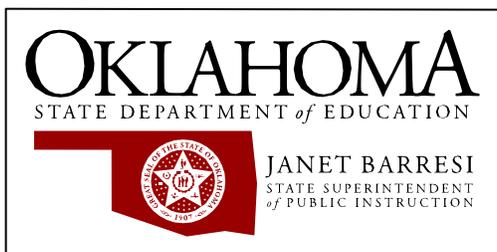


OKLAHOMA SCHOOL TESTING PROGRAM

OKLAHOMA CORE CURRICULUM TESTS

TEST and ITEM SPECIFICATIONS

Grade 5 United States Studies, 1607-1806



2013-2014 Edition

Oklahoma State Department of Education
Oklahoma City, Oklahoma

Revised
August 2013

Oklahoma Core Curriculum Tests

TEST AND ITEM SPECIFICATIONS

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Purpose

The purpose of the Grade 5 United States Studies Test is to measure Oklahoma students' level of proficiency. On this test, students are required to respond to a variety of items linked to the fifth-grade United States Studies content standards identified in the Oklahoma Academic Standards (OAS). Each Social Studies Test form tests each identified content standard and objective listed below. The following standards and objectives are intended to summarize the knowledge as identified in Oklahoma Academic Standards.

Oklahoma Academic Standards
Content Standards and Objectives
<p>James Towne Settlement and Plimoth Plantation (1.0)</p> <ul style="list-style-type: none"> • James Towne Settlement (1.1, 1.2, 1.3, and 1.4) • Plimoth Plantation (1.5)
<p>Colonial America (2.0)</p> <ul style="list-style-type: none"> • Colonial economics, triangular trade/migration, colonial life (2.1, 2.3, 2.6) • Self-government, role of religion and leaders, British and Native American relationships (2.2, 2.4, 2.5)
<p>American Revolution (3.0)</p> <ul style="list-style-type: none"> • Causes and effects of American Revolution (3.1) • Founding Documents of the Revolutionary Era (3.2, 3.3, 3.4) • Events of the Revolutionary War (3.5) • Key individuals of the Revolutionary Era (3.6)
<p>Early Federal Period (4.0)</p> <ul style="list-style-type: none"> • Causes, leaders, and issues of the Constitutional Convention (4.1, 4.2) • Purposes and principles of the <i>U.S. Constitution</i> (4.3) • Ratification of the <i>U.S. Constitution</i> and the Bill of Rights (4.4, 4.5)



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Test Structure, Format, and Scoring

The Oklahoma Core Curriculum Tests consist of multiple-choice items. Each multiple-choice item is scored as correct or incorrect. The student's raw score is converted to a scaled score using the number correct method. Of the total items, 10 items are field-test items and do not contribute to the student's scaled score.

Content Assessment	Total Items	Total Operational Items	Total Field Test Items
Mathematics	50	50	
Reading	50	50	
Science	55	45	10
Social Studies	60	50	10

Test Alignment with Oklahoma Academic Standards

Criteria for Aligning the Test with the Oklahoma Academic Standards Standards and Objectives
<p>1. Categorical Concurrence The test is constructed so that there are at least six items measuring each OAS standard. The number of items is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.</p>
<p>2. Depth of Knowledge Consistency The test is constructed using items from a variety of Depth of Knowledge levels that are consistent with the processes students need in order to demonstrate proficiency for each OAS objective.</p>
<p>3. Range of Knowledge Correspondence The test is constructed so that at least 75% of the objectives for an OAS standard have at least one corresponding assessment item.</p>
<p>4. Balance of Representation The test is constructed according to the Test Blueprint which reflects the degree of representation given on the test to each OAS standard and/or OAS objective in terms of the percent of total test items measuring each standard and the number of test items measuring each standard and/or objective. The test construction shall yield a balance of representation with an index of 0.7 or higher of assessed objectives related to a standard.</p>
<p>5. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS objective or OAS concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.</p>

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 5 Social Studies Blueprint
School Year 2013-2014**

The Test Blueprint reflects the degree to which each standard and objective of the Oklahoma Academic Standards is represented on the test. The overall distribution of field test items on a test form is intended to look as follows:

Standards and Objectives	Ideal Number of Items for Alignment	Ideal Percentage of Items
1.0 James Towne Settlement and Plimoth Plantation	8	16%
1.1, 1.2, 1.3, 1.4 James Towne Settlement	4	
1.5 Plimoth Plantation	4	
2.0 Colonial America	10	20%
2.1, 2.3, 2.6 Colonial economics, trade/migration, perspectives	4-6	
2.2, 2.4, 2.5 Self-government, role of religion, leaders, and British and Native American Relationships Native American relationships	4-6	
3.0 American Revolution	18	36%
3.1 Causes and effects of American Revolution	4-6	
3.2, 3.3, 3.4 Founding Documents of the Revolutionary Era	4-5	
3.5 Events of the Revolutionary War	4-5	
3.6 Key individuals of the Revolutionary Era	4-5	
4.0 Early Federal Period	14	28%
4.1, 4.2 Causes, leaders, and issues of the Constitutional Convention	4-5	
4.3 Purposes and Principles of the <i>U.S. Constitution</i>	4-6	
4.4, 4.5 Ratification of the <i>U.S. Constitution</i> and the <i>Bill of Rights</i>	4-5	
Total Test	50	100%

- A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- Percentages are approximations and may result in a sum other than 100 due to rounding.

Depth of Knowledge Assessed by Test Items

The Oklahoma Core Curriculum Tests will, as closely as possible, reflect the following Depth of Knowledge distribution of items.

Grades 3-5	
Depth of Knowledge	Percent of Items
Level 1—Recall and Reproduction	20-25%
Level 2—Skills and Concepts	65-70%
Level 3—Strategic Thinking	5-15%

Grades 6-8	
Depth of Knowledge	Percent of Items
Level 1—Recall and Reproduction	10-15%
Level 2—Skills and Concepts	65-70%
Level 3—Strategic Thinking	15-25%

Level 1 (Recall and Reproduction) asks students to recall facts, terms, concepts, and trends, or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when, and where. 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. Items that require students to recognize or identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations are generally Level 1.

Level 2 (Skills and Concepts) includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to: contrast or compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; draw simple conclusions; or describe, interpret, or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view, or processes. 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 (Strategic and Extended Thinking) requires reasoning, using evidence, and a higher level of thinking 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. The cognitive demands at Level 3 are more complex and more abstract than Level 1 or Level 2. Items at Level 3 can include: drawing conclusions from multiple or complex stimuli; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions; or making connections across time and place to explain a concept or “big idea”. Items may require planning, investigating, or developing. At this level, the cognitive demands may

be high, the work may be very complex, and students may be required to: connect and relate ideas and concepts within the content area; analyze and synthesize information from multiple sources; examine and explain alternative perspectives across a variety of sources; and/or describe and illustrate how common themes and concepts are found across time and place. Students may make predictions with evidence as support.

Note — The descriptions are adapted from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21-24, 2001, Version 2.0.

Universal Test Design Considerations

Universal design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Core Curriculum Tests, modifications have been made to some items that simplify and clarify instructions, and provide maximum readability, comprehensibility, and legibility. This includes such things as reduction of language load in content areas other than Reading, increased font size, fewer items per page, and boxed items to assist visual focus. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below. These modifications are evident in the sample items included in this document.

Testing Schedules

Each subject test, except Writing, is divided into two separate sections at grades 3, 4, and 5. These two sections of the test may be administered on the same day with a break given between the sections or on consecutive days. Students may be given additional time, if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Writing Test	
	<u>Approximately:</u>
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the Writing Test (not timed)	50 minutes
Total:	70 minutes

Grade 5 Mathematics		Grade 5 Reading	
Test Session		Test Session	
Section 1		Section 1	
	<u>Approximately:</u>		<u>Approximately:</u>
Distributing books, filling in the Student Demographic Page, reading directions	25 minutes	Distributing books, reading directions	15 minutes
Administering the Mathematics Test; no calculators are allowed during this test	30-40 minutes	Administering the Reading Test	50-60 minutes
Total:	55-65 minutes	Total:	65-75 minutes
Section 2		Section 2	
	<u>Approximately:</u>		<u>Approximately:</u>
Distributing books, reading directions	5 minutes	Distributing books, reading directions	5 minutes
Administering the Mathematics Test; no calculators are allowed during this test	30-40 minutes	Administering the Reading Test	45-55 minutes
Total:	35-45 minutes	Total:	50-60 minutes
Grade 5 Social Studies		Grade 5 Science	
Test Session		Test Session	
Section 1		Section 1	
	<u>Approximately:</u>		<u>Approximately:</u>
Distributing books, reading directions	15 minutes	Distributing books, reading directions	15 minutes
Administering the Social Studies Test	30-40 minutes	Administering the Science Test	30-40 minutes
Total:	45-55 minutes	Total:	45-55 minutes
Section 2		Section 2	
	<u>Approximately:</u>		<u>Approximately:</u>
Distributing books, reading directions	5 minutes	Distributing books, reading directions	5 minutes
Administering the Social Studies Test	30-40 minutes	Administering the Science Test	45-55 minutes
Total:	35-45 minutes	Total:	50-60 minutes

Multiple-Choice Item Guidelines

- All item stems clearly indicate what is expected in an item to help students focus on selecting a response.
- Each multiple-choice item has a stem (question, statement, or incomplete statement, and/or graphic component) and four answer (or completion) options, only one of which is correct.
- Multiple-choice item stems present a complete problem so that students know what to do before looking at the answer choices; students should not need to read all the answer choices before knowing what is expected.
- Art incorporated within an item must be functional and assist students in determining the correct response.

In summary, test items assess whether students: understand relevant concepts and procedures; communicate their understandings effectively in content specific terms; approach problems; and develop viable solutions.

Stimulus Materials

Stimulus materials are the Oklahoma Academic Standards passages, graphs, models, figures, etc., that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. When students are given information, data, or an experimental setup to evaluate, they should know the research question and the purpose of the research.
2. Tables, graphs, reading Oklahoma Academic Standards passages, and illustrations provide sufficient information for assessment of multiple standards.
3. Stimulus materials for a set of items may be a combination of multiple stimuli.
4. Information in stimulus materials is representative of concepts and principles described in Oklahoma Academic Standards.
5. For conceptual items, stimulus materials are necessary but not conceptually sufficient for student response.
6. There is a balance of graphic and textual stimulus materials within a test form. At least 50% of the items have appropriate pictorial and graphical representations. Graphs, tables, or figures are clearly associated with their intended items. Graphics appear either on the same page as the stimulus or on the facing page.
7. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
8. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.
9. The word count for individual stimuli will be approximately 125 words.

General Considerations

It is necessary to create test items that are reliable, fair, and targeted to the Oklahoma Academic Standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing standards and objectives listed in the Test Blueprint for the specific grade and content area. In the Oklahoma Academic Standards document, asterisks have been used to identify standards and objectives that must be assessed by the local school district.
2. Test items that assess each standard are not limited to one particular type of response format. Each item begins with a stem that asks a question or poses a clear problem. Stems may include incomplete sentences in order to reduce unnecessary repetition of text.
3. Test items attempt to focus on content that is authentic and that grade-level students can relate to and understand.
4. Test items are worded precisely and clearly. The more focused an item, the more reliable and fair it will be, and the more likely all students will understand what is required of them.
5. All items are reviewed to eliminate language that is biased or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.
6. All multiple-choice items, including the correct response and distractors, are similar in length and syntax. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks or sounds different from the other answer choices. Distractors are created so that students reason their way to the correct answer rather than simply identify incorrect responses because of a distractor's obviously inappropriate nature. Distractors should always be plausible (but incorrect) in the context of the item stem. Correct responses are reasonably distributed among A's, B's, C's, and D's. The distractors adopt the language and sense of the material in the selection. Test items focus on reading skills and comprehension strategies, avoiding measurement of a student's feelings or values.
7. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
8. To the greatest extent possible, no item or response choice clues the answer to any other item. No item stem or answer option provides clues to any other item's answer, nor is the same fact of the Oklahoma Academic Standards assessed more than once, including the same vocabulary or technical term.
9. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
10. The responses: "Both of the above," "All of the above," "None of the above," and "Neither of the above" are not used.

11. The material presented is balanced, culturally diverse, well-written, and of interest to students.

The stimuli and items are presented fairly in order to gain a true picture of students' skills.

12. Across all forms, a balance of gender and active/passive roles by gender is maintained.

13. No resource materials or calculators may be used by students during the test.

Vocabulary

No single source is available to determine the reading level of various words. Therefore, the appropriateness and difficulty of a word is determined in various ways. Vocabulary words are checked in the following: *EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies*; *Basic Reading Vocabularies*; the *Living Word*; or other reliable readability sources. In addition to using the aforementioned printed resources to assist in creating vocabulary items, each vocabulary item must be approved by Oklahoma's Content Review Committee. The committee, comprised of Oklahoma educators from across the state, reviews proposed vocabulary items for grade level appropriateness. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade-level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

Overview of Item Specifications

For each, item specifications are organized under the following headings:

- OAS Standard
- OAS Objective
- Item Specifications
- Emphasis
- Stimulus Attributes
- Format
- Content Limits
- Distractor Domain
- Sample Test Items

The headings “OAS Standard” and “OAS Objective” state the standard and objective being measured as found in the Grade 5 Social Studies section of the Oklahoma Academic Standards document.

The heading “Item Specifications” highlights important points about the items’ emphasis, stimulus attributes, format, content limits, distractor domain, and sample test items. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single content standard as the primary concept.

Note about the Item Specifications and Sample Test Items:

With the exception of content limits, the item specifications give suggestions of what might be included but do not give an exhaustive list of what can be included. The sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from one test form to another, as may their presentations.

Oklahoma Academic Standards

UNITED STATES STUDIES, 1607-1806

Grade 5

The primary focus for fifth-grade students relates to the history of the United States from, 1607-1806. In the Grade 5 curriculum section of the Foundation, Formation, and Transformation of United States History, students will examine the inheritance of the British system and the practices of constitutionalism, self-government, individual rights, representative government, and separation of powers. The United States Studies will begin with the British settlement of Virginia at James Towne in 1607 and will conclude with the explorations of the Louisiana Purchase by Lewis and Clark.

ASSESSMENT NOTE: For the Grade 5 Criterion-Referenced Test (CRT) in Social Studies, the time frame is James Towne, 1607 through the ratification of the *United States Constitution* and the adoption of the *Bill of Rights* on December 15, 1791.

An asterisk (*) has been used to identify Content Standard 5 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.

1. Examine the economic and political reasons and motivations for English exploration and settlement in Virginia as evidenced through the competition for resources and the gaining of national wealth and prestige at Roanoke and James Towne.
2. Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia.
3. Explain the contributions, relationships, and interactions of John Smith, Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop.
4. Identify and explain the reasons for the English commitment to the permanent settlement of James Towne as evidenced through the foundational events of 1619 including the introduction of
 - A. representative government with the meeting of the House of Burgesses,
 - B. private ownership of land, and
 - C. Africans as laborers; initially as indentured servants and later lifetime slavery.
5. Use specific textual evidence from primary and secondary sources to summarize the successes and challenges the settlement of Plimoth Plantation experienced in regards to their approach to
 - A. Religious motivations for migration,
 - B. Governing institutions as established by the *Mayflower Compact*,
 - C. Relationship with Native Americans, and
 - D. The contributions of the Pilgrims, William Bradford, Chief Massasoit, and Squanto.

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

1. Compare and contrast the three colonial regions in regards to natural resources, agriculture, exports, and economic growth including the different uses of the labor systems use of indentured servants and slaves.
2. Analyze the similarities and differences of self-government in three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meeting in New England.
3. Explain the international economic and cultural interactions occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies.
4. Analyze and explain the relationships and interactions of ongoing encounters and conflicts between Native Americans and the British colonists involving territorial claims including King Phillip's War.
5. Draw specific evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers, Lord Baltimore, and James Oglethorpe.
6. Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent.

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain drawing evidence from informational texts about the following events including
 - A. The *Proclamation of 1763* by King George III in restricting the perceived rights of the colonists to Native American lands which they believed they had earned by fighting during the French and Indian War,
 - B. The *Sugar and Stamp Acts* as the first direct taxes levied by Parliament on the American colonists,
 - C. The boycotts of British goods and the efforts of the Committees of Correspondence as economic means of protesting British policies the colonists thought were violating their rights to govern themselves including the right of self-taxation in hopes of getting the acts repealed,
 - D. The *Quartering Act* as a way for the British government to share the costs of defending

- the colonies and of controlling the growing colonial discontent,
- E. The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation,
 - F. Colonial arguments that there should be no taxation without representation in Parliament,
 - G. The Boston Tea Party and issuance of the Coercive Acts (the Intolerable Acts) as punishment for destroying private property.
 - H. The British raids on Lexington and Concord, which provoked colonial armed resistance resulting in the siege of the British in Boston, and
 - I. The publication of Thomas Paine’s pamphlet, *Common Sense*, which made a rational argument for colonial independence.
2. Draw evidence from the *Declaration of Independence* to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, unalienable rights, and the consent of the governed.
 3. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.
 4. Draw specific evidence from informational texts and analyze the formation, benefits, and weaknesses of the first American national system of government under the *Articles of Confederation* including conducting and winning the Revolutionary War and management of the western territories.
 5. Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the *Treaty of Paris*.
 6. Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phillis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources.

Standard 4: The student will examine the formation of the American system of government following the American Revolution.

1. Draw specific evidence from informational texts and examine the issues and events encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including a weak national government, the *Northwest Ordinance*, and civil unrest as typified in Shay's Rebellion.
2. Examine the contributions and leadership of George Washington, James Madison, George Mason, and Gouverneur Morris as evidenced in the great issues, debates, and compromises of the Constitutional Convention including the Virginia Plan and the New Jersey Plan, slavery, the Three-fifths Compromise, and the Great Compromise.
3. Determine the main purposes of the United States government as expressed in the Preamble and as evidenced in the *United States Constitution* including the principles reflected in the separation of powers, checks and balances, and shared powers between the federal and state governments, and the basic responsibilities of the three branches of government.
4. Explain the process of ratification of the *United States Constitution* as well as compare and contrast the viewpoints of the Federalists and Anti-Federalists over the addition of a bill rights.
5. Examine the Bill of Rights and summarize the liberties protected in all 10 amendments.

*** Standard 5: The student will compare and contrast the continued formation of the new nation under the leadership of Presidents Washington, Adams, and Jefferson.**

1. Analyze the formation of the new government and the presidential leadership qualities of George Washington including the precedent set by his decision not to seek a third term and the impact of his Farewell Address.
2. Explain the impact of the presidential election of 1800 regarding the peaceful transfer of political power from one party to another.
3. Examine the transformative impact of the Louisiana Purchase in 1803 upon the American system in regards to the explorations by Lewis and Clark and the concept of Manifest Destiny as America expanded westward.

An asterisk (*) has been used to identify Content Standard 5 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Item Specifications and Sample Test Items

OAS Standard:

Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.

OAS Objective:

1. Examine the economic and political reasons and motivations for English exploration and settlement in Virginia as evidenced through the competition for resources and the gaining of national wealth and prestige at Roanoke and James Towne.

Item Specifications:Emphasis:

- Geographic reasons the Virginia coast made English settlement attractive.
- Short or long term political and economic results of settling in Virginia.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Content should be limited to the exploration and settlement of Virginia provided by age-appropriate source materials describing:
 - proprietary colonies: Roanoke and James Towne
 - development of Virginia
 - national prestige

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

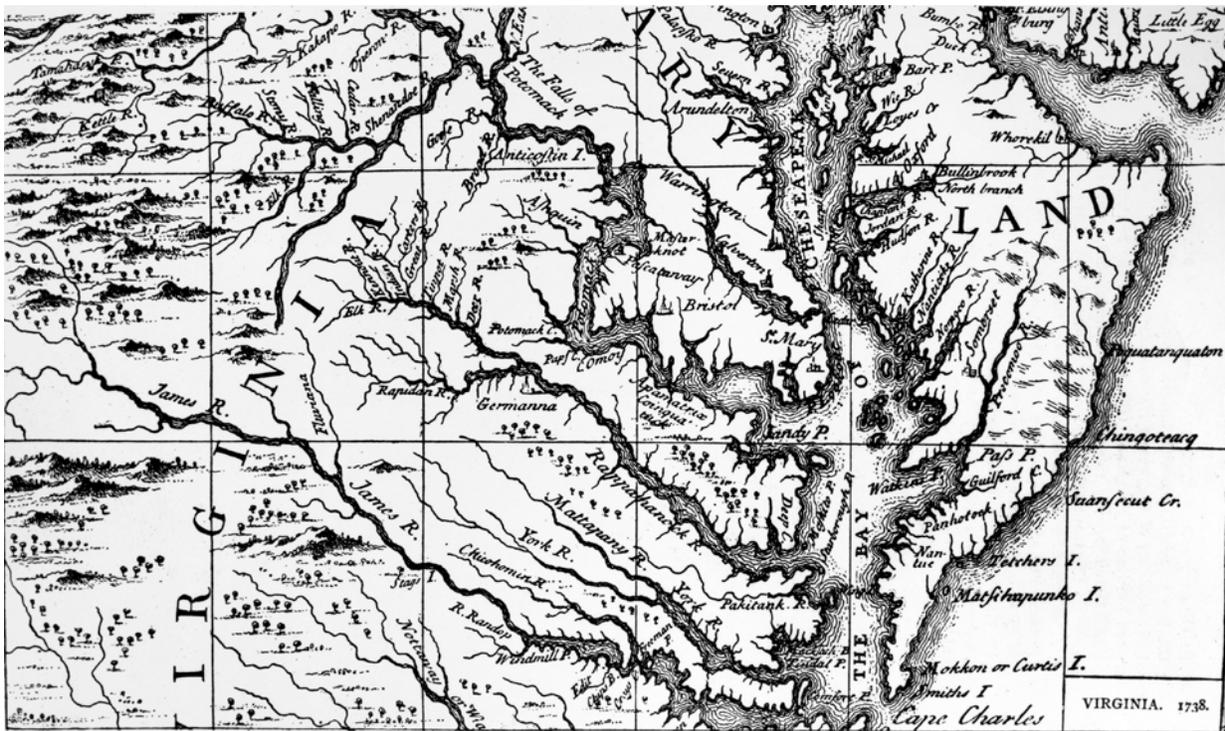
Oklahoma Academic Standards 1.1 Sample Test Items:

Which geographic factor was most important to the English settlement of Virginia in the 1600s?

- A. dense vegetation
- B. navigable rivers
- C. tropical forests
- D. warm winters

Depth of Knowledge: 1

Correct Answer: B



VIRGINIA: MAP, 1738. Map of colonial Virginia. Line engraving after a drawing of 1738. Image No. 0131819, The Granger Collection, NYC — All rights reserved.

Based on the map, which geographic factor most appealed to English settlers in Virginia?

- A. fertile prairies
- B. straight coasts
- C. navigable rivers
- D. protective mountains

Depth of Knowledge: 2

Correct Answer: C

Virginia is a Country in America that lay between the degrees of 34 and 44 of the north latitude. . . . The temperature of this country does agree well with English . . . being once seasoned to the country. Sometimes there are great droughts, other times much rain, yet great necessity of neither . . . Here are mountains, hills, plains, valleys, rivers, and brookes all running most pleasantly into a fair Bay. . . . From the head of the Bay at the north, the land is mountainous . . . from which, fall certain brooks , which after come to five principal navigable rivers.

—excerpt from John Smith, A Map of Virginia, 1612

Based on the excerpt, which conclusion can best be reached?

- A.** The mountains in Virginia appeal to colonists, because they can grow tobacco.
- B.** The climate of Virginia appeal to colonists, because it does not rain too often.
- C.** The navigable rivers in Virginia appeal to the colonists, because they can set up ports.
- D.** The latitude of Virginia appeal to colonists, because they do not have to travel very far from England.

Depth of Knowledge: 3

Correct Answer: C

OAS Standard:

Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.

OAS Objective:

2. Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia.

Item Specifications:Emphasis:

- Compare the economic, political, and religious motivations for settling in Virginia of:
 - free immigrants
 - indentured servants

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Free immigrant [economic, political, and/or religious motivations for settling in Virginia]
- Indentured servant [economic, political, and/or religious motivations for settling in Virginia]
- Items should be limited to 1607-1620 and should not reference specific regions or areas of settlement.

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 1.2 Sample Test Items:

During the Colonial Era, a person who worked in exchange for the ship fare to North America was called

- A.** a burgess.
- B.** a freed slave.
- C.** an apprentice.
- D.** an indentured servant.

Depth of Knowledge: 1

Correct Answer: D

Attention!!!

STRONG WORKERS ARRIVE FROM ENGLAND

**MEN WOMEN CHILDREN
MAY 11, 1690**

For ONLY the Price of Their

**Passage to Norfolk, Virginia
Hire as Many Workers
As you need**

THEY WILL WORK FOR YOU

The people whose contracts were purchased at this event were most likely known as

- A.** slaves.
- B.** apprentices.
- C.** wage earners.
- D.** indentured servants.

Depth of Knowledge: 2

Correct Answer: D

. . . Richard Lowther . . . has hired himself . . . to be the servant of . . . the said Edward Hurd his heirs and assigns to be by him or them sent and transported to the Country and land of Virginia, in the parts beyond the Seas & to be by him or them employed upon his plantation there, for and during the space of Four years. . . . And shall and will be tractable and obedient as a good and a faithful servant ought to be in all such things as shall be commanded him by the said Edward Hurd. . . .

. . . the said Edward Hurd . . . shall and will . . . not only transport and furnish out the said Richard Lowther to and for Virginia . . . and there find provide and allow unto him sufficient meat drink apparel and other necessaries for his livelihood and maintenance during the said term, but also at the expiration [end] of the said term shall and will grant assign and allot unto him . . . the quantity of Fifty acres of land in Virginia . . .

—excerpt from contract between Edward Hurd and Richard Lowther, 1627

Based on the excerpt, which conclusion can best be reached?

- A.** Richard Lowther hoped to become rich while he worked as an indentured servant.
- B.** Edward Hurd hired a servant as a free man who would have the same legal rights and privileges as him.
- C.** Richard Lowther agreed to be an indentured servant because of the opportunity to gain land at the end of the contract.
- D.** Edward Hurd hired a servant and expected to be able to sell him to another plantation owner at the end of the contract.

Depth of Knowledge: 3

Correct Answer: C

OAS Standard:

Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.

OAS Objective:

3. Explain the contributions, relationships, and interactions of John Smith, Chief Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop.

Item Specifications:Emphasis:

- Types of interactions between Native American and English settlers at James Towne.
- Permanency of James Towne: Starving Times and the development of tobacco as Virginia's cash crop.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Contributions to the establishment and survival of the James Towne settlement
- Contributions to helping the colony survive the Starving Times
- Contributions to the development of tobacco as Virginia's cash crop
- Relationship of the individual to other groups [Europeans, Native Americans]

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

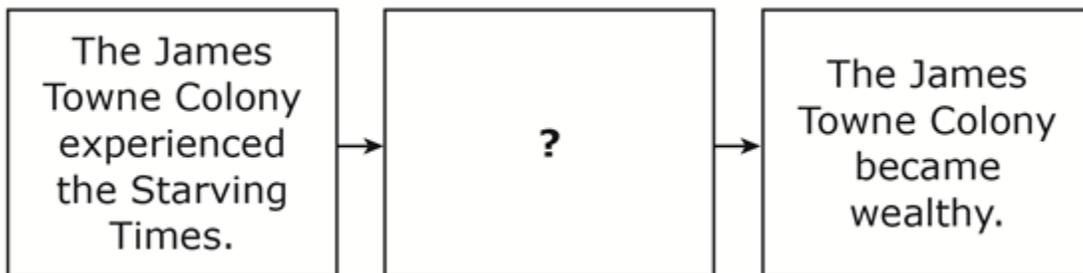
Oklahoma Academic Standards 1.3 Sample Test Items:

What was the most profitable export of the James Towne Settlement?

- A. rice
- B. cotton
- C. lumber
- D. tobacco

Depth of Knowledge: 1

Correct Answer: D



Which statement best completes the flow chart?

- A. The colonists discover gold.
- B. The colonists plant tobacco.
- C. The colonists capture Spanish ships.
- D. The colonists sell goods to Native Americans.

Depth of Knowledge: 2

Correct Answer: B

Now we all found the loss of Captain Smith. . . as for corn, provision and contribution from the Savages, we had nothing but mortal wounds, with clubs and arrows; as for our Hogs, Hens, Goats, Sheep, Horse, or what lived, our commanders, officers & Savages daily consumed them, some small proportions sometimes we tasted, till all was devoured; then swords, arms, pieces, or anything, we traded with the Savages, . . . and the loss of our ships, of five hundred within six months after Captain Smiths departure, there remained not past sixty men, women and children, most miserable and poor creatures; and those were preserved for the most part, by roots, herbs, acorns, walnuts, berries, now and then a little fish: they that had starch in these extremities, made no small use of it; yea, even the very skins of our horses. . This was that time, which still to this day we called the starving time.

—John Smith, 1609

Based on the excerpt, which conclusion can best be reached?

- A.** The starving times suggest that the English settlers nearly failed because they only had men among their ranks.
- B.** The starving times suggest that the English settlers nearly failed because they refused to trade with local Native tribes.
- C.** The starving times indicate that the English settlers were unable to survive the harsh climate because they did not bring farm animals.
- D.** The starving times indicate that the English settlers were unprepared for starting a colony in Virginia because they could not adapt to the environment.

Depth of Knowledge: 3

Correct Answer: D

OAS Standard:

Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.

OAS Objective:

4. Identify and explain the reasons for the English commitment to the permanent settlement of James Towne as evidenced through the foundational events of 1619.

Item Specifications:Emphasis:

- Identify or explain how the English demonstrated their commitment to the permanent settlement of James Towne.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Representative government
 - House of Burgesses
- Private ownership of land
- First African American laborers
- The development of slavery
- Women settlers [bringing women shows a commitment to permanence]

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 1.4 Sample Test Items:

The colony of Virginia founded which representative body to establish the principle of self-governance in the English colonies?

- A. House of Burgesses
- B. House of Representatives
- C. Constitutional Convention
- D. Committee of Correspondence

Depth of Knowledge: 1

Correct Answer: A



SLAVERY: PLANTATION LIFE. Plantation owners take their ease while slaves toil in the tobacco field; English woodcut, c1700, used as a tobacco package label. Image No. 0003955
Credit: The Granger Collection, NYC — All rights reserved.

Based on the picture, which conclusion can be best reached?

- A. Virginia colonists lacked the tools to grow tobacco.
- B. Virginia colonists did not know how to grow tobacco.
- C. Virginia colonists became very wealthy forcing Africans to grow tobacco.
- D. Virginia colonists did not harm the environment by having Africans grow tobacco.

Depth of Knowledge: 2

Correct Answer: C

To this we answered that we did not intend to correct or control anything [of the Great Charter sent from England], but only in case we should find ought not perfectly squaring with the state of this Colony. . . that we might by way of humble petition seek to have it redressed; especially because this great Charter is to bind us & our heirs forever.

—A Report on the manner of the proceeding in the General Assembly

Based on the excerpt, which conclusion can best be reached?

- A.** The Virginia House of Burgesses was founded on the rule of law and the principle of self-representation.
- B.** The Virginia House of Burgesses was founded by colonists seeking to declare independence from England.
- C.** The founding of the Virginia House of Burgesses indicated that the English colonists did not plan to stay long in the Americas.
- D.** The founding of the Virginia House of Burgesses showed that the colonists did not believe that governments ruled on the consent of the governed.

Depth of Knowledge: 3

Correct Answer: A

OAS Standard:

Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.

OAS Objective:

5. Use textual evidence from primary and secondary sources to summarize the successes and challenges the settlement of Plimoth Plantation experienced.

Item Specifications:Emphasis:

- Successes and challenges of Plimoth Plantation.
- Students need to cite evidence from stimulus

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus from a primary or secondary source for DOK 2 and DOK 3 levels.
- Geographic reasons the Massachusetts' coast made English settlement attractive.
- Religious motivations for emigration (religious persecution—not freedom of religion)
- Contributions of William Bradford, Chief Massasoit, and Squanto
- Contribution of Pilgrims
- Pilgrims' relationship with Native Americans
- Mayflower Compact
- Institutions and principles of government

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked.

Oklahoma Academic Standards 1.5 Sample Test Items:

Which colony was established by the Mayflower Compact?

- A. Plimouth colony
- B. Maryland colony
- C. Pennsylvania colony
- D. Rhode Island colony

Depth of Knowledge: 1

Correct Answer: A

We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, . . . in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation. . . And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be . . . for the general Good of the Colony. . . . unto which we promise all due Submission and Obedience.

—excerpt from the *Mayflower Compact*, 1620

Based on the excerpt, which conclusion can best be reached?

- A. The Plimouth colonists wanted to create a republic.
- B. The Plimouth colonists supported the rights of individuals.
- C. The Plimouth colonists established the principle of self-government.
- D. The Plimouth colonists created a new government based on religion.

Depth of Knowledge: 2

Correct Answer: C

Government Formation in Colonial America

- town meetings
- broad voting rights
- social contracts

Which colonial leader helped develop these advances?

- A.** William Penn
- B.** John Winthrop
- C.** William Bradford
- D.** James Oglethorpe

Depth of Knowledge: 2

Correct Answer: C

His name was Samaset; he told them also of another Indian whose name was Squanto, a native of this place, who had been in England and could speak better English than himself. . . .After these things he returned to his place called Sowams, some 40 miles from this place, but Squanto continued with them, and was their interpreter, and was a special instrument of God for their good beyond their expectation. He directed them how to set their corn, where to take fish, and to procure [find] other commodities.

—William Bradford, 1620

Based on the excerpt, Squanto was important to the success of the colony because

- A.** he showed the colonists how to use the natural resources of the region.
- B.** he helped the colonists migrate to land good for planting crops.
- C.** he taught the colonists to speak the languages of the Native American tribes.
- D.** he helped spread Christianity to other Native Americans in the region.

Depth of Knowledge: 3

Correct Answer: A

OAS Standard:

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

OAS Objective:

1. Compare and contrast the three colonial regions in regards to natural resources, agriculture, exports, and economic growth including the different uses of the labor systems use of indentured servants and slaves.

Item Specifications:Emphasis:

- Compare and contrast the New England Colonies, the Middle Colonies, and the Southern Colonies.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Concepts for comparison: natural resources, agriculture, economic growth, imports, exports, systems of labor, geography, and regional differences (in relation to economy).

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 2.1 Sample Test Items:

Which product was a major export for the New England colonies but not the Southern colonies?

- A. rice
- B. indigo
- C. lumber
- D. tobacco

Depth of Knowledge: 1

Correct Answer: C

New England Colonies	Southern Colonies
<ul style="list-style-type: none">• Forested and poor soil• Warm summers and cold winters• Small manufacturing• Lumber• Furs• ?	<ul style="list-style-type: none">• Rich fertile soil• Warm summers and mild winters• Slave-based• Rice• Indigo• Tobacco

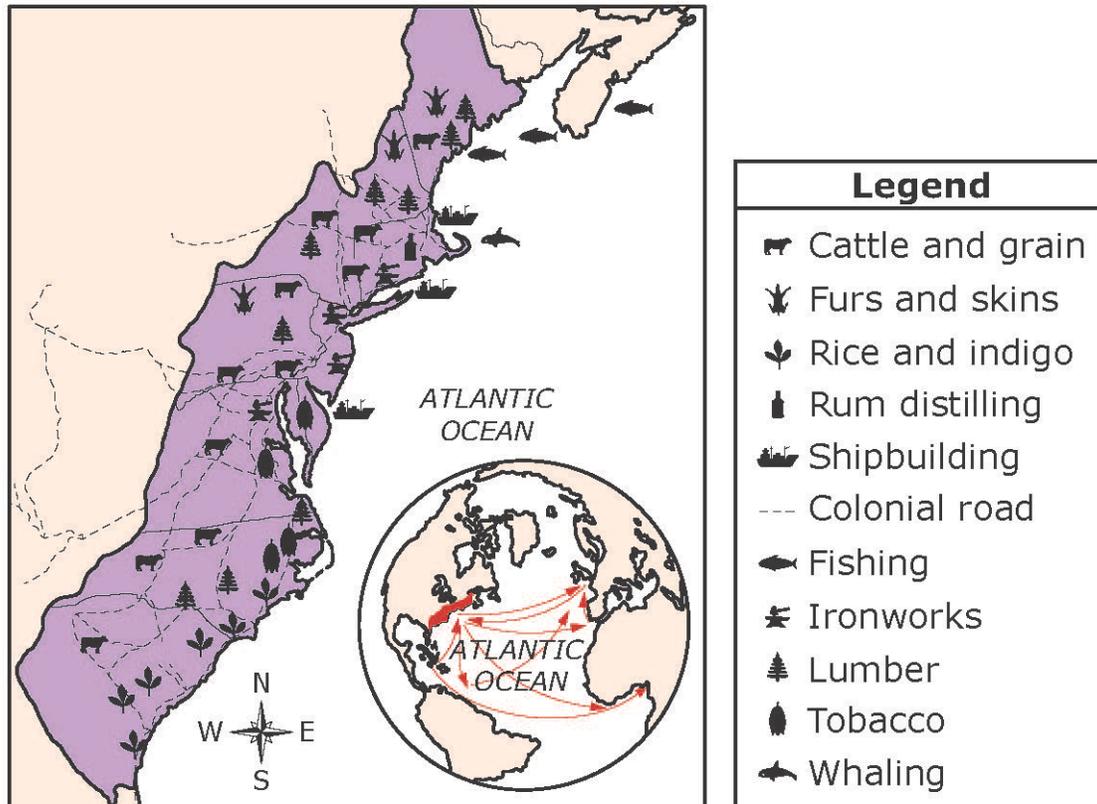
Which product best completes the table?

- A. sugar
- B. cattle
- C. fisheries
- D. molasses

Depth of Knowledge: 2

Correct Answer: C

Some Colonial Products



Based on the map, which conclusion can best be reached?

- A. There was little trade between the colonies because there were few colonial road networks.
- B. The Southern colonies were less wealthy than the Middle colonies because they only had cash crops to export.
- C. The colonies focused the trade with the interior rather than overseas because colonial road networks extended westward.
- D. The New England colonies had more diverse economies than the Southern colonies because they had farming and small industrial development.

Depth of Knowledge: 3

Correct Answer: D

OAS Standard:

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

OAS Objective:

2. Analyze the similarities and differences of self-government in the three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meetings in New England.

Item Specifications:Emphasis:

- Compare and contrast the methods of self-government in the three colonial regions including the role of religion.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Self-government: town hall meetings, House of Burgesses, representative government.
- The role of religion in the founding of Maryland, Massachusetts, Rhode Island, and Pennsylvania.
- Religious toleration (in general)

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 2.2 Sample Test Items:

Which colony used town hall meetings as an important form of government?

- A. Virginia
- B. New York
- C. North Carolina
- D. Massachusetts

Depth of Knowledge: 1

Correct Answer: D

We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand enemies, when He shall make us a praise and glory, that men shall say of succeeding plantations, the Lord make it like that of New England. For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us.

—John Winthrop, 1620

Most noble lords and worthy Gentlemen, it is your Honors that have employed great pains and large expense in laying the foundation of this State, wherein much had been buried under ground, yet some thing had sprung up, and given you a taste of your adventures. . . .The action is an honor to your Country: and the issue may well reimburse you your sums expended. . . .

—John Smith, 1625

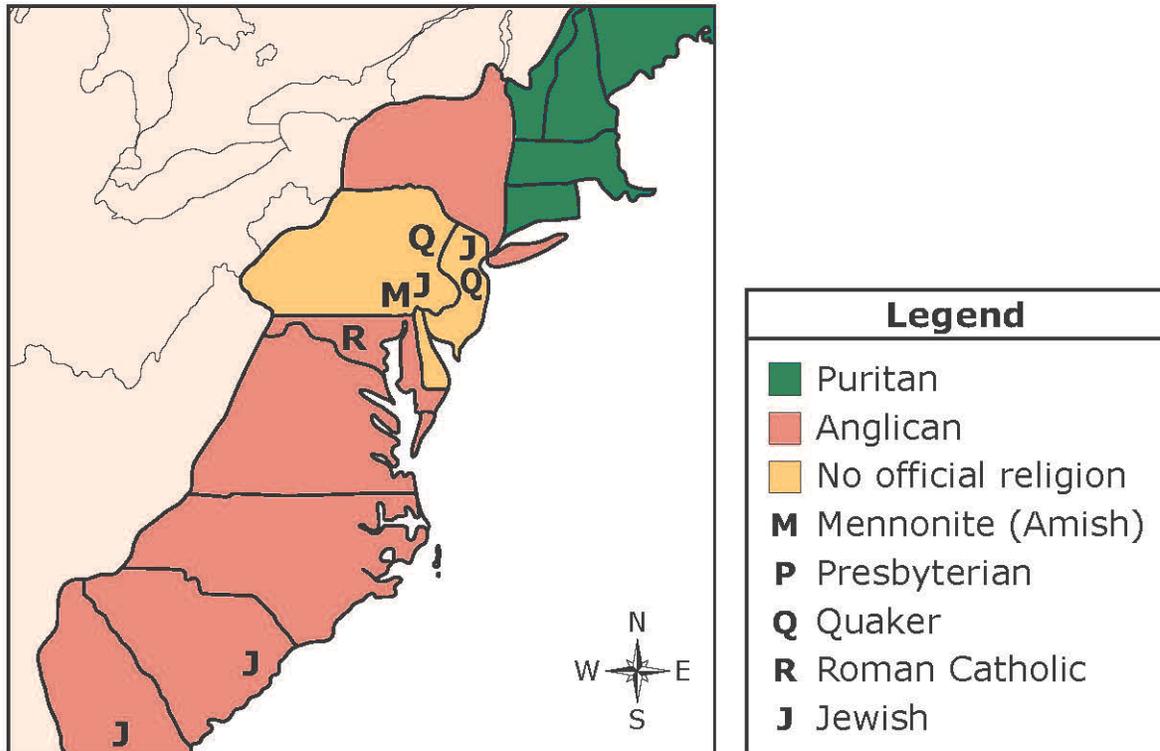
Based on the excerpts, which conclusion can best be reached?

- A. Unlike in the Southern colonies, the New England colonies had little interest in self-governance.
- B. Unlike in the Southern colonies, the New England colonies were founded for religious reasons.
- C. Unlike the New England colonies the Southern colonies had little respect for the monarchy.
- D. Unlike the New England colonies, the Southern colonies were self-sufficient.

Depth of Knowledge: 3

Correct Answer: B

Some Religious Communities in Colonial America, 1760



Based on the map, in which colony with an established religion would a settler most likely enjoy the most religious freedom?

- A. Maryland, because it encouraged both Anglican and Roman Catholic faiths.
- B. Georgia, because it was a colony in the South that did not have an official church.
- C. Virginia, because the Anglican Church was the official church of England and everyone could participate in it.
- D. Massachusetts, because the Puritans wanted to establish a religious community free from interference from the government.

Depth of Knowledge: 3

Correct Answer: A

OAS Standard:

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

OAS Objective:

3. Explain the international economic and cultural interactions occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies.

Item Specifications:Emphasis:

- Explain the impact of the triangular trade routes on Europe, Africa, and the British colonies.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Triangular trade routes: international economy [concept of interdependence], import and export (slave labor, raw materials, finished goods)
- Middle Passage
- Africans (forced migration)
- Atlantic slave trade
- Cultural Interactions: diversity, art, tradition of oral history, music, food

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

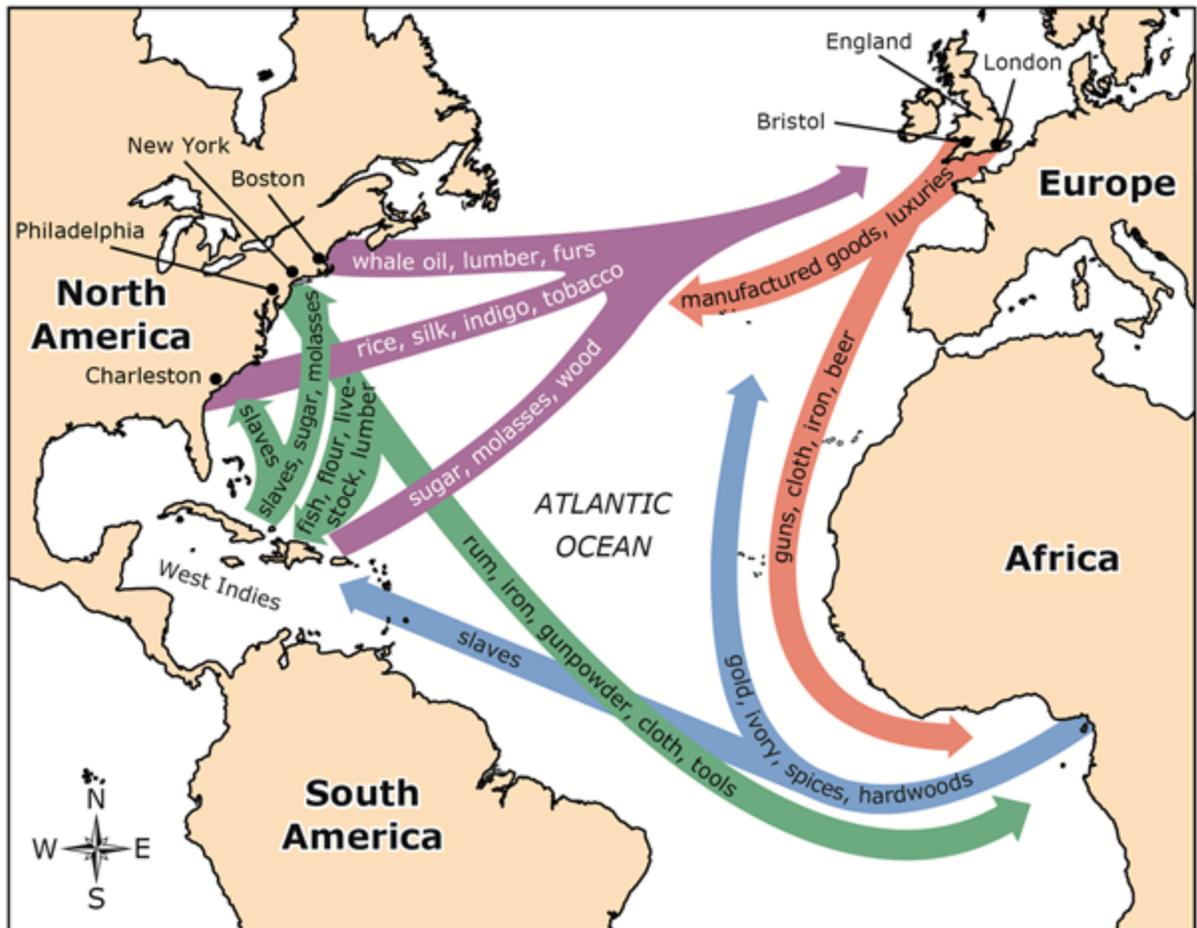
Oklahoma Academic Standards 2.3 Sample Test Items:

In the economy of the triangular trade, the North American colonies were dependent on what import from Africa?

- A.** iron
- B.** gold
- C.** slaves
- D.** molasses

Depth of Knowledge: 1

Correct Answer: C



Source: British Archeology, Issue 94, May/June 2007.

According to the map, which statement is true?

- A.** Africa sent more slaves to Europe than to the North American colonies.
- B.** Europe was not part of the Transatlantic trade network with Africa and North America.
- C.** The North American colonies exported manufactured goods to Europe in exchange for raw materials.
- D.** The North American colonies were dependent on the importation of manufactured goods and slaves.

Depth of Knowledge: 2

Correct Answer: D

OAS Standard:

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

OAS Objective:

4. Analyze and explain the relationships and interactions of ongoing encounters and conflicts between Native Americans and the British colonists involving territorial claims including King Phillip's War.

Item Specifications:Emphasis:

- Analyze relationships and interactions between Native Americans and colonists.
- Understand territorial conflicts between Native Americans and British colonists.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- King Phillip or Metacomet
- King Phillips' War
- Territorial Claims and seizure of Native American lands
- Positive and Negative Interactions: Trade, Treaties, Diseases

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

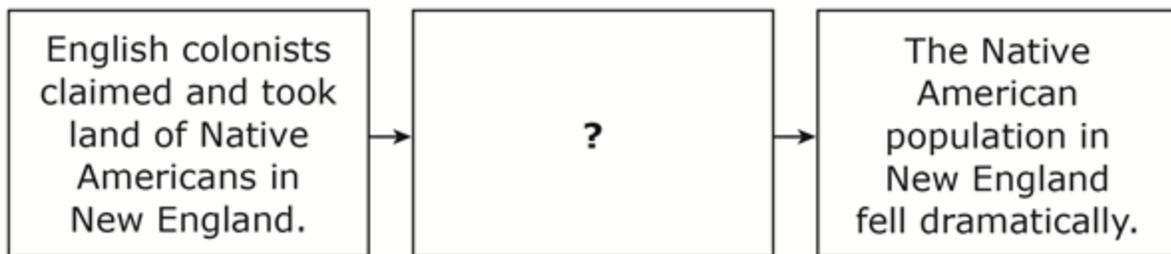
Oklahoma Academic Standards 2.4 Sample Test Items:

During King Philip’s War in 1675-1678, English colonists fought against which group for land in New England?

- A.** Spanish conquistadors
- B.** French fur trappers
- C.** Native Americans
- D.** African slaves

Depth of Knowledge: 1

Correct Answer: C



Which statement best completes the flow chart?

- A.** Native Americans choose to migrate to other regions.
- B.** King Philip’s War breaks out and Native Americans lose.
- C.** English colonists purchase land from Native Americans.
- D.** English colonists convert Native Americans to Christianity.

Depth of Knowledge: 2

Correct Answer: B

Another Grievance was, when their King sold Land, the English would say, it was more than they agreed to, and a Writing must be prove against all them, and some of their Kings had dun [done] Rong [wrong] to sell so much He left his Peopell [people] none, Another Grievance, the English Catell [cattle] and Horses still increased; that when they removed 30 Miles from where English had any thing to do, they could not keep their Corn from being spoiled, they never being used to fence, and thought when the English bought Land of them they would have kept their Catell [cattle] upon their owne [own] Land.

—John Easton

Based on the excerpt, which conclusion can best be reached about how King Philip's War reflected relations between Native Americans and English colonists?

- A.** Native Americans and English colonists had cultural differences of the ownership and use of land that led to conflict.
- B.** Native American and English competition for control over and ownership of livestock led to conflict.
- C.** Native Americans and English colonists had different political systems that led to conflict.
- D.** Native American and English cultural differences in food tastes led to conflict.

Depth of Knowledge: 3

Correct Answer: A

OAS Standard:

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

OAS Objective:

5. Draw evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers, Lord Baltimore, and James Oglethorpe.

Item Specifications:Emphasis:

- Understand the significance of key individuals and groups in the founding and settling of English colonies in North America.
- Identify the roles of key individuals and groups.
- Analyze causes and effects of religious freedom.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus from an informational text for DOK 2 and 3 levels.
- Key individuals: Roger Williams, Lord Baltimore, James Oglethorpe, William Penn
- Key groups: Catholics, Quakers, debtors
- Key concepts: compromise, charter, intolerance, religious freedom, religious toleration

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 2.5 Sample Test Items:

Which colony did Roger Williams found in 1636 based on the principle of religious freedom?

- A.** Massachusetts
- B.** Pennsylvania
- C.** Rhode Island
- D.** Maryland

Depth of Knowledge: 1

Correct Answer: C

Because no People can be truly happy, though under greatest Enjoyment of Civil Liberties, if abridged of the Freedom of their Consciences, as to their Religious Profession and Worship. . . I do hereby grant and declare, That no Person or Persons, inhabiting in this province or Territories, who shall confess and acknowledge One Almighty God, the Creator. . . and profess him or themselves obliged to live quietly under the Civil Government . . . [shall not] be compelled to frequent or maintain any religious Worship, Place or Ministry, contrary to his or their Mind, or to do or suffer any other Act or Thing, contrary to their religious Persuasion.

—William Penn, Charter of Privileges, 1701

Which civic principle was established in the excerpt?

- A.** the right to petition
- B.** the freedom of speech
- C.** the right to a jury trial
- D.** the freedom of religion

Depth of Knowledge: 2

Correct Answer: D

First. That the blood of so many hundred thousand souls of protestants and papists, spilt in the wars of present and former ages, for their respective consciences, is not required nor accepted by Jesus Christ the Prince of Peace.

Fifthly. All civil states, with their officers of justice, in their respective constitutions and administrations, are proved essentially civil, and therefore not judges, governors, or defenders of the spiritual, or Christian, state and worship.

Eighthly. God requireth not an uniformity of religion to be enacted and enforced in any civil state; which enforced uniformity, sooner or later, is the greatest occasion of civil war, ravishing of conscience, persecution of Christ Jesus in his servants, and of the hypocrisy and destruction of millions of souls.

—Roger Williams, 1644

Based on the excerpt, which conclusion can best be reached about religion in American history?

- A.** Religion was not a major issue for most people in early American colonial history.
- B.** Religion was a major source of violent conflict between people in early American colonial history.
- C.** The principle of religious tolerance in the United States was established early in American colonial history.
- D.** The colonial governments tried to force people to conform to state religions in early American colonial history.

Depth of Knowledge: 3

Correct Answer: C

OAS Standard:

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

OAS Objective:

6. Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the point of view they represent.

Item Specifications:Emphasis:

- Analyze daily life in the colonies by comparing different groups' perspectives of daily life in the colonies.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Landowners: small, large
- Plantations
- Merchants, artisans and craftsmen
- Indentured servants
- Concept of social class
- African Americans: free and enslaved
- Native Americans

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 2.6 Sample Test Items:

Which of these was a similar experience for Native Americans and enslaved African Americans during the colonial period?

- A. They both were denied legal rights given to English settlers.
- B. They both were prohibited from trading with English settlers.
- C. They both were prevented from making treaties with English settlers.
- D. They both died in large numbers from diseases introduced by English settlers.

Depth of Knowledge: 1

Correct Answer: A



TOBACCO LABEL, c1730., c. 1730.
Image No. 0007542, The Granger
Collection, NYC — All rights reserved.

Based on the picture, which conclusion can best be reached?

- A. Europeans believed that they shared the burden of work with enslaved Africans.
- B. Europeans believed that they would be punished for forcing enslaved Africans to work.
- C. Europeans believed that they shared the same cultural values with enslaved Africans.
- D. Europeans believed that exploiting enslaved Africans was part of the natural order of the world.

Depth of Knowledge: 2

Correct Answer: D

And I have nothing to comfort me, nor is there nothing to be gotten here but sickness and death, except [in the event] that one had money to lay out in some things for profit. But I have nothing at all—no, not a shirt to my back but two rags (2), nor clothes but one poor suit, nor but one pair of shoes, but one pair of stockings, but one cap, [and] but two bands [collars]. . . And if you cannot get the merchants to redeem me for some little money, then for God’s sake get a gathering or entreat some good folks to lay out some little sum of money in meal and cheese and butter and beef. Any eating meat will yield great profit. Oil and vinegar is very good; but, father, there is great loss in leaking.

— Richard Frethorne, 1623

Based on the excerpt, which statement best explains why indentured servitude declined in the American colonies?

- A.** The cost of providing food and shelter for indentured servants was too much for most employers to pay.
- B.** The high demand for child labor made paying indentured servants good wages too expensive for most employers.
- C.** The lack of opportunity for indentured servants to gain their freedom discouraged Europeans from participating.
- D.** The hard life that indentured servants lived discouraged Europeans from wanting to immigrate to the American colonies.

Depth of Knowledge: 3

Correct Answer: D

OAS Standard:

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

OAS Objective:

1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain.

Item Specifications:Emphasis:

- Causes of the events leading to the American Revolution.
- The effects of those events.
- Focus is on the significance of events [listed below], not just factual information.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

Great Britain

King George

Parliament

Boycott

Boston Massacre

Arsenal

Legislative representation

Proclamation of 1763

Thomas Paine and *Common Sense*

Lexington and Concord

Sugar/Stamp/Quartering/Coercive Acts

Siege of Boston

Paul Revere's engraving of the Boston Massacre

Minute Men

How raids and evolved into planned insurrection

Committees of Correspondance

Internal v. external taxation

Boston Tea Party

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

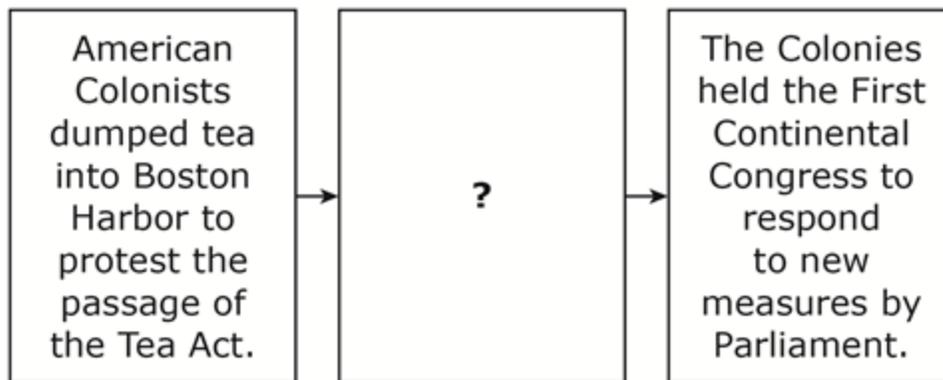
Oklahoma Academic Standards 3.1 Sample Test Items:

What British policy did American colonists protest at the Boston Tea Party?

- A. trial without jury
- B. quartering of troops
- C. abolishment of legislatures
- D. taxation without representation

Depth of Knowledge: 1

Correct Answer: D



Which statement best completes the flow chart?

- A. Parliament stops trade with the colonies.
- B. Parliament issues the Proclamation of 1763.
- C. Parliament passes the Coercive Acts of 1774.
- D. Parliament withdraws troops from the colonies.

Depth of Knowledge: 2

Correct Answer: C



CREDIT: Revere, Paul, engraver. "The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.," 1770. Courtesy of the Library of Congress. Reproduction Number LC-USZC2-4913.

Which conclusion can **best** be reached about the engraving by Paul Revere about the Boston Massacre?

- A. The engraving was an accurate portrayal of the Boston Massacre because it shows British soldiers wearing red uniforms.
- B. The engraving was effective tool for patriots for rallying support because it shows defenseless Americans being killed by British soldiers.
- C. The engraving was ineffective in rallying support for the patriot cause because it suggested that the British soldiers were too strong.
- D. The engraving was an inaccurate portrayal of the Boston Massacre because it showed American citizens being killed by British soldiers.

Depth of Knowledge: 3
Correct Answer: B

OAS Standard:

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

OAS Objective:

2. Draw evidence from the *Declaration of Independence* to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, unalienable rights, and the consent of the governed.

Item Specifications:Emphasis:

- Colonial political and property grievances for declaring independence.
- Understand the political ideals found within the *Declaration of Independence*.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus for DOK 2 and DOK 3 levels.
- Ideals of American society: equality, unalienable rights, consent of the governed
- Colonial grievances listed in *Declaration of Independence*: right of self-government, occupation by British troops and martial law, and interference with colonists' right to make a living and govern themselves
- *Declaration of Independence*: significance of July 4, 1776, Thomas Jefferson as author of *Declaration of Independence*
- Second Continental Congress

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 3.2 Sample Test Items:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights. . .

—excerpt from *Declaration of Independence*, 1776

Which of these is an unalienable right discussed in the *Declaration of Independence*?

- A. the right to vote
- B. the right to liberty
- C. the right to citizenship
- D. the right to free education

Depth of Knowledge: 1

Correct Answer: B

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute a new Government. . .

—excerpt from *Declaration of Independence*, 1776

Based on the excerpt, which conclusion can best be reached?

- A. The colonists wanted to establish a new monarchy.
- B. The colonists asserted the right to self-governance.
- C. The colonists opposed the principle of natural rights.
- D. The colonists wanted to fix things with the monarchy.

Depth of Knowledge: 2

Correct Answer: B

The primary goal of the *Declaration of Independence* was

- A. to strengthen the military.
- B. to create a new government.
- C. to expand into new territory.
- D. to list reasons for separation.

Depth of Knowledge: 2

Correct Answer: D

How was local government in New England different from government in the other colonial regions?

- A. Women voted in many elections.
- B. Voters decided directly on new laws.
- C. Royal officials established most laws.
- D. Mayors frequently overruled decisions.

Depth of Knowledge: 2

Correct Answer: B

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute a new Government. . .

—excerpt from *Declaration of Independence*, 1776

Based on the excerpt, which conclusion can best be reached?

- A. The Patriots created a form of government that was meant to only benefit themselves.
- B. The Patriots developed a form of government based on principles that were new to people.
- C. The Patriots established their understanding of government on their experiences with religious conflict.
- D. The Patriots based their vision of government on universal principles that became the foundation of modern democracies.

Depth of Knowledge: 3

Correct Answer: D

OAS Standard:

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

OAS Objective:

3. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Item Specifications:Emphasis:

- Understand and recall the social contract found in the *Declaration of Independence*
- Understand how the social contract has been preserved and protected by the American military when necessary.
- Describe and identify the concept of the social contract as described in full text of the *Declaration of Independence*

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Celebrate Freedom Week
- Key concepts: sacrifice, contribution, social contract, self-evident, unalienable rights (life, liberty and pursuit of happiness), consent of the governed, just powers,
- Formation of the American government
- *Declaration of Independence*
- Minimize questions related to veterans (focus on historical era)

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 3.3 Sample Test Items:

Which of these phrases from the *Declaration of Independence* best describes the term *social contract*?

- A. "the separate and equal station to which the Laws of Nature and Nature's God entitles them"
- B. "We hold these truths to be self-evident, that all men are created equal"
- C. "That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed"
- D. "The history of the present King of Great Britain is a history of repeated injuries and usurpations"

Depth of Knowledge: 1

Correct Answer: C

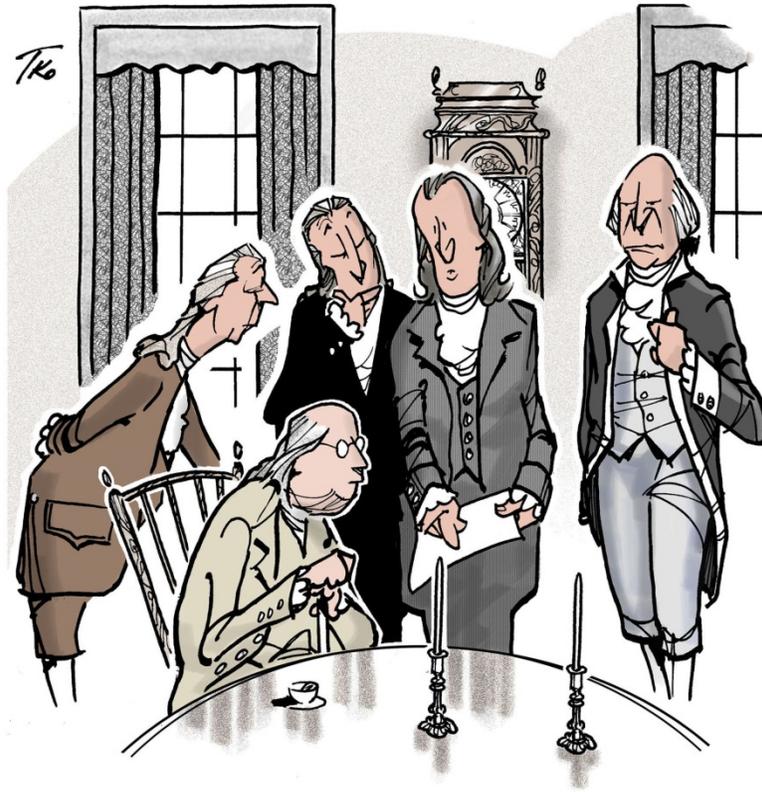
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Create with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute a new Government. . .

How does the United States generally address the issue discussed in the excerpt?

- A. The people refuse to pay their taxes.
- B. The people change the Constitution.
- C. The people hold regular elections.
- D. The people rise up in revolt.

Depth of Knowledge: 2

Correct Answer: C



“I’m not so sure about this ‘life, liberty and pursuit of happiness’ bit. Whaddya say we look at some polling numbers first?”

Which statement **best** explains how the perspective of the cartoon illustrates a misunderstanding about the Founding Fathers and the *Declaration of Independence*?

- A. It suggests that the Founding Fathers were concerned with public opinion because they needed polling numbers to make decisions.
- B. It suggests that the Founding Fathers wanted the public to write the *Declaration of Independence* because they needed polling information.
- C. It argues that the Founding Fathers were not certain what natural rights were because they question life, liberty, and the pursuit of happiness.
- D. It argues that the Founding Fathers did not want to include natural rights in the *Declaration of Independence* because they asked each other whether to include life, liberty, and the pursuit of happiness.

Depth of Knowledge: 3

Correct Answer: A

OAS Standard:

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

OAS Objective:

4. Draw specific evidence from informational texts and analyze the formation, benefits, and weaknesses of the first American national system of government under the *Articles of Confederation* including conducting and winning the Revolutionary War and management of the western territories.

Item Specifications:Emphasis:

- Formation of the first American system of government
- The strengths and weaknesses of the first system of government
- Purposes of the *Articles of Confederation*

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus for DOK 2 and DOK 3 levels.
- *Articles of Confederation* (focus on positives only)
- Managing and winning the Revolutionary War
- Managing the Western Territories

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 3.4 Sample Test Items:

Which statement about the Articles of Confederation is correct?

- A. It protected citizens with a bill of rights.
- B. It strengthened the power of the national government.
- C. It enabled the country successfully manage the western territories.
- D. It allowed the state governments to make treaties with foreign nations.

Depth of Knowledge: 1

Correct Answer: C

The mouth of the Illinois is the interesting post [boundary] for Virginia, because it will open trade up the Missouri and Mississippi. The spot there is advantageous for defense. . . It is interesting to Virginia on the expectation that she may open the navigation from Lake Erie to Potowmac. . . . The New Yorkers will wish a force at Niagara or Oswego. I should yield to them as far as necessity requires; but the further North that post [boundary] is the better for Virginia, were it even pushed to the intersection of the Cataraqui with the 45th degree. . . . Mr. Thomson's counsel on this subject will probably be useful, the interests of Pennsylvania. and Virginia being united as to all these posts [boundaries].

—Thomas Jefferson, Letter to James Monroe, 1784

Based on the excerpt, which conclusion can best be reached?

- A. Virginia had planned not to participate in the United States after the American Revolution, because it wanted land west of the Appalachian Mountains.
- B. Virginia put its own interests ahead of those of other states during the American Revolution, because it claimed land west of the Appalachian Mountains.
- C. Without the passage of the Northwest Ordinance, the states would have had no access to the lands west of the Appalachian Mountains, because the state boundaries would have ended at the Appalachian Mountains.
- D. Without the passage of the Northwest Ordinance, the states would have constant conflict over land west of the Appalachian Mountains, because they would have feuded over state boundaries.

Depth of Knowledge: 3

Correct Answer: D

OAS Standard:

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

OAS Objective:

5. Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the Treaty of Paris.

Item Specifications:Emphasis:

- Analyze the significance of major military and diplomatic events of the Revolutionary War.
- Explain the impacts of the battles of Trenton, Saratoga, Yorktown and the encampment at Valley Forge.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- George Washington (focus on military leadership)
- Key Battles/events: Valley Forge, Trenton, Saratoga, Yorktown
- Purpose of the Treaty of Paris

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 3.5 Sample Test Items:

Which battle ended the Revolutionary War?

- A. Battle of Saratoga
- B. Battle of Yorktown
- C. Battle of Lexington
- D. Battle of Bunker Hill

Depth of Knowledge: 1

Correct Answer: B

Which statement best explains why the Battle of Saratoga was important?

- A. It gave American troops time to escape from Valley Forge
- B. The American victory led to the British leaving New England.
- C. It was the first time the American Navy was called into action.
- D. The American victory persuaded the French to offer assistance.

Depth of Knowledge: 2

Correct Answer: D

Article 1: His Britannic Majesty acknowledges the said United States, viz., New Hampshire, Massachusetts Bay, . . . and Georgia, to be free sovereign and independent states, that he treats them with as such, and. . . relinquishes [gives up] all claims to the government, propriety, and territorial rights of the same and every part there.

Article 7: There shall be a firm and perpetual peace between his Britannic Majesty and the said states, and between the subjects of the one and the citizens of the other. . .

Article 8: The navigation of the river Mississippi, from its source to the ocean, shall forever remain free and open to the subjects of Great Britain and the citizens of the United States.

—Treaty of Paris, 1783

Based on the excerpt, which conclusion can best be reached?

- A.** The Treaty of Paris resulted in the United States becoming an ally of Great Britain because both sides agreed to have peace forever.
- B.** The Treaty of Paris marked the founding of the United States because the king of Great Britain acknowledged their freedom from Great Britain.
- C.** The Treaty of Paris represented the expansion of the United States to the Mississippi River because the United States bought it from Great Britain.
- D.** The Treaty of Paris resulted in the end of the American Revolution because the king of Great Britain declared that he had no right to rule the United States.

Depth of Knowledge: 3

Correct Answer: D

OAS Standard:

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

OAS Objective:

6. Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phillis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists drawing information from multiple sources.

Item Specifications:Emphasis:

- Identify key individuals and their contributions to the Revolutionary War.
- Identify key individuals' points of view about the Revolutionary War.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus for DOK 2 and DOK 3 levels.
- Key Individuals and their points of view and/or contributions: Patrick Henry, John Adams, Abigail Adams, Samuel Adams, Paul Revere, Thomas Jefferson, Phillis Wheatley, Benjamin Franklin, Mercy Otis Warren.
- Key Groups and their points of view and/or contributions: Sons and Daughters of Liberty, patriots, loyalists

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 3.6 Sample Test Items:

- Wrote the *Declaration of Independence*
- Served as Governor of Virginia
- Served as U.S. minister to France after Revolutionary War
- Was the Third President of the United States

Which Founding Father is described by the list?

- A. John Adams
- B. Thomas Jefferson
- C. Benjamin Franklin
- D. George Washington

Depth of Knowledge: 1

Correct Answer: B

We cannot petition and we cannot march! Yet we can spin, and brew, and refuse to buy! Let Parliament feel the powerful pinch of the Daughters of Liberty!

This excerpt shows the reaction of colonial women to the

- A. Stamp Act.
- B. Boston Massacre.
- C. Battle of Bunker Hill.
- D. Declaration of Independence.

Depth of Knowledge: 2

Correct Answer: A

Whereas it appears by an Act of the British Parliament passed in the last Sessions, that the East India Company are . . . allowed to export their Teas into America, in such Quantities as the Lord of the Treasury shall Judge proper. . .

Resolved, that the disposal of their own property is the Inherent Right of Freeman; that there can be no property in that which another can of right take from us without our consent. . .

2nd That the Duty imposed by Parliament upon Tea landed in America, is a tax on the Americans . . . without their consent.

3rd that the expressed purpose for which the Tax is levied on the Americans namely for the support the Government . . . has a tendency to render Assemblies useless.

—Resolutions of the Town of Boston, 1773

The Resolutions of the Town of Boston were drafted by Samuel Adams. Based on the excerpt, which conclusion can best be reached?

- A.** Samuel Adams was important in causing the Boston Tea Party because he called for a tax to be placed on the imported tea.
- B.** Samuel Adams opposed the Boston Tea Party because he believed that property should not be destroyed or taken from someone.
- C.** Samuel Adams rejected the activities of the patriots during the Boston Tea Party because he believed that tea could be imported to the colonies.
- D.** Samuel Adams was important in rallying support of the Boston Tea Party because he explained the reasons why people should protest the Tea Act.

Depth of Knowledge: 3
Correct Answer: D

OAS Standard:

Standard 4: The student will examine the formation of the American system of government following the American Revolution.

OAS Objective:

1. Draw specific evidence from informational texts and examine the issues and events encountered by the new nation that led to the Constitutional Convention in Philadelphia in 1787 including a weak national government, the Northwest Ordinance, and civil unrest typified in Shay's Rebellion.

Item Specifications:Emphasis:

- Examine issues and events that led to the Constitutional Convention.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus from an informational text for DOK 2 and DOK 3 levels.
- *Articles of Confederation* (focus on weaknesses)
- Weak national government
- Shays' Rebellion
- Northwest Ordinance
- Constitutional Convention

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 4.1 Sample Test Items:

Which event did delegates at the Constitutional Convention use an example of why the *Articles of Confederation* created a weak government and needed to be replaced?

- A.** the Boston Tea Party
- B.** the Boston Massacre
- C.** Shay's Rebellion
- D.** King Philip's War

Depth of Knowledge: 1

Correct Answer: C

The System on which you seemed disposed to build a national government is certainly more energetic, and I dare say, in every point of view is more desirable than the present one; which; from experience; we find is not only slow . . . but is defective in that secrecy, which for the accomplishment of many of the most important national purposes , is . . . necessary.

—George Washington, letter to Henry Knox, 1787

Based on the excerpt, what is George Washington most likely criticizing?

- A.** the weakness of the Articles of Confederation
- B.** the power of the Continental Army
- C.** the growth of political parties
- D.** the lack of a monarchy

Depth of Knowledge: 2

Correct Answer: A

1. Failure of the States to comply with the Constitutional requisitions [federal requests for money]. 1. This evil has been so fully experienced both during the war and since the peace, results so naturally from the number and independent authority of the States . . .
2. Encroachments by the States on the federal authority. 2. Examples of this are numerous. . .
3. Violations of the law of nations and of treaties. . .
4. Trespasses of the States on the rights of each other. 4. These are alarming symptoms. . . See the law of Virginia restricting foreign vessels to certain ports—of Maryland in favor of vessels belonging to her own citizens—of New York in favor of the same.

—James Madison, "Vices of the Political System of
the United States," 1787

Based on the excerpt, which conclusion can best be reached about the *Articles of Confederation*?

- A.** The *Articles of Confederation* prohibited states from trading with each other.
- B.** The *Articles of Confederation* forced the states to accept federal policies they oppose.
- C.** The *Articles of Confederation* did not allow the country to act with united federal policies.
- D.** The *Articles of Confederation* prevented the federal government from being accepted by other countries.

Depth of Knowledge: 3

Correct Answer: C

OAS Standard:

Standard 4: The student will examine the formation of the American system of government following the American Revolution.

OAS Objective:

2. Examine the contributions and leadership of George Washington, James Madison, George Mason, and Gouverneur Morris as evidenced in the great issues, debates, and compromises of the Constitutional Convention including the Virginia Plan and the New Jersey Plan, slavery, the Three-fifths Compromise, and the Great Compromise.

Item Specifications:Emphasis:

- Analyze and understand the issues, debates, and compromises of the Constitutional Convention.
- Identify key individuals and their contributions to the Constitutional Convention.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- Key Debates: Virginia Plan, New Jersey Plan
- Key Compromises: Three-fifths Compromise, Great Compromise, slavery
- Key Individuals: George Washington, James Madison, George Mason, Gouverneur Morris

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 4.2 Sample Test Items:

The Three-Fifths Compromise resolved the issue of

- A.** the rights of women.
- B.** the powers of the president.
- C.** congressional representation.
- D.** commerce between the states.

Depth of Knowledge: 1

Correct Answer: C

The Virginia Plan at the Constitutional Convention called for two houses in the legislative branch. The states would be given representation based on population.

Which statement best explains why delegates from small states opposed this plan?

- A.** They believed that laws could not get passed with two houses.
- B.** They feared that larger states would get to elect the president.
- C.** They feared that the larger states would control the government.
- D.** They believed that the federal government would be too powerful.

Depth of Knowledge: 2

Correct Answer: C

Constitutional Leader

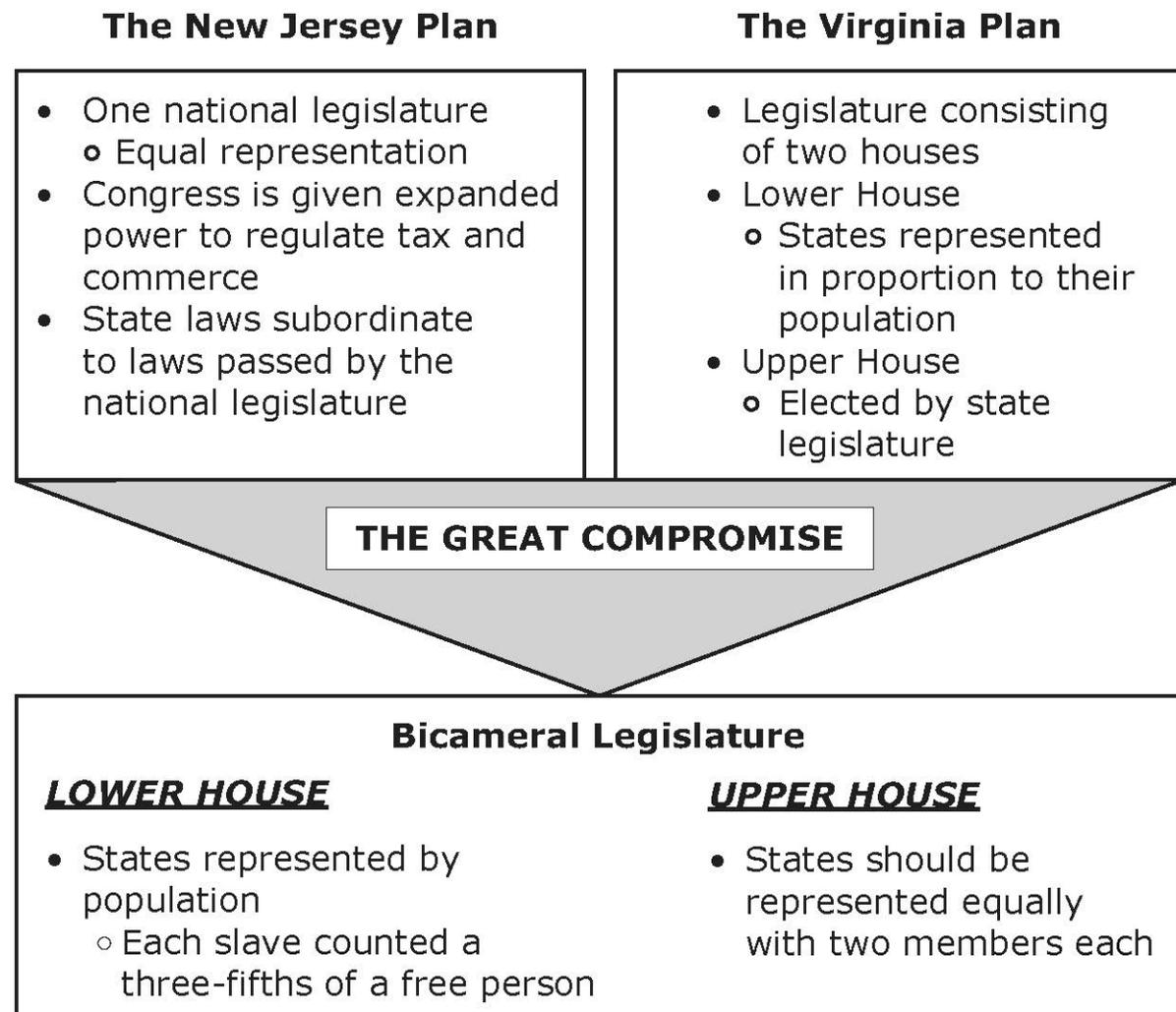
- lawyer
- ally of George Washington
- writer of Preamble to the *U.S. Constitution*

Which colonial leader does this list describe?

- A.** George Mason
- B.** Charles Pinckney
- C.** Thomas Jefferson
- D.** Gouverneur Morris

Depth of Knowledge: 2

Correct Answer: D



Based on the chart, which conclusion can best be reached about the Constitutional Convention?

- A.** The Great Compromise prevented large states from becoming too powerful because they had to give up some of their seats on the lower house.
- B.** The Great Compromise made it possible to create the federal government, because it addressed the concerns of large states and small states.
- C.** The Great Compromise replaced the three-fifths compromise because slaves could not be counted in elections for the upper house.
- D.** The Great Compromise left the federal government weak, because states managed to divide Congress into two houses.

Depth of Knowledge: 3

Correct Answer: B

OAS Standard:

Standard 4: The student will examine the formation of the American system of government following the American Revolution.

OAS Objective:

3. Determine the main purposes of the United States government as expressed in the Preamble and as evidenced in the *United States Constitution* including the principles reflected in the separation of powers, checks and balances, and shared powers between the federal and state governments, and the basic responsibilities of the three branches of government.

Item Specifications:Emphasis:

- Determine the main purposes of the U.S. government as expressed in the preamble to the Constitution and in the Constitution.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus for DOK 2 and DOK 3 levels.
- *U.S. Constitution:*
 - Preamble
 - Separation of powers
 - Three branches of government
 - Federal government
 - Shared powers between states and federal government
 - Checks and balances

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 4.3 Sample Test Items:**Reserved Powers of the States**

- Regulate business within a state
- Provide for the public safety
- Establish marriage laws
- Establish schools and maintain laws
- ?

Which power best completes the list?

- A. Raise and support armies
- B. Create local governments
- C. Coin money
- D. Declare war

Depth of Knowledge: 1

Correct Answer: B

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

—Preamble to the *United States Constitution*

The writers of the Constitution most likely included this statement to

- A. demonstrate a belief in free speech.
- B. limit the power of the legislative branch.
- C. state reasons for creating the government.
- D. guarantee equal power among levels of government.

Depth of Knowledge: 2

Correct Answer: C

No State shall enter into any Treaty, Alliance, or Confederation; . . . coin, Money

No State, shall without the Consent of the Congress, lay any Impost or Duties on Imports or Exports. . .

No State, without the Consent of the Congress . . . keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War. . .

—*United States Constitution, 1787*

Based on the excerpt, which conclusion can best be reached about the *United States Constitution*?

- A.** It prevented states from having independent foreign policies because they needed the consent of Congress.
- B.** It prevented states from operating governments because they could not raise taxes to pay for services.
- C.** It prevented states from having police forces because only the federal government could have troops.
- D.** It prevented states from regulating banks because only the federal government could coin money.

Depth of Knowledge: 3

Correct Answer: A

OAS Standard:

Standard 4: The student will examine the formation of the American system of government following the American Revolution.

OAS Objective:

4. Explain the process of ratification of the *United States Constitution* as well as compare and contrast the viewpoints of the Federalist and Anti-Federalists over the addition of a bill of rights.

Item Specifications:Emphasis:

- Explain the ratification of the *U.S. Constitution*.
- Compare and contrast the Federalist and Anti-Federalist points of view.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- A bill of rights
- Ratification process
- Federalist point of view
- Anti-Federalist point of view

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

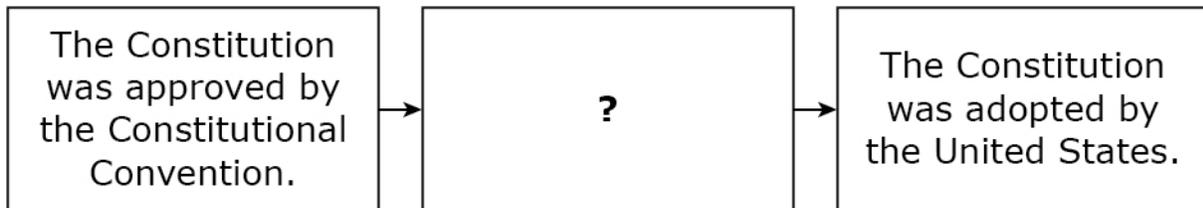
Oklahoma Academic Standards 4.4 Sample Test Items:

Which issue were anti-Federalists opposed to during the ratification of the Constitution in 1787?

- A. the addition of a bill of rights
- B. the protection of the rights of states
- C. the creation of a strong national government
- D. the creation of a system of checks and balances

Depth of Knowledge: 1

Correct Answer: C



Which statement best completes the flow chart?

- A. The president agrees to the Constitution.
- B. Half of Congress votes for the Constitution.
- C. The Supreme Court approves the Constitution
- D. Three-fourths of the states ratify the Constitution.

Depth of Knowledge: 2

Correct Answer: D

There is no Declaration of Rights, and the laws of the general government being paramount to the laws and constitution of the several States, the Declarations of Rights in the separate States are no security. Nor are the people secured even in the enjoyment of the benefit of the common law. . . . There is no declaration of any kind, for preserving the liberty of the press, or the trial by jury in civil causes; nor against the danger of standing armies in time of peace.

—George Mason, Objections to this Constitution of Government, 1787

Which group would have most likely agreed with George Mason?

- A.** Federalists, because they did not want the states to have separate bills of rights in their constitutions.
- B.** Anti-federalists, because they worried that they Constitution did not possess a Bill of Rights.
- C.** Anti-federalists, because they opposed the freedom of the press for private newspapers.
- D.** Federalists, because they opposed the government having a large standing army.

Depth of Knowledge: 3

Correct Answer: B

OAS Standard:

Standard 4: The student will examine the formation of the American system of government following the American Revolution.

OAS Objective:

5. Examine the Bill of Rights and summarize the liberties protected in all 10 amendments.

Item Specifications:Emphasis:

- Summarize the liberties defined in the Bill of Rights.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Event dates are not to be the primary focus of items.

Content Limits:

- This item requires at least one stimulus for DOK 2 and DOK 3 levels.
- Bill of Rights
- Individual Rights as listed
- Amendments 1-10

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 4.5 Sample Test Items:

- Freedom of religion
- Freedom of speech
- Freedom of the press
- Freedom to assemble peacefully
- Freedom to petition the government

The freedoms in the list are addressed in which amendment in the Bill of Rights?

- A. First Amendment
- B. Second Amendment
- C. Third Amendment
- D. Fourth Amendment

Depth of Knowledge: 1

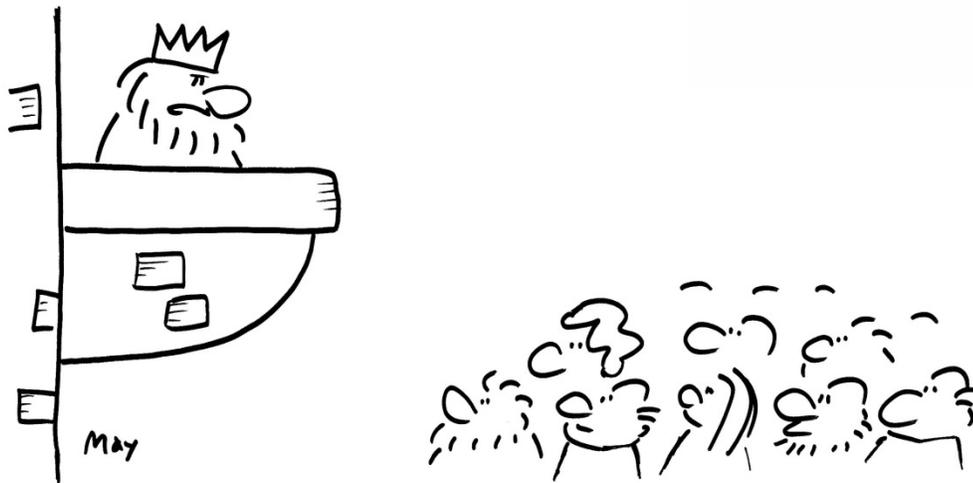
Correct Answer: A

Which activity is protected by the 1st Amendment?

- A. People burning down a building in a protest.
- B. People shouting fire in a crowded movie theater.
- C. People sending letters to the government representatives.
- D. People spreading lies about private citizens in a newspaper.

Depth of Knowledge: 2

Correct Answer: C



**“Okay, you can have freedom of speech,
but watch your language!”**

With which perspective about the freedom of speech would the founding fathers had agreed?

- A** The king's, because they do not believe the people should be involved in government and politics.
- B** The king's, because they do not believe that bad language should be protected as free speech.
- C** The people's, because they believe that the freedom of speech is a natural right.
- D** The people's, because they believe that there are limits to political speech.

Depth of Knowledge: 3

Correct Answer: C