

Adolescence and Young Adulthood/Social Studies-History

Component 1: Content Knowledge

SAMPLE ITEMS AND SCORING RUBRICS

NATIONAL BOARD
for Professional Teaching Standards[®]

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Overview

This document provides information about the Adolescence and Young Adulthood/Social Studies-History (AYA/Social Studies-History) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

AYA/Social Studies-History Component 1 Computer-Based Assessment

In the AYA/Social Studies-History Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

AYA/Social Studies-History Standards Measured by Selected Response Items

The AYA/Social Studies-History selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Integrating Content (Standard IV) <ul style="list-style-type: none">• Instructional Strategies• Resources	25%
Knowing Content—History (Standard III) <ul style="list-style-type: none">• History• World History• United States History	42%
Knowing Content—Social Studies (Standard III) <ul style="list-style-type: none">• Economics• Geography• Civics and Government	33%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete AYA/Social Studies-History Standards, refer to www.boardcertifiedteachers.org.

AYA/Social Studies-History Constructed Response Exercises

The AYA/Social Studies-History constructed response exercises assess the following:

- **Exercise 1: Documents**
In this exercise, you will use your knowledge of U.S. history and political science to analyze an excerpt from a historical document. You will be asked to respond to one prompt.
- **Exercise 2: United States Economic Policy**
In this exercise, you will use your knowledge of political science and economics to describe two political or economic factors that would influence the U.S. government's enactment of an identified economic policy and analyze two ways in which the policy may affect the U.S. and/or global economy. You will be asked to respond to one prompt.
- **Exercise 3: Regional Economic and Geographic Trends**
In this exercise, you will use your knowledge of economics and geography to identify an economic or geographic trend in a map or graph and explain two reasons for the trend. You will also analyze one economic and one geographic effect of this trend on the region identified in the map or graph. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each AYA/Social Studies-History Component 1 scoring rubric is derived from the AYA/Social Studies-History Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: "Sample Selected Response Items and Answer Key for AYA/Social Studies-History Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for AYA/Social Studies-History Component 1."

Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for AYA/Social Studies-History Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

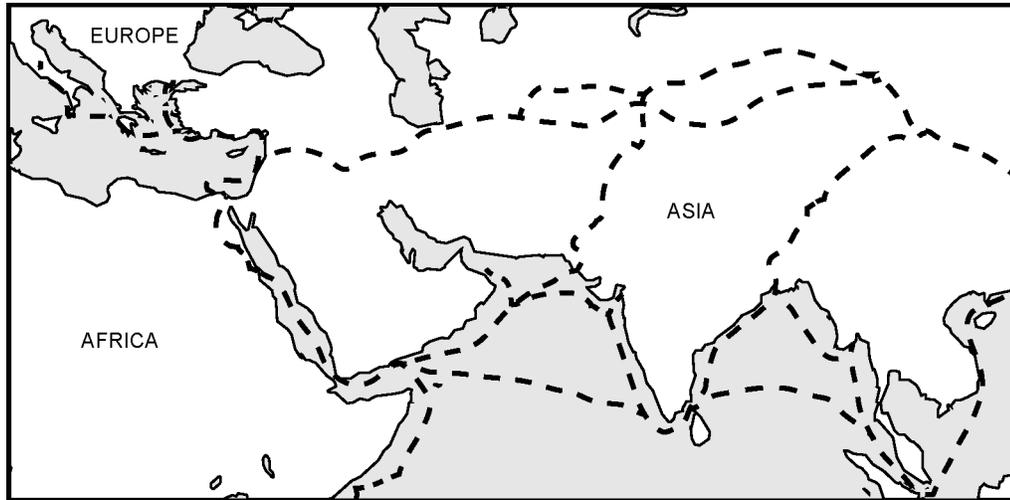
Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

Sample Selected Response Items

1. During a unit on the Civil War, a teacher asks students to read personal letters written in the 1860s by average citizens addressing secession. Using the letters is an effective strategy primarily because it allows students to:
 - A. view the debate over secession from the different perspectives of the time.
 - B. gain an understanding of the legal issues involved in the secession debate.
 - C. understand how states settled the debate over secession.
 - D. learn specific facts that give context to the secession debate.

2. Use the map below to answer the question that follows.



On the basis of the first-century Silk Road trade routes shown on the map, which situation led to a long-term decline in trade along these routes?

- A. division of the Roman Empire in the third century
- B. formation of the Yuan Dynasty in the thirteenth century
- C. Ottoman conquest of Constantinople in the fifteenth century
- D. British victory in the Opium Wars during the nineteenth century

3. Throughout the history of the United States, people have disagreed on how to advance the American ideals of liberty and equality. Which pair best illustrates this conflict?

- A. Thomas Jefferson and Alexander Hamilton in the late eighteenth century
- B. Andrew Johnson and Charles Sumner in the late nineteenth century
- C. Woodrow Wilson and Henry Cabot Lodge in the early twentieth century
- D. William Jefferson Clinton and Kenneth Starr in the late twentieth century

4. Which statement explains why the Federal Reserve might raise interest rates to fight excessive inflation?
- A. People will be more likely to use savings for major purchases if the cost of borrowing increases.
 - B. Rising wages will keep money flowing in the economy if the amount of available credit to struggling businesses increases.
 - C. Falling demand for goods and services will keep prices in check if the amount of money in circulation is decreased.
 - D. Consumers will be more likely to spend money on goods and services if returns on investments decrease.

5. Why did the framers of the U.S. Constitution decide that the power to tax should originate with the House of Representatives?
- A. The power to tax and the power to spend should rest in different political bodies.
 - B. Tax policy should emanate from the political body closest to the people.
 - C. The larger political body should promote a more robust tax policy debate.
 - D. Tax policy should reflect the needs of the various levels of political bodies.

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	A
2	C
3	A
4	C
5	B

Sample Constructed Response Exercises and Scoring Rubrics for AYA/Social Studies-History Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Documents - Candidate Name		 Time Remaining 29:31
Documents		
<u>Introduction</u>		
In this exercise, you will use your knowledge of U.S. history and political science to analyze an excerpt from a historical document. You will be asked to respond to one prompt.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none">• an accurate identification of the topic addressed in the excerpt from a historical document, and a detailed explanation of the historical issues relevant to the creation of the document;• an insightful explanation of the motivation of the author(s) for creating this document; and• an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
? Help	⦿ Navigator	Next →

Exercise 1: Documents - Candidate Name		 Time Remaining 29:31
Stimulus		
<p>“ . . . That on the first day of January, in the year of our Lord one thousand eight hundred and sixty three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom. . . .</p> <p>And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States . . .”</p> <p style="text-align: right;">— excerpt from the Emancipation Proclamation</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Identify the topic addressed in this excerpt and explain the historical issues relevant to the creation of the document from which this excerpt was taken.• Explain the motivation of the author(s) for creating this document.• Explain an opposing point of view from the same time period about the topic addressed in this document.		
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Scoring Rubric for Exercise 1

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence that the candidate is able to accurately analyze a historical document, thoroughly explain the historical issues relevant to the creation of the document, explain the motivation of the author(s) for creating this document, and provide an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document.

Characteristics:

- Topic is accurately identified.
- Historical issues are fully explained in detail and are directly relevant to the creation of the document.
- Explanation of the motivation of the author(s) for creating this document is rich and insightful.
- Opposing point of view is from the same time period, directly connected to the topic, and is explained in depth.

The **LEVEL 3** response provides *clear* evidence that the candidate is able to accurately analyze a historical document, thoroughly explain the historical issues relevant to the creation of the document, explain the motivation of the author(s) for creating this document, and provide an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document.

Characteristics:

- Topic is accurately identified.
- Historical issues are fully explained and are directly relevant to the creation of the document.
- Explanation of the motivation of the author(s) for creating this document is thorough.
- Opposing point of view is from the same time period and is explained in detail.

The **LEVEL 2** response provides *limited* evidence that the candidate is able to accurately analyze a historical document, thoroughly explain the historical issues relevant to the creation of the document, explain the motivation of the author(s) for creating this document, and provide an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document.

Characteristics:

- Topic may not be identified, or may be inaccurately identified.
- Historical issues may be sketchy or incorrect.
- Explanation of the motivation of the author(s) for creating this document is vague.
- Opposing point of view may not be from the same time period or may only tangentially relate to the topic addressed in the document.

The **LEVEL 1** response provides *little or no* evidence that the candidate is able to accurately analyze a historical document, thoroughly explain the historical issues relevant to the creation of the document, explain the motivation of the author(s) for creating this document, and provide an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document.

Characteristics:

- Topic may not be identified, or may be inaccurately identified.
- Historical issues are incorrect or unrelated to the document.
- Explanation of the motivation of the author(s) for creating this document may be vague or missing.
- Opposing point of view may not be from the same time period or may be missing.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: United States Economic Policy - Candidate		 Time Remaining
Name		29:31
United States Economic Policy		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of political science and economics to describe two political or economic factors that would influence the U.S. government's enactment of an identified economic policy and analyze two ways in which the policy may affect the U.S. and/or global economy. You will be asked to respond to one prompt.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none">• a detailed and substantive description of two political or economic factors that would influence the enactment of an economic policy; and• a rich, in-depth analysis of two ways in which the identified economic policy may affect the U.S. and/or global economy.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
? Help	⦿ Navigator	Next →

Exercise 2: United States Economic Policy - Candidate		 Time Remaining
Name		29:31
<p>You must address each of the following in your response.</p>		
<ul style="list-style-type: none">• Describe two political or economic factors that would encourage the U.S. government to end a ban on offshore drilling along the Pacific coast.• Analyze two ways in which the end of a U.S. ban on offshore drilling along the Pacific coast may affect the U.S. and/or global economy.		
? Help	⦿ Navigator	Next →

Scoring Rubric for Exercise 2

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence that the candidate is able to provide a thorough description of two political or economic factors that influence the enactment of the identified economic policy and provide an in-depth analysis of two ways the policy may affect the U.S. and/or global economy.

Characteristics:

- Description of the two political or economic factors is detailed and substantive.
- Analysis of two ways the economic policy may affect the U.S. and/or global economy is rich and in-depth.

The **LEVEL 3** response provides *clear* evidence that the candidate is able to provide a thorough description of two political or economic factors that influence the enactment of the identified economic policy and provide an in-depth analysis of two ways the policy may affect the U.S. and/or global economy.

Characteristics:

- Description of the two political or economic factors is detailed and substantive.
- Analysis of two ways the economic policy may affect the U.S. and/or global economy is accurate.

The **LEVEL 2** response provides *limited* evidence that the candidate is able to provide a thorough description of two political or economic factors that influence the enactment of the identified economic policy and provide an in-depth analysis of two ways the policy may affect the U.S. and/or global economy.

Characteristics:

- Description of the two political or economic factors may be overly broad, insignificant, or sketchy.
- Analysis of two ways the economic policy may affect the U.S. and/or global economy is only loosely related to the policy, or details may only be tangentially related to the policy.

The **LEVEL 1** response provides *little or no* evidence that the candidate is able to provide a thorough description of two political or economic factors that influence the enactment of the identified economic policy and provide an in-depth analysis of two ways the policy may affect the U.S. and/or global economy.

Characteristics:

- Description of the two political or economic factors may be incorrect, or may be absent.
- Analysis of two ways the economic policy may affect the U.S. and/or global economy may be vague, incorrect, or missing.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

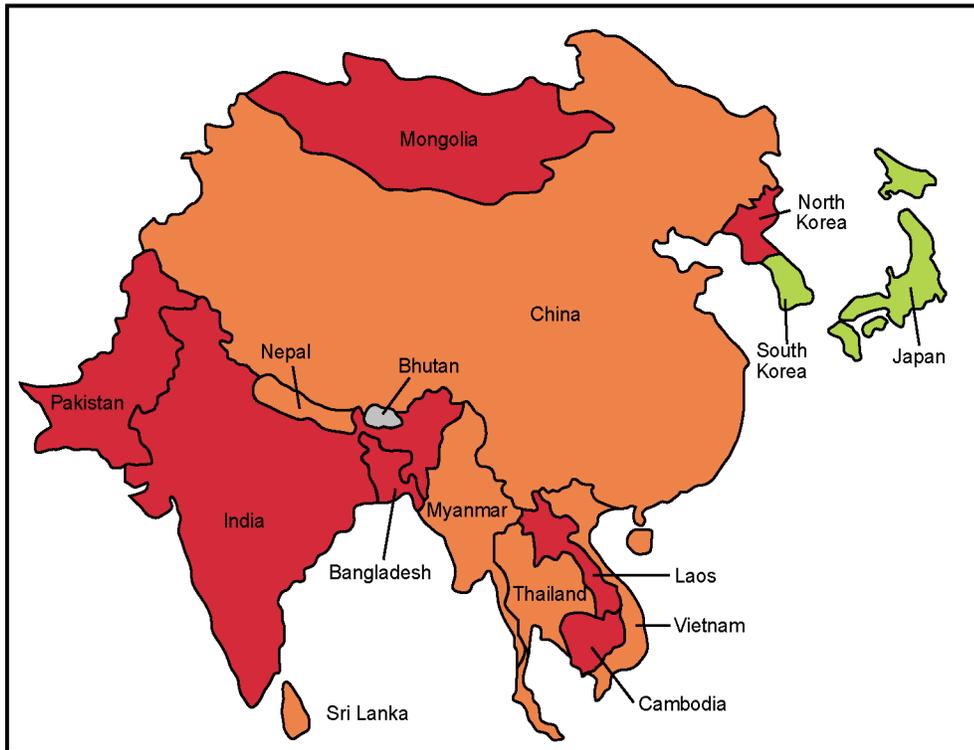
Exercise 3: Regional Economic and Geographic Trends - Candidate Name		⌚ Time Remaining 29:31
Regional Economic and Geographic Trends		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of economics and geography to identify an economic or geographic trend in a map or graph and explain two reasons for the trend. You will also analyze one economic and one geographic effect of this trend on the region identified in the map or graph. You will be asked to respond to one prompt.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none">• a detailed, substantive explanation of two reasons for the occurrence of one economic or geographic trend in a map or graph;• an in-depth, logical, and informed analysis of one economic effect of this trend on the identified region; and• an in-depth, logical, and informed analysis of one geographic effect of this trend on the identified region.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 3: Regional Economic and Geographic Trends -
Candidate Name

🕒 Time Remaining
29:31

Stimulus

Hunger in East and South Asian Countries, 2011



Key	
Proportion of the population that is undernourished	
	<5%
	5-9%
	10-19%
	20-34%
	Unknown

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Exercise 3: Regional Economic and Geographic Trends -		 Time Remaining	
Candidate Name		29:31	
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Explain two reasons for the occurrence of one geographic trend shown in this map.• Analyze one economic effect of this trend on the region identified in the map.• Analyze one geographic effect of this trend on the region identified in the map.			
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Scoring Rubric for Exercise 3

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence that the candidate is able to provide a detailed explanation of two reasons for one economic or geographic trend displayed in the map or graph, and analyze one economic and one geographic effect of the trend on the identified region.

Characteristics:

- Explanation of two reasons for the trend is detailed and substantive.
- An in-depth analysis of one economic effect of this trend on the identified region is logical and informed.
- An in-depth analysis of one geographic effect of this trend on the identified region is logical and informed.

The **LEVEL 3** response provides *clear* evidence that the candidate is able to provide a detailed explanation of two reasons for one economic or geographic trend displayed in the map or graph, and analyze one economic and one geographic effect of the trend in the identified region.

Characteristics:

- Explanation of two reasons for the trend is detailed.
- An accurate analysis of one economic effect of this trend on the identified region is included.
- An accurate analysis of one geographic effect of this trend on the identified region is included.

The **LEVEL 2** response provides *limited* evidence that the candidate is able to provide a detailed explanation of two reasons for one economic or geographic trend displayed in the map or graph, and analyze one economic and one geographic effect of the trend on the identified region.

Characteristics:

- Explanation of two reasons for the trend may be overly broad, insignificant, or sketchy.
- Analysis of one economic effect of this trend on the identified region may be weak or uninformed.
- Analysis of one geographic effect of this trend on the identified region may be weak or uninformed.

The **LEVEL 1** response provides *little or no* evidence that the candidate is able to provide a detailed explanation of two reasons for one economic or geographic trend displayed in the map or graph, and analyze one economic and one geographic effect of the trend on the identified region.

Characteristics:

- Explanation of two reasons for the trend may be incorrect, or may be absent.
- Analysis of one economic effect of this trend on the identified region may be vague, incorrect, or nonexistent.
- Analysis of one geographic effect of this trend on the identified region may be vague, incorrect, or nonexistent.

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