

Georgia
Milestones
Assessment System



Assessment Guide
United States History



Assessment Guide

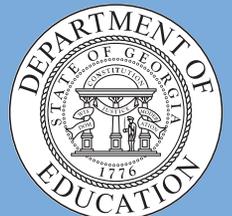


Table of Contents

THE GEORGIA MILESTONES ASSESSMENT SYSTEM	3
GEORGIA MILESTONES END-OF-COURSE (EOC) ASSESSMENTS	4
ASSESSMENT GUIDE	5
TESTING SCHEDULE	6
TEST STRUCTURE	7
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	7
CONTENT MEASURED	8
ITEM TYPES	10
DEPTH OF KNOWLEDGE DESCRIPTORS	10
SCORES	13
EXAMPLE ITEMS	14
ADDITIONAL SAMPLE ITEMS	19
ADDITIONAL SAMPLE ITEM KEYS	25

THE GEORGIA MILESTONES ASSESSMENT SYSTEM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide educators with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning Grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in Language Arts, Mathematics, Science, and Social Studies. Students in Grades 3–8 take an end-of-grade assessment in each content area, while high school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

The main purpose of Georgia Milestones is to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about the students' achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the Language Arts assessment;
- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a backup until the transition is complete.

The primary mode of administration for the Georgia Milestones program is online, with the goal of completing the transition from paper/pencil within five years after the inaugural administration (i.e., the 2014–2015 school year). Paper/pencil test materials (such as Braille) will remain available for students with disabilities who may require them in order to access the assessment.

Georgia Milestones follows guiding principles to help ensure that the assessment system:

- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student academic progress and preparedness for the next level, whether it is the next grade level, course, or college or career;
- is accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- supports and informs the state’s educator-effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- accelerates the transition to online administration, allowing—over time—for the inclusion of innovative technology-enhanced items.

GEORGIA MILESTONES END-OF-COURSE (EOC) ASSESSMENTS

As previously mentioned, Georgia law (§20-2-281) mandates that the State Board of Education adopt EOC assessments for core courses to be determined by the Board. An EOC assessment serves as a student’s final exam in the associated course. With educator input and State Board approval, the Georgia Milestones EOC assessments measure student achievement in the following courses: Ninth Grade Literature and Composition, American Literature and Composition, Algebra I, Geometry, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, United States History, and Economics/Business/Free Enterprise.

Any student enrolled in and/or receiving credit for one of the above-mentioned courses, regardless of grade level, is required to take the Georgia Milestones EOC assessment upon completion of that course. This includes middle school students completing a course associated with a Georgia Milestones EOC assessment, regardless of whether they are receiving high school credit. Students enrolling from non-accredited programs are required to take and pass the Georgia Milestones EOC assessment prior to receiving credit for the course.

A student’s final grade in the course will be calculated using the Georgia Milestones EOC assessment as follows (State Board Rule 160-4-2-.13):

- For students enrolled in Grade 9 for the first time before July 1, 2011, the EOC assessment counts as 15% of the final grade.
- For students enrolled in Grade 9 for the first time on or after July 1, 2011, the EOC assessment counts as 20% of the final grade.

Results of the EOC assessments, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for each course, contributing 15% or 20% to the student's final course grade;
- provide a clear signal of each student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- allow for the detection of the academic progress made by each student from one assessed course to the next;
- support and inform educator-effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

Additional uses of the EOC assessments include: (1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers and (2) allowing eligible students to demonstrate competency without taking the course and earn course credit (e.g., "test out"). In both cases, students are allotted *one* administration.

ASSESSMENT GUIDE

The Georgia Milestones United States History EOC Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure of and content assessed by the test. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment than for large-scale summative assessment. While those standards are not included in the tests and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a course can limit a student's opportunity to learn and show what he or she knows and can do on the assessment.

The Georgia Milestones United States History EOC Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessment, *but it is not all-encompassing of the knowledge, concepts, and skills covered in the course or assessed on the test.* The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, **but should not be used in isolation.** In principle, the Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at www.georgiastandards.org.

TESTING SCHEDULE

The Georgia Milestones United States History EOC assessment is offered during three Main Administrations. Main Administrations are primarily intended to provide an opportunity to assess student achievement at the completion of a course and to serve as the final exam for the associated course as required by State Board Rule. As a result, the EOC assessment should occur as close to the conclusion of the course as possible. Main Administrations can also be utilized to verify credit from a non-accredited school or home schooling. In addition to the Main Administrations, Mid-Month Administrations are provided in order to allow students additional testing opportunities for the various reasons noted below.

Purpose for EOC Assessment	Winter & Spring Main Administrations	Mid-Month Administrations	Summer Main Administration
Completion of Course	Yes	Yes	Yes
Makeup from Previous Administration	Yes	Yes	Yes
Retest	No*	Yes	Yes
Test Out	No	Yes**	Yes
Validation of Credit	Yes	Yes	Yes

*Winter and Spring Main Administrations cannot be used for the purpose of a retest.

**August, September, and March Mid-Month Administrations as well as the Summer Main Administration can be used for the purpose of a test out.

Note: Each district determines a local testing window within the state-designated testing window.

TEST STRUCTURE

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Georgia Milestones United States History EOC assessment is primarily a criterion-referenced test designed to provide information about how well a student has mastered the state-adopted content standards within the course. Each student will receive one of four Achievement Level designations, depending on how well the student has mastered the course content standards. The four Achievement Level designations are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced Achievement Level designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and Achievement Level designations will be utilized in the accountability metrics associated with the assessment program (such as student course grades, student growth measures, educator-effectiveness measures, and the CCRPI).

The United States History EOC assessment consists of a total of 75 selected-response items, 65 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 10 of which are field test items (newly written items that are being tried out and do not contribute to the student's scores). The criterion-referenced score, as well as the Achievement Level designation, is based on 55 items, for a total of 55 points. Of the 65 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced Achievement Level designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the students' criterion-referenced Achievement Level designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

United States History EOC Assessment Design

Description	Number of Items	Points for CR ¹ Score	Points for NRT ² Feedback
CR Selected-Response Items	45	45	0
NRT Selected-Response Items	20 ³	10 ⁴	20
CR Field Test Items	10	0	0
Total Items/Points⁵	75	55	20

¹CR—Criterion-Referenced: items aligned to state-adopted content standards

²NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

³Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student's Achievement Level designation, scale score, or grade conversion.

⁴Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR Achievement Level designation, scale score, and grade conversion score.

⁵Total number of items contributing to CR score: 55; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the United States History EOC assessment ranges from approximately 90 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 may be administered on the same day or across two consecutive days based on the district's testing protocols for the EOC measures (in keeping with state guidance).

CONTENT MEASURED

The United States History EOC assessment will measure the United States History standards that are described at www.georgiastandards.org.

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOC assessment. The standards for United States History are grouped into five domains: Colonization through the Constitution; New Republic through Reconstruction; Industrialization, Reform, & Imperialism; Establishment as a World Power; and Post-World War II to the Present. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that United States History educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOC assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the United States History EOC assessment. Educators should always use the content standards when planning instruction.

United States History: Domain Structures and Content Weights

Domain	Standard	Approximate Weight
Colonization through the Constitution	SSUSH1 (a, b, c, d, e) SSUSH2 (a, b, c, d) SSUSH3 (a, b, c) SSUSH4 (a, b, c, d) SSUSH5 (a, b, c, d, e)	20%
New Republic through Reconstruction	SSUSH6 (a, b, c, d, e) SSUSH7 (a, b, c, d, e) SSUSH8 (a, b, c, d, e) SSUSH9 (a, b, c, d, e, f) SSUSH10 (a, b, c, d, e, f)	20%
Industrialization, Reform, & Imperialism	SSUSH11 (a, b, c, d) SSUSH12 (a, b, c, d) SSUSH13 (a, b, c, d, e, f) SSUSH14 (a, b, c)	15%
Establishment as a World Power	SSUSH15 (a, b, c, d) SSUSH16 (a, b, c, d) SSUSH17 (a, b, c) SSUSH18 (a, b, c, d, e) SSUSH19 (a, b, c, d, e, f)	20%
Post-World War II to the Present	SSUSH20 (a, b, c, d, e) SSUSH21 (a, b, c, d) SSUSH22 (a, b, c, d, e) SSUSH23 (a, b, c, d) SSUSH24 (a, b, c, d, e, f) SSUSH25 (a, b, c, d, e, f, g)	25%

ITEM TYPES

The United States History EOC assessment consists of selected-response items only.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student’s task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The United States History selected-response items will have four answer choices.

DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the United States History EOC assessment, are developed with a particular emphasis on cognitive complexity or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the *more complex* the item; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be a show of evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

The following table identifies skills that students will need to demonstrate at each DOK level, along with question cues appropriate for each level.

Level	Skills Demonstrated	Question Cues
<p style="text-align: center;">Level 1 Recall of Information</p>	<ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships 	<ul style="list-style-type: none"> • Tell what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express • Read from data displays • Order
<p style="text-align: center;">Level 2 Basic Reasoning</p>	<ul style="list-style-type: none"> • Apply learned information to abstract and real-life situations • Use methods, concepts, theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions, make inferences • Interpret facts • Compare or contrast simple concepts/ideas 	<ul style="list-style-type: none"> • Apply • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast

Level	Skills Demonstrated	Question Cues
<p style="text-align: center;">Level 3 Complex Reasoning</p>	<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, data 	<ul style="list-style-type: none"> • Plan; prepare • Predict • Create; design • Ask “what if?” questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude
<p style="text-align: center;">Level 4 Extended Reasoning</p>	<ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Combine and synthesize ideas into new concepts 	<ul style="list-style-type: none"> • Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

SCORES

Selected-response items are machine scored. The United States History EOC assessment consists of only selected-response items.

Students will receive a scale score and an Achievement Level designation based on total test performance. In addition, students will receive information on how well they performed at the domain level. Students will also receive a norm-referenced score based on a set of norm-referenced items included within the test; this score will allow comparison to a national norming group of students.

EXAMPLE ITEMS

Example items, which are representative of the applicable DOK levels across various United States History content domains, are provided.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

DOK Level 1:

United States History Content Domain: Colonization through the Constitution

Standard: SSUSH1. The student will describe European settlement in North America during the 17th century. a. Explain Virginia's development; including the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

The first permanent English settlement in North America was located in

- A. Plymouth
- B. Boston
- C. Roanoke
- D. Jamestown

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) Jamestown. Although Roanoke was established first, Jamestown was the first English settlement in North America to survive and become permanent. Choices (A) and (B) are incorrect because Plymouth and Boston were established after Jamestown. Choice (C) is incorrect because Roanoke did not survive to become a permanent settlement.

Example Item 2

DOK Level 2:

United States History Content Domain: Colonization through the Constitution

Standard: SSUSH2. The student will trace the ways that the economy and society of British North America developed. a. Explain the development of mercantilism and the trans-Atlantic trade.

Why were the American colonies so valuable to the British Empire?

- A. The colonies had industrial factories that the British lacked.
- B. The colonies provided manufactured goods that could not be produced in England.
- C. The colonies produced raw materials that were shipped to England.
- D. The colonies were the only source of new sailors and ships for Britain's navy.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) The colonies produced raw materials that were shipped to England. These raw materials were important because they were not available or reproducible in England. Choices (A), (B), and (D) are incorrect because they do not describe assets that were unique to the American colonies. The British Empire already had access to its own sailors and factories, particularly in large cities like London.

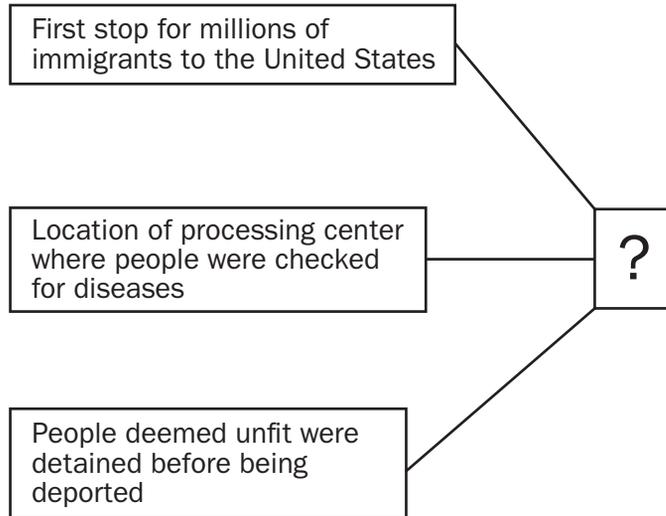
Example Item 3

DOK Level 2:

United States History Content Domain: Industrialization, Reform, and Imperialism

Standard: SSUSH12. The student will analyze important consequences of American industrial growth. a. Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America.

Use the information to answer the following question.



Which island would BEST fit inside of the box?

- A. Alcatraz Island
- B. Ellis Island
- C. Long Island
- D. Wake Island

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Ellis Island. In the early days of the United States, Ellis Island was a symbol of freedom for immigrants, and it served as a major entry point to the country. On Ellis Island, immigrants were checked for diseases, and some were detained and deported if the processing center deemed them unfit. Choices (A) and (D) are incorrect because, at least to an extent, they have historically represented restriction rather than freedom. Alcatraz Island and Wake Island both have or have had heavy police or military restrictions. Choice (C) is incorrect because although Long Island is another island in New York, it is not the one known for the reasons given.

Example Item 4

DOK Level 3:

United States History Content Domain: Post-World War II to the Present

Standard: SSUSH23. The student will describe and assess the impact of political developments between 1945 and 1970. a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.

Use the information to answer the question that follows.

Amendment Number	Text
1	Congress shall make no law respecting an establishment of religion. . . .
4	The right of the people to be secure . . . against unreasonable searches and seizures, shall not be violated. . . .
5	No person shall be held to answer for a capital, or otherwise infamous crime. . .nor be deprived of life, liberty, or property without due process of law. . .
10	The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.

The Supreme Court decision in *Miranda v. Arizona* (1966) had the **GREATEST** effect on the application of which of these constitutional amendments?

- A. 1st Amendment
- B. 4th Amendment
- C. 5th Amendment
- D. 10th Amendment

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) 5th Amendment. The ruling in the *Miranda v. Arizona* case was that criminal suspects must be informed of their right to an attorney and their right to protection from self-incrimination when they are arrested, both of which are covered in the 5th Amendment. Choices (A), (B), and (D) are incorrect because the 1st, 4th, and 10th Amendments are mostly about the individual rights of free citizens. The court case did not directly affect these amendments, although the 4th Amendment, which prohibits unreasonable searches and seizures, is related to criminal suspects.

Example Item 5

DOK Level 3:

United States History Content Domain: New Republic through Reconstruction

Standard: SSUSH7. Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it. e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

Use the information to answer the question that follows.

Political Parties	Economic Policies
National Republicans	Federal government should fund roads and bridges Promoted a national bank
Jacksonian Democrats	States should fund roads and bridges Opposed a national bank

According to the chart, what inferences can be made regarding the economic policies of the two political parties?

- A. Jacksonian Democrats believed the federal government should organize a national bank.
- B. Jacksonian Democrats believed in restricting the role of the federal government.
- C. National Republicans opposed expanding the powers of the federal government.
- D. National Republicans opposed the financing of road improvements by the federal government.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Jacksonian Democrats believed in restricting the role of the federal government. Since Jacksonian Democrats believed that states, not the federal government, should control banks, roads, and bridges, one can conclude that the Jacksonian Democrats believed in restricting the federal government. Choices (A), (C), and (D) are incorrect because they present conclusions that directly contradict the data in the table. For instance, because National Republicans were in favor of a national bank and federal funding of roads and bridges, one can conclude that the National Republicans actually believed in an expansion of federal powers.

ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 10 sample items for United States History. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Item 1

Which statement BEST describes a cause of King Philip’s War in 1675?

- A. The British Army seized control of the Dutch settlement of New Amsterdam.
- B. A group of Virginia colonists revolted against the governor of Jamestown.
- C. Puritan colonists demanded that Native Americans conform to English customs.
- D. British troops were sent into the House of Burgesses to arrest several Puritan leaders.

Item 2

Use this quotation to answer the question.

In each state there are three sorts of powers: legislative power, executive power over the things depending on the rights of nations, and executive power over the things depending on civil right . . . The last will be called the power of judging, and the former simply the executive power of the state . . . All would be lost if the same man or the same body of principal men, either of nobles, or of the people, exercised these three powers: that of making the laws, that of executing public resolutions, and that of judging the crimes or the disputes of individuals.

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

The ideas Montesquieu describes in the quotation MOST influenced which document written in the late 1700s?

- A. the Treaty of Paris
- B. the U.S. Constitution
- C. the Articles of Confederation
- D. the Declaration of Independence

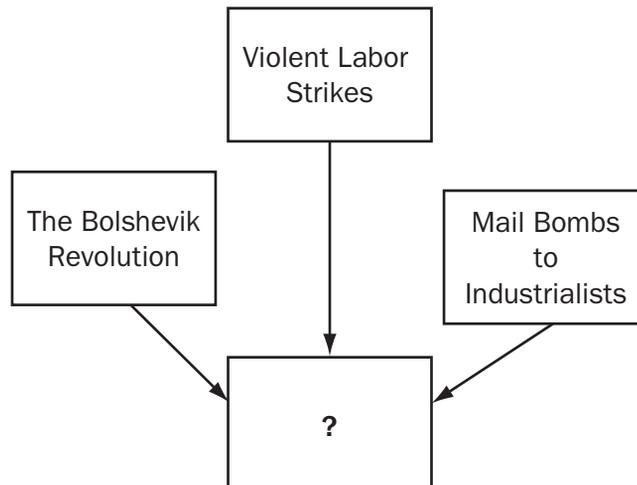
Item 3

Which of these was a goal of the Monroe Doctrine of 1823?

- A. to prevent southern states from seceding from the Union
- B. to restrict European interference in the Western Hemisphere
- C. to relocate Native American peoples west of the Mississippi River
- D. to resolve anti-Federalist concerns over the power of the federal government

Item 4

Use this diagram to answer the question.



Which phrase correctly completes the diagram?

- A. The Red Scare
- B. The Great Depression
- C. U.S. Entry into World War I
- D. The Election of Franklin Roosevelt

Item 5

What was one major accomplishment of the Louisiana Purchase?

- A. It increased governmental expenditures for internal improvements.
- B. It opened the western lands to American settlement.
- C. It gave the United States access to the Pacific Ocean.
- D. It reduced the nation's dependency on northern industrial development.

Item 6

Use this table to answer the question.

**The Railroad and
Native American Population**

Year	Miles of Railroad Track in United States	Native American population
1860	30,000	351,000
1870	53,000	323,000
1880	116,000	318,000
1890	208,000	265,000
1900	259,000	248,000

Which statement BEST explains the data in the table?

- A. Native American railroad laborers died from diseases and unsafe working conditions.
- B. Big business purchased lands from Native American peoples for railroad expansion.
- C. Native Americans migrated eastward on the railroads and assimilated into U.S. society.
- D. Growth of the railroad system led to increased conflicts with Native Americans.

Item 7

Which statement correctly describes a business practice of John D. Rockefeller's Standard Oil Company during the late 1800s?

- A. Only native-born U.S. citizens were hired to work as laborers.
- B. Cooperation with unions was encouraged to protect working conditions.
- C. Native American peoples were relocated to make room for industrial growth.
- D. Smaller companies were purchased and combined to create a monopoly.

Item 8

In the early 1900s, the fear of some Americans that drinking liquor caused many problems in American society resulted in the passage of the

- A. Women's Suffrage Amendment
- B. Prohibition Amendment
- C. Immigration and Nationality Act
- D. Alien and Sedition Acts

Item 9

Use this list to answer the question.

- College students were excused from the military draft.
- Television news coverage led many Americans to question the honesty of the U.S. government.
- Federal spending on U.S. domestic programs began to suffer.

All of the developments in the list directly contributed to

- A. rising public opposition in the United States to the Vietnam War
- B. mounting calls by civil rights leaders to desegregate public colleges
- C. growing support within Congress to increase the executive powers of the president
- D. strengthening resistance by the media to continued U.S. aid to Western Europe

Item 10

How did the Watergate scandal of the 1970s impact the United States?

- A. Public trust in the honesty of the U.S. federal government declined.
- B. Political tensions between China and the United States increased.
- C. Federal oversight of U.S. weapons sales to foreign nations expanded.
- D. Congressional support for U.S. involvement in Middle East peace talks decreased.

ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SSUSH1b	2	C	The correct answer is choice (C) Puritan colonists demanded that Native Americans conform to English customs. King Philip was the chief of the Wampanoag Native Americans. When the colonists demanded that his people conform to English customs, he led a revolt that came to be called King Philip's War. Choices (A), (B), and (D) are incorrect because they do not specifically refer to conflicts between English colonists and Native American tribes.
2	SSUSH5b	3	B	The correct answer is choice (B) the U.S. Constitution. The quote essentially lays out the powers of the three branches of government, all of which are specifically defined in the U.S. Constitution. Choices (A) and (D) are incorrect because they reference documents written to declare or end wars. Choice (C) is incorrect because the Articles of Confederation outlined a unicameral government, or a government with only one branch.
3	SSUSH6e	1	B	The correct answer is choice (B) to restrict European interference in the Western Hemisphere. The Monroe Doctrine claimed the Western Hemisphere for U.S. interests. It warned Europe to stay out of Western affairs and to stop trying to colonize the Western Hemisphere. Choices (A), (C), and (D) are incorrect because they reference domestic concerns rather than international concerns.
4	SSUSH16a	2	A	The correct answer is choice (A) The Red Scare. Following World War I, hysteria broke out over the potential threat that the Soviet Union posed to the United States. The diagram shows several events that were associated with the Soviet Union and that caused the Red Scare to spread. The Bolshevik Revolution in 1917 put a radical party in power in the Soviet Union, and violent strikes and mail bombings in the United States were blamed on Communists. Choices (B), (C), and (D) are incorrect because they are not directly connected to the Soviet Union.

Additional Sample Items

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
5	SSUSH6b	1	B	The correct answer is choice (B) It opened the western lands to American settlement. The Louisiana Purchase included a large amount of land, ultimately allowing the United States to establish part or all of 15 different states in the West. Choice (A) is incorrect because the Louisiana Purchase was actually considered a bargain, at three cents per acre. Choice (C) is incorrect because the land included in the Louisiana Purchase did not stretch as far as the Pacific Ocean. Choice (D) is incorrect because the Louisiana Purchase did not have a pronounced effect on industry.
6	SSUSH12c	3	D	The correct answer is choice (D) Railroad growth resulted in increased conflicts with Native Americans as the railroads seized Native American lands. This answer choice reflects the growing size of the U.S. railroad system as well as the dwindling Native American population, both of which are shown in the data. Choices (A), (B), and (C) are incorrect because they reference only one data point and make conjectures about it. They do not consider the full table.
7	SSUSH11c	2	D	The correct answer is choice (D) Smaller companies were purchased and combined to create a monopoly. At its peak, Rockefeller's overall company controlled about 90 percent of all refineries and pipelines in the United States. Choices (A), (B), and (C) are incorrect because they describe practices and events in which Rockefeller was not involved, such as the Trail of Tears.
8	SSUSH15d	1	B	The correct answer is choice (B) Prohibition Amendment. This amendment was an outright ban of all alcohol in the United States. Choices (A), (C), and (D) are incorrect because they refer to immigration and gender equality issues instead of the problem of alcohol.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
9	SSUSH24c	2	A	The correct answer is choice (A) rising public opposition in the United States to the Vietnam War. The list refers to developments that made American citizens hesitant to trust the government on anything having to do with the Vietnam War, eventually resulting in public protests. Choices (B), (C), and (D) are incorrect because they reflect other issues facing the United States during the same time period that were not directly related to the Vietnam War.
10	SSUSH25a	2	A	The correct answer is choice (A) Public trust in the honesty of the U.S. federal government declined. The Watergate scandal refers to an attempt by former President Nixon to cover up acts of espionage by members of his reelection campaign. They broke into the Watergate building in Washington, D.C. so they could tap phones and steal secret documents. The scandal resulted in Nixon's resignation and the loss of U.S. citizens' trust. Choices (B), (C), and (D) are incorrect because although they describe other issues facing the United States during this time period, they are unrelated to the Watergate scandal and its aftermath.

Assessment Guide
United States History
End-of-Course

