

# *Early Adolescence/Social Studies-History*

## **Component 1: Content Knowledge**

## **SAMPLE ITEMS AND SCORING RUBRICS**

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## Overview

This document provides information about the Early Adolescence/Social Studies-History (EA/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.

### EA/Social Studies-History Component 1 Computer-Based Assessment

In the EA/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.

#### EA/Social Studies-History Standards Measured by Selected Response Items

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

Standards Content	Approximate Percentage of Selected Response Item Section*
<b>Integrating Content (Standard IV)</b> <ul style="list-style-type: none"><li>• Instructional Strategies</li><li>• Resources</li></ul>	25%
<b>Knowing Content—History (Standard III)</b> <ul style="list-style-type: none"><li>• History</li><li>• World History</li><li>• United States History</li></ul>	42%
<b>Knowing Content—Social Studies (Standard III)</b> <ul style="list-style-type: none"><li>• Economics</li><li>• Geography</li><li>• Civics and Government</li></ul>	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 EA/Social Studies-History Standards, refer to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

## **EA/Social Studies-History Constructed Response Exercises**

The EA/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 EA/Social Studies-History Component 1 scoring rubric is derived from the 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 EA/Social Studies-History Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EA/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 EA/Social Studies-History Component 1

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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**.

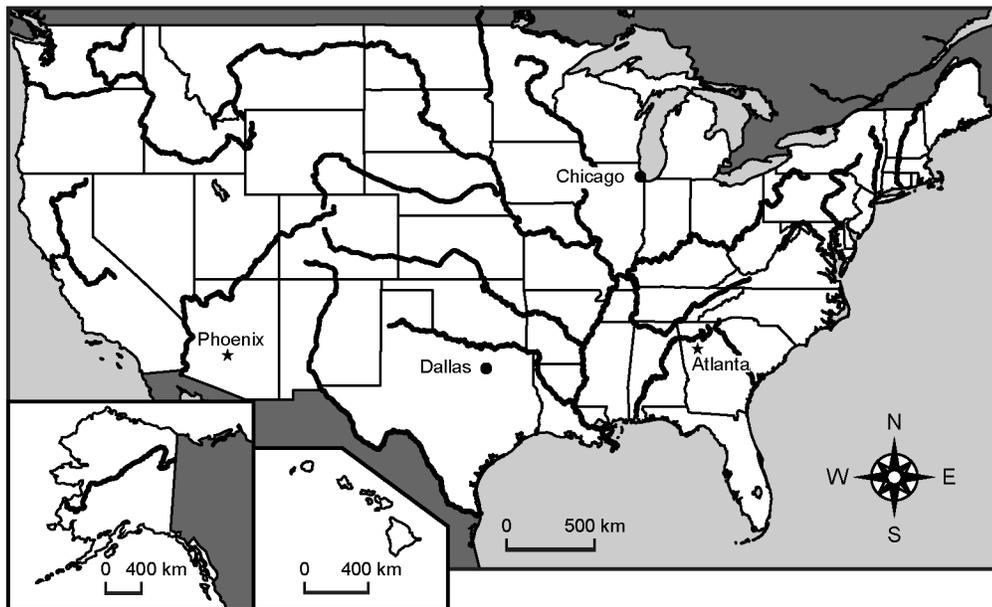
## Sample Selected Response Items

1. A teacher wants students to develop historical thinking by comparing different historical perspectives on the internment of Japanese Americans during World War II. Students analyze a photograph and listen to a guest speaker who was sent to an internment camp. Which of the following additional resources can best help achieve the teacher's goal?
  - A. recorded interviews with detainees describing their daily lives in internment camps
  - B. excerpts from the majority court opinion that declared internment constitutional
  - C. journal entries written by a detainee while living in an internment camp
  - D. excerpts from the public proclamation that ended internment

2. In response to a question about the origins of the Industrial Revolution, a student responded, "The Industrial Revolution began in the eighteenth century after the Age of Enlightenment. The ideas of the Enlightenment led to the Industrial Revolution." The teacher should offer redirection because the student is confusing the:
  - A. Industrial Revolution and Scientific Revolution.
  - B. Enlightenment and French Revolution.
  - C. Enlightenment and Renaissance.
  - D. Industrial Revolution and Protestant Reformation.

3. Why did critics of the Roosevelt Corollary disagree with President Theodore Roosevelt's assertion that his foreign policy was an extension of the Monroe Doctrine?
- A. It required Spain to forfeit island territories in the Caribbean.
  - B. It declared the right of the United States to intervene in Latin American countries.
  - C. It established the precedent of offering financial aid to countries south of the United States.
  - D. It allowed Great Britain to maintain control over possessions in the Western Hemisphere.

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



Which of the following characteristics explains why the cities on the map thrived and grew?

- A. Their location on a major river made them excellent inland ports.
- B. Their situation away from an ocean made them safe from hurricanes.
- C. Their site on a major transportation route made them important trade centers.
- D. Their location relative to state borders made them ideal for providing government services.

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



Key	
	Western Empire
	Eastern Empire

A teacher uses the map showing the division of the Roman Empire to illustrate a rationale for a U.S. constitutional principle. Which of the following principles of the U.S. Constitution is the most likely focus of the lesson?

- A. federalism
- B. checks and balances
- C. separation of powers
- D. republicanism

### Answer Key to Sample Selected Response Items

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

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

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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
<b>Documents</b>		
<b><u>Introduction</u></b>		
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.		
<b><u>Criteria for Scoring</u></b>		
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"><li>• 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;</li><li>• an insightful explanation of the motivation of the author(s) for creating this document; and</li><li>• an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
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Exercise 1: Documents - Candidate Name

 Time Remaining  
29:31

**Stimulus**

“ . . . 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. . . .

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States . . .”

— excerpt from the Emancipation Proclamation

You must address each of the following in your response.

- 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 Name		⌚ Time Remaining 29:31
<b>United States Economic Policy</b>		
<b><u>Introduction</u></b>		
<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>		
<b><u>Criteria for Scoring</u></b>		
<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"><li>• a detailed and substantive description of two political or economic factors that would influence the enactment of an economic policy; and</li><li>• a rich, in-depth analysis of two ways in which the identified economic policy may affect the U.S. and/or global economy.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p>		
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Exercise 2: United States Economic Policy - Candidate Name		⌚ Time Remaining 29:31
<p>You must address each of the following in your response.</p>		
<ul style="list-style-type: none"><li>• Describe <b>two</b> political or economic factors that would encourage the U.S. government to end a ban on offshore drilling along the Pacific coast.</li><li>• Analyze <b>two</b> 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.</li></ul>		
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## 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

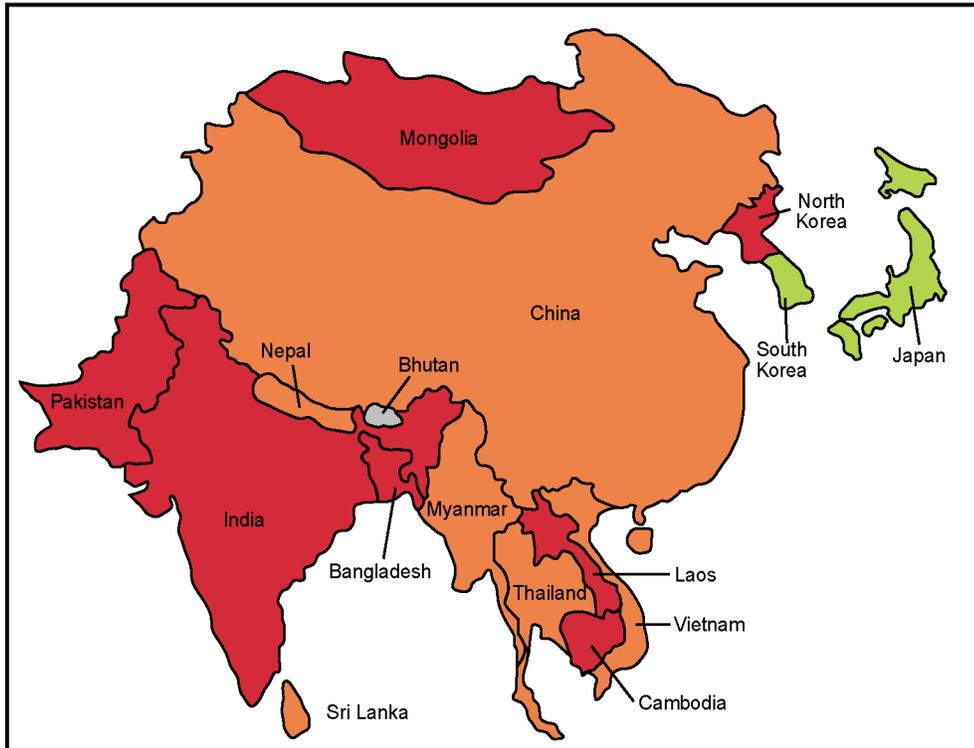
Exercise 3: Regional Economic and Geographic Trends - Candidate Name		⌚ Time Remaining 29:31
<b>Regional Economic and Geographic Trends</b>		
<b><u>Introduction</u></b>		
<p>In this exercise, you will use your knowledge of economics and geography to identify an economic or geographic trend in a map or 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>		
<b><u>Criteria for Scoring</u></b>		
<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"><li>• a detailed, substantive explanation of two reasons for the occurrence of one economic or geographic trend in a map or graph;</li><li>• an in-depth, logical, and informed analysis of one economic effect of this trend on the identified region; and</li><li>• an in-depth, logical, and informed analysis of one geographic effect of this trend on the identified region.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> 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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<b>Exercise 3: Regional Economic and Geographic Trends -</b>		 <b>Time Remaining</b>
Candidate Name		<b>29:31</b>
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Explain <b>two</b> reasons for the occurrence of one geographic trend shown in this map.</li><li>• Analyze <b>one</b> economic effect of this trend on the region identified in the map.</li><li>• Analyze <b>one</b> geographic effect of this trend on the region identified in the map.</li></ul>		
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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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