What happens to the bills introduced in Congress? The bills

A. can become laws.*

B. are passed but then vetoed by the President.

C. are passed by the House but not by the Senate.

D. are never sent by committees to the full House.

Eligible Content = B

CIVICS AND GOVERNMENT

SEPERATION OF POWERS

Reporting Category 3

Content Standards

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

5. Benchmark 2

1. Understand the roles and responsibilities of the three branches of government.

Eligible Content

A. *Name and distinguish the primary function of each branch of government at the federal and state levels.*

Example Item

Who is the leader of the Executive Branch of each state?

A. President

B. Mayor

C. Judge

D. Governor*

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.

5. Benchmark 2

1. Identify the rights of U.S. citizens.

Eligible Content

A. *Identify basic rights that are given to citizens of the United States.*

Example Item

The First Amendment protects the citizens' right to which of the following?

A. Freedom of speech*
B. Freedom of housing the armed forces
C. Right to vote
D. Right to a jury trial

CIVICS AND GOVERNMENT

CITIZEN RESPONSIBILITY

Score Reporting Category 3

Content Standards

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

5. Benchmark 2

1. Understand how citizens can learn about public issues.

.

Eligible Content

A. *Identify and give examples of resources that provide information about public issues.*

Example Item--*1994 NAEP Released Item*

In the United States, what do voter pamphlets, public service announcements, business associations, and environmental organizations all have in common?

A. They provide information about public issues.*

B. They share the same ideas about political issues.

C. They are funded by the federal government.

D. They have to pay state and federal taxes.

Eligible Content = A

CIVICS AND GOVERNMENT

INFLUENCING GOVERNMENT

Score Reporting Category 3

Content Standards

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

5. Benchmark 2

1. Identify and give examples of how individuals can influence the actions of government.

Eligible Content

A. *Identify and give examples of actions citizens can take to influence government policy and decision-making.*

Example Item—*1994 NAEP Released Item (modified)*

Imagine that a decision has been made to locate a landfill near a school. Which actions might the students first take to legally protest this decision?

A. Talk to the town council about moving the landfill.*

B. Encourage parents to refuse to pay federal income taxes.

C. Call the governor to ask for help in moving the landfill.

D. Refuse to go to school until the decision is changed.

Eligible Content = A

CIVICS AND GOVERNMENT

INTERNATIONAL RELATIONS

Score Reporting Category 3

Content Standards

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

5. Benchmark 2

1. Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.

Eligible Content

A. *Know how the United States makes treaties with other nations, including Indian nations.*

B. *Know how nations demonstrate good will toward other nations in a variety of ways.*

Example Item

Which of the following is NOT a benefit of international trade?

A. The United States receives oil to make gasoline.

B. South Africa profits by exporting gems and minerals.

C. Countries create friendly relationships by trading with each other.

D. Countries are forced to get rid of all of their important resources. *

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.

5. Benchmark 2

1. Understand that there are different ways for governments to be organized.

Eligible Content

A. *Recognize that governments are organized in different ways.*

Example Item

When the United State's founding fathers established the new government, they set up a democracy. What type of leader was chosen?

A. President*
B. Dictator
C. King
D. Czar

ECONOMICS
SCARCITY

Score Reporting Category 5

Content Standards

1. Understand the economic concept of scarcity.

5. Benchmark 2

1. Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits.

Eligible Content

A. *Know that whenever a choice is made, there is a cost.*

Example Item

Why are “people” sometimes considered a resource?

A. People’s labor is exchanged for wages or salaries.*

B. People can buy houses and pay rent.

C. People have children and pets.

D. People trade goods and supplies.

Eligible Content = A

ECONOMICS
COSTS AND BENEFITS

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.

5. Benchmark 2

1. Identify and give examples of the concepts of “trade-off” and “opportunity costs.

Eligible Content

A. *Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.*

B. *Understand the difference between “needs” and “wants” and their relationship to economic trade-offs.*

Example Item

The trade-off of Carla spending most of her money on art supplies is that she

A. Doesn’t have as much money to put into savings*

B. Will be able to buy more art supplies

C. Has more money to put into savings

ECONOMICS
SUPPLY AND DEMAND

Score Reporting Category 5

Content Standards

3. Understand the concept of supply and demand.

5. Benchmark 2

1. Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.

Eligible Content

A. *Understand that prices rise and fall depending on supply and demand.*

Example Items

If orange producers have an excellent growing season and harvest, what will happen to the price of oranges in the stores? The prices will

A. increase.

B. decrease.*

C. stay the same.

D. go up and then go down.

Eligible Content = A

ECONOMICS
INTERNATIONAL ECONOMICS

Reporting Category 5

Content Standards

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

5. Benchmark 2

1. Recognize examples of how nations interact economically.

Eligible Content

A. *Recognize that nations interact through trade.*

Example Item

Which of these is not an example of international trade?

A. The United States buying olives from Greece

B. The United States buying bananas from Honduras

C. The United States buying pineapples from Hawaii*

D. The United States buying kiwis from Australia

Eligible Content = A

ECONOMICS

FUNCTION OF MONEY

Score Reporting Category 5

Content Standards

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

5. Benchmark 2

1. Identify the characteristics of money and the advantages of it's use over barter.

Eligible Content

A. *Distinguish between "barter" and "money" and how they facilitate the exchange of goods.*

Example Item

Which situation is an example of bartering?

A. Choosing a free kitten from an animal center
B. Buying a candy bar at a grocery store
C. Washing Pat's car while Pat mows your lawn*
D. Giving Terry a book as a birthday present

Eligible Content = A

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.

5. Benchmark 2

1. Understand the processes of earning, saving, spending, budgeting, and record keeping in money management.

Eligible Content

A. *Recognize that people earn income by exchanging their labor for wages and salaries.*

B. *Recognize that savings are the part of income not spent on taxes or consumption.*

C. *Recognize that spending involves exchanging money for goods or services.*

D. *Recognize that a budget is a record keeping plan for managing income and spending.*

Example Item

If the interest rate for borrowing money to buy a house decreases, a person would

A. Be more likely to purchase a house.*

B. Be less likely to purchase a house.

C. Not be affected by the interest rate

D. Ask the lender to increase the interest rate

ECONOMICS
MONEY MANAGEMENT

Score Reporting Category 5

Content Standards

2. Understanding how banks and credit unions serve savers and borrowers.

5. Benchmark 2

1. Understand the processes of earning, saving, spending, budgeting, and record keeping in money management.

Eligible Content

A. *Understand how interest creates incentives for borrowing and saving.*

Example Item

What is the advantage of saving money in a bank instead of keeping it at home? Money kept in a bank

A. earns interest.*
B. Is easier to use.
C. will not be affected by inflation.
D. will not be affected by deflation.

Eligible Content = A

GEOGRAPHY

GEOGRAPHICAL TERMS

Score Reporting Category 4

Content Standards

1. Understand and use spatial concepts of geography.

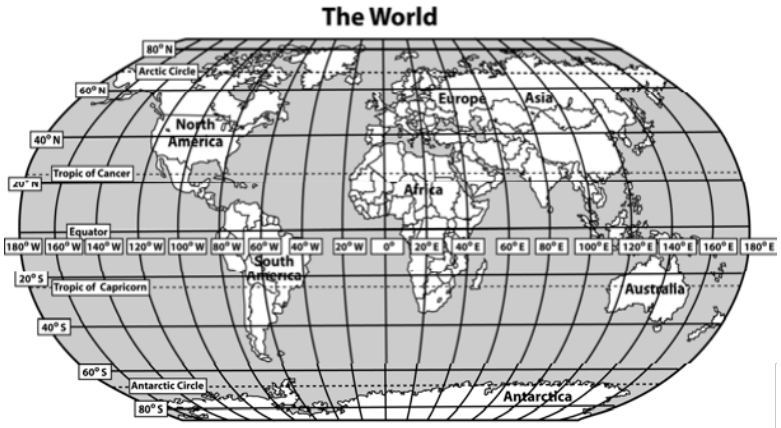
5. Benchmark 2

1. Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.

Eligible Content

A. *Know and use basic map elements to answer geographic questions or display geographic information.*

Example Item



30°S, 60°W is the location for

A. South America.*
B. North America.
C. Australia.
D. Asia.

Eligible Content = A

GEOGRAPHY

GEOGRAPHICAL REPRESENTATIONS

Score Reporting Category 4

Content Standards

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

5. Benchmark 2

1. Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information.

Eligible Content

A. *Use maps and charts to interpret geographic information.*

B. *Use other visual representations to locate, identify and distinguish physical and human features of places and regions.*

Example Item

Use the map to answer the following question (map not shown).

A. 110^{o} W and 45^{o}

B. 115^{o} W and 40^{o} N

C. 90^{o} W and 40^{o} N

D. 110^{o} W and 35^{o} N

Eligible Content = A

No answer shown

GEOGRAPHY

GEOGRAPHICAL FEATURES

Score Reporting Category 4

Content Standards

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

5. Benchmark 2

1. Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon.

Eligible Content

A. *Identify the names of the continents and their relative size, shape and location.*

B. *Identify the names of the fifty states and their location relative to other states.*

C. *Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.*

Example Item

Which region is known as the breadbasket of America because of all the grains grown there?

A. Northeast
B. Southwest
C. Southeast
D. Midwest*

Eligible Content = C

GEOGRAPHY

REGIONS AND CULTURE

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.

5. Benchmark 2

1. Identify physical and human characteristics of regions in the United States and the processes that have shaped them.

Eligible Content

A. Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.

B. Identify the type of economic activity, population distribution, and cities found in regions of the United States.

Example Item

Which list of industries best represents what is produced in the region of the United States known as the South?

A. Wheat, aerospace, chemicals, fishing

B. Mining, wood products, automobiles

C. Cotton, textiles, tourism, tobacco*

D. Dairy, lumber, mining, fishing

GEOGRAPHY
CULTURAL CONVERGENCE

Score Reporting Category 4

Content Standards

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

5. Benchmark 2

1. Identify patterns of migration and cultural interaction in the United States.

Eligible Content

A. *Understand how physical geography affects the routes, flow and destinations of migration.*

B. *Explain how migrations affect the culture of emigrants and native populations.*

Example Item

Why didn't the colonies spread to the west?

A. Mountains formed a natural barrier.*

B. No one was interested in the western lands.

C. The land was already owned by Asian farmers.

D. Taxes were higher there.

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.

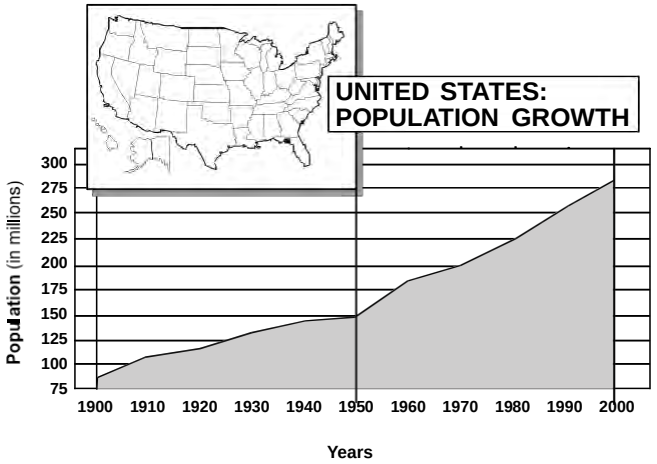
5. Benchmark 2

1. Identify and give examples of issues related to population increases and decreases.

Eligible Content

A. *Identify and give examples of positive and negative impacts of population increases or decreases.*

Example Item



What do you predict the United States population was in 2005?

A. 400 million
B. 200 million
C. 300 million*
D. 275 million

Eligible Content = A

GEOGRAPHY
EFFECT OF HUMANS

Score Reporting Category 4

Content Standards

7. Understand how humans affect the physical environment.

5. Benchmark 2

1. Understand how physical environments are affected by human activities.

Eligible Content

A. *Understand how and why people alter the physical environment.*

B. *Describe how human activity can impact the environment.*

Example Item—*1994 NAEP Released Item (modified)*

Which of the following contributed to the growth of suburbs?

A. The lack of highways

B. Increases in automobile ownership*

C. Increases in city housing

D. The lack of population growth

Eligible Content = A

GEOGRAPHY

EFFECT 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 activates.

5. Benchmark 2

1. Understand how human activities are affected by the physical environment.

Eligible Content

A. *Identify constraints on human activity caused by the physical environment.*

B. *Understand how the physical environment presents opportunities for economic and recreational activity.*

Example Item

Why would homes and buildings in the Southwest be made from dried mud and wood? These building materials

A. could be found nearby.*

B. caused the owner to appear wealthy.

C. make the strongest buildings.

D. would not burn.

Eligible Content = A

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 grade 5, 25% of the items on a test assess Civics and Government, which equals about 12 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-Benchmark 2/Grade 5

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
Historical Skills	7.1.51.A 7.1.51.B	10%		4-6	55
U.S. History	1.1.51.A 1.2.51.A 1.1.51.B 1.2.51.B 1.1.51.C 1.1.51.D 1.1.51.E	15%		6-9	75
World History	Not assessed by KS test	NA		NA	NA
Civics and Government	3.1.51.A 3.5.51.A 3.2.51.A 3.6.51.A 3.2.51.B 3.7.51.A 3.3.51.A 3.7.51.B 3.4.51.A 3.8.51.A	25%		11-14	75
Geography	4.1.51.A 4.5.51.A 4.2.51.A 4.5.51.B 4.3.51.A 4.6.51.A 4.3.51.B 4.7.51.A 4.3.51.C 4.7.51.B 4.4.51.A 4.8.51.A 4.4.51.B 4.8.51.B	25%		11-14	140
Economics	5.1.51.A 5.8.51.A 5.2.51.A 5.8.51.B 5.2.51.B 5.8.51.C 5.3.51.A 5.8.51.D 5.6.51.A 5.8.52.A 5.7.51.A	25%		11-14	95
Operational Item Total				50	440
Field Test Item Total				6	50
Total items on Test		100%		56	

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 Grade 5 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 Grade 5 tests, within one or two points, based on a given year's item pool.

High RIT	270
Low RIT	154

Difficulty Criteria for Grade 5 level

Grade 5 Social Sciences	**Target Item Pool Difficulty Distribution**
RIT by Difficulty	
195-213	33%
214-232	33%
233-250	33%
RIT Range	195-250
Mean RIT	222
Cognitive Demand	**Target for Item Delivery**
Recall	**To Be Determined**
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.

Exceeds 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.	Students who EXCEED the Benchmark 2 (Grade 5) social sciences standard are able to make inferences and connections between social sciences topics including those about the foundations of democracy and U.S. geographic regions. They can solve complex questions using detailed charts and maps. Students can solve higher-level thinking questions
Meets 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.	Students who MEET the Benchmark 2 (Grade 5) social sciences standard consistently answer social sciences questions including those about the Declaration of Independence, supply and demand, and local government. They can identify the location of most U.S. States and geographic regions. They can identify cause and effect relationships.
Nearly Meets 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.	Students who NEARLY MEET the Benchmark 2 (Grade 5) social sciences standard understand basic social sciences topics and can occasionally recall well-known facts about money principles, rule of law, and the American Revolution. Students sometimes infer correct answers from basic social sciences diagrams, including historical timelines and maps.
Does Not Yet Meet 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	Students who DO NOT YET MEET the Benchmark 2 social sciences standard Students can inconsistently recall well-known facts about bartering and money, colonial leaders and the role of individuals in society. Students can infer correct answers from only the most basic social sciences diagrams, especially maps.

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 AERSP 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.

APPENDIX A

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 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). 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 4	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 6	MEET	EXCEED
English Language Arts/Literacy	TBD	TBD
Mathematics	TBD	TBD
Writing, Speaking, Science, 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 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[1]		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[2] Through the Grade 12 Retest Option[3]

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

[1] 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 1st of their 8th grade year.

[2] For purposes of demonstrating mastery of Essential Skills, students must meet the achievement standards in effect during their 8th grade year. However, students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year. In addition, students may demonstrate proficiency in the Essential Skills using additional assessment options adopted in their 9th through 12th 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[1]	Grades 3-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Scientific Inquiry[2]	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).

[1] 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.

[2] 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 9th through 12th grade years.
- allow students to use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th 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: • at least one must be informative • the second may be informative or literary	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: • expository • persuasive • narrative (personal) • narrative (fictional)	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: • algebra • geometry • statistics	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.

- 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.
- The second step is analyzing the gap between the Depth of Knowledge available in the current item pools against the content panel's recommendations.
- 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	Distribution on Test	Grade 8	Distribution on Test	High School	Distribution on Test
Difficulty		**Difficulty**		**Difficulty**	
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%
Depth of knowledge		**Depth of knowledge**		**Depth of knowledge**	
Recall	***To Be Determined***	Recall	***To Be Determined***	Recall	***To Be Determined***
Skill/Concept		Skill/Concept		Skill/Concept	
Strategic Thinking		Strategic Thinking		Strategic Thinking	
RIT Range	195-250	**RIT Range**	200-255	**RIT Range**	205-260
Mean RIT	222	**Mean RIT**	231	**Mean RIT**	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:[1]

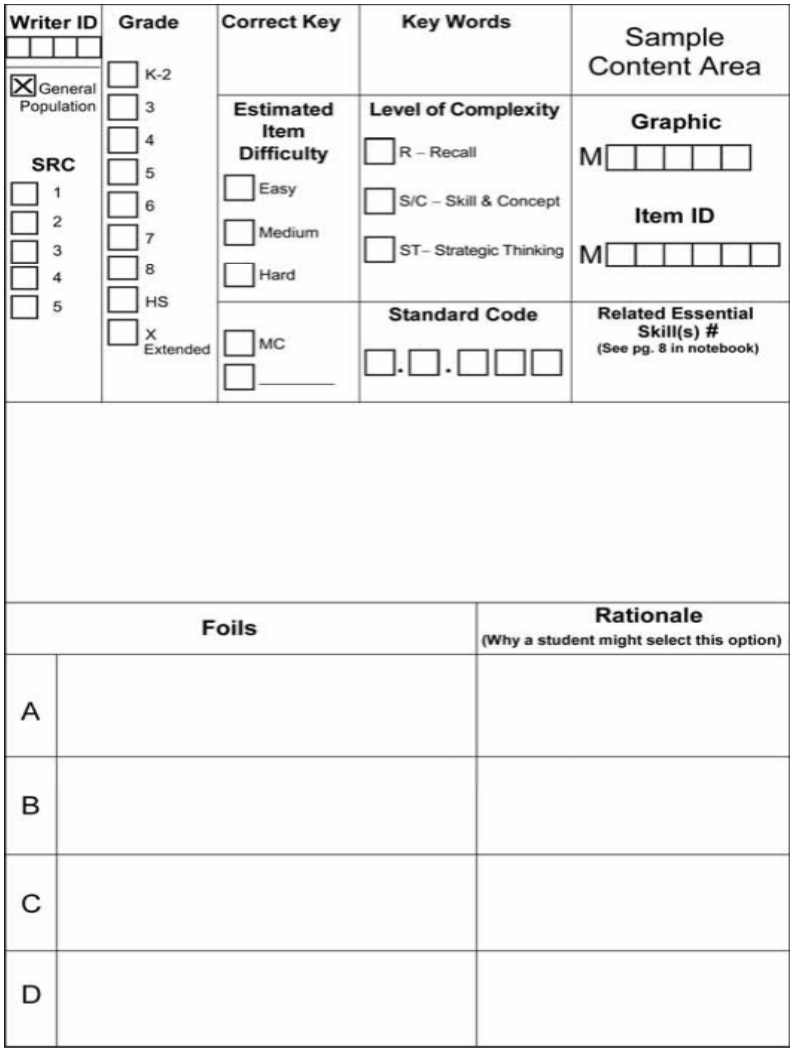
- **Recall:** Recall, label, or locate information; define or describe facts or processes.
- **Skill/Concept (Basic Application):** Use information or conceptual knowledge, often requiring two or more steps; summarize, classify, or explain information or processes; make predictions or generalizations; 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

[1] 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



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/structurecapanels.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:

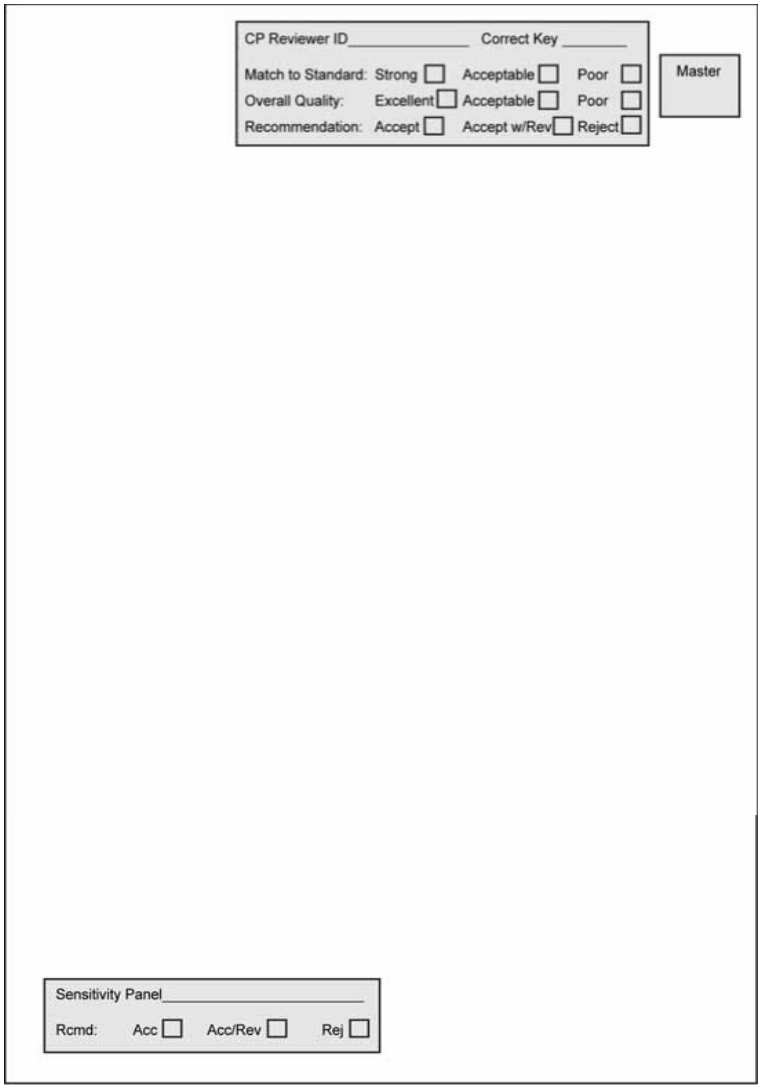
1. Three content panel members review each item independently and complete an Item Review Form (IRF) (figure 1) using a pre-assigned reviewer ID.

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

The complete two-year Lifecycle of a Knowledge and Skills Item

Mathematics, Reading/Literature, Science, Social Sciences

1 Phase 1›Item Writing

SITES

A. Assessment staff schedules and coordinates item writing activities, and recruits Oregon teachers to construct items to be entered into an item database

WRITING

B. Item Writing: Teachers receive professional development training on item development, including a focus on standards alignment and item content and format. Items are written explicitly to measure Oregon academic content standards.

REVIEW

C. Teachers review items written by their peers.

ENTRY

D. After items are written, assessment staff enter items into a database.

Bank of POTENTIAL items

NEXT PHASE

2 Phase 2›Item Review

SORT

A. Assessment Specialist sorts and organizes items for review.

REVIEW

B. Subject Specific Content and Assessment Panels, consisting of Oregon teachers, review test items with respect to content validity and grade appropriateness.

EDIT

C. Assessment Specialist edits and revises items according to content panel feedback.

REVIEW

D. Sensitivity Panel reviews items in two-day meetings, generally held four times a year.

EDIT

E. Assessment Specialist edits and revises items according to Sensitivity Panel feedback.

Bank of REVIEWED items

NEXT PHASE

3 Phase 3›Field Testing

FIELD TEST

A. Assessment Specialist identifies items to be field tested.

EMBED

B. Field test items are embedded in an operational test.

TEST

C. Students complete operational tests with embedded field test items.

PROCESS

D. Data files of student responses are submitted to ODE for analysis.

Bank of FIELD items

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 subgroup (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.

SOCIAL SCIENCE ANALYSIS

CLARIFICATION OF TOPIC

Score Reporting Category 6

Content Standards

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

5. Benchmark 2

1. Examine an event, issue, or problem through inquiry and research.

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 http://www.ode.state.or.us/search/page/?id=34

SOCIAL SCIENCE ANALYSIS
RESEARCH

Score Reporting Category 6

Content Standards

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

5. Benchmark 2

1. Gather, use, and document information from multiple source (e.g. print, electronic, human, primary, secondary).

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 http://www.ode.state.or.us/search/page/?id=34

SOCIAL SCIENCE ANALYSIS

MULTIPLE PERSPECTIVES

Score Reporting Category 4

Content Standards

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

5. Benchmark 2

1. Identify and study two or more points of view of an event, issue, or problem.

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 http://www.ode.state.or.us/search/page/?id=34

SOCIAL SCIENCE ANALYSIS

ANALYSIS

Score Reporting Category 6

Content Standards

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

5. Benchmark 2

1. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.

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 http://www.ode.state.or.us/search/page/?id=34

SOCIAL SCIENCE ANALYSIS

CONCLUSION

Score Reporting Category 6

Content Standards

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

5. Benchmark 2

1. Identify a response or solution and support why it makes sense, using support from research.

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 http://www.ode.state.or.us/search/page/?id=34

5th Grade Social Science Analysis:
Ways to Embed in Daily Instruction

Concept	Activity/Task Ideas
Tell who, what, when where, why	• Incorporate in reading. • Examine newspaper articles, copies of primary resources, written stories, social studies events to determine who, what, when, where, and why. • Other: Expository Writing
Identify a question/thesis	• Give students questions; have them determine which are best for projects. • Consider a group analysis project at the end of the year. • Other: Read Newspaper Articles (Time for Kids), etc. Use to identify the thesis.
Identify/use primary and secondary sources	• Tie to work on standards (multiple sources). • Use interviews, internet, photos for primary sources. • Have students distinguish between primary and secondary sources. • Other: Discuss as students read text, news articles, and current events.
Discuss influences on a topic from various perspectives: historical, geographical, economical, political/ explore different points of view	• Take different sides in historical, geographical, economical, political issues, noting influences. • Discuss different points of view in life experiences (e.g., parent's/ child's view on allowance; community issues bulletin board). • Sort quotes or statements that illustrate different points of view. • Other:
Use sources to support ideas	• Incorporate in writing (expository/persuasive). • Other: Discuss sources used in class (SS textbooks have a source list, basal readers list original sources).
Judge sources	• Discuss – which gives you the best information? • Other:
Understand/give examples of cause and effect	• Discuss cause/effect in social studies examples. • Incorporate in reading. • Other: Debates
Support a conclusion or a resolution	• Incorporate in writing. • Incorporate in group analysis project at the end of the year • Other: Identify elements of good conclusions in reading selections (newspapers, Time for Kids, etc.)

Oregon Department of Education

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