The Office of Student Assessment at the Mississippi Department of Education (MDE) maintains a website that contains important information about the Mississippi Subject Area Testing Program.

The following link contains the U.S. History Test information:
www.mde.k12.ms.us/osa

The following resources listed on the web page provide current information for teachers to help students prepare for the U.S. History Test.

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Introduction to the SATP2

In 1999 the Mississippi Senate approved the Mississippi Student Achievement Improvement Act, which states that standards for high school graduation shall include student “mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.” To meet the intent of this legislation, four subject area tests were developed: Algebra I, Biology I, U.S. History, and English II with a writing component. Students earning a high school diploma must pass all four subject area tests to meet graduation requirements.

Overview of the U.S. History Test

The U.S. History Subject Area Test measures not only important historical knowledge but also real-world skills by having students read and interpret statistical data, maps, charts, and tables. The test consists of 70 multiple-choice questions. Some of the multiple-choice questions include a chart, map, or other stimulus that must be interpreted accurately to answer the questions correctly. Questions from the following content strands are distributed throughout the test: Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture. Each content strand has one or more competencies.

Additional information is provided in this guide to educate teachers about the test development process for the U.S. History Subject Area Test. Our hope is that the material contained in this guide will be useful to history teachers throughout the state of Mississippi in preparing their students for success on the U.S. History Subject Area Test.
Correlation of the Assessment to the Curriculum

The U.S. History Subject Area Test is aligned with the 2011 Mississippi Social Studies Framework. The following chart shows a direct relationship between the curriculum and the subject area test. This chart is useful as a tool to plan classroom instruction.

The content strands (reporting categories of the test) are listed beside their corresponding competency descriptions and skill objectives.

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>U.S. History Framework Competencies</th>
</tr>
</thead>
</table>
| Domestic Affairs | 1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.  
a. Cite and analyze evidence that the United States Constitution is a “living” document as reflected in Supreme Court cases, Amendments, and presidential actions. (DOK 3)  
b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)  
c. Explain and analyze the expansion of federal powers. (DOK 3)  
d. Analyze and evaluate the ongoing tension between individual liberty and national security. (DOK 3)  
2. Understand major social problems and domestic policy issues in post-reconstruction American society.  
a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)  
b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and eminent domain). (DOK 2)  
c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2) |
| Global Affairs | 3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.  
a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I. (DOK 3)  
b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed. (DOK 3)  
c. Draw conclusions about the causes and effects of American involvement in the world wars. (DOK 3)  
d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography. (DOK 3)  
e. Explain and analyze America’s role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century. (DOK 3)  
f. Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf. (DOK 3) |
4. **Civil Rights/ Human Rights**
   - **a.** Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)
   - **b.** Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)
   - **c.** Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement. (DOK 3)
   - **d.** Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)
   - **e.** Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African Americans. (DOK 2)
   - **f.** Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)

5. **Economics**
   - **a.** Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th centuries. (DOK 3)
   - **b.** Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor’s effectiveness in achieving its goals. (DOK 3)
   - **c.** Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. (DOK 2)

6. **Culture**
   - **a.** Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments. (DOK 2)
   - **b.** Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. (DOK 3)
   - **c.** Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)
   - **d.** Contrast modernism and traditionalism relating to social change. (DOK 2)
   - **e.** Cite and explain evidence of the diversity of the United States. (DOK 2)
Test Specifications

Test specifications are the guidelines used by the Mississippi Department of Education, test developers, and members of the U.S. History Teacher Committee in developing the U.S. History Test. The test specifications were drafted and finalized based upon the following information:

- General Considerations—considerations used in developing each subject area test
- Item Format—description of criteria for the development of the multiple-choice test items
- Test Format—general information on how the test is presented

General Considerations

- Items will be written to measure the competencies of the 2011 Mississippi Social Studies Framework.
- Items will be appropriate in terms of difficulty, interest, reading level (8th grade), and experience.
- Items included in the assessment will be reviewed specifically for the purpose of eliminating stereotyping and bias related to age, sex, ethnicity, creed, economic status, geographic location, disability, etc.
- Test items will be machine-scorable multiple-choice (MC) questions.
- When possible and appropriate, items will be presented in a real-world context or will show relationships to real-world situations. The term real-world is defined as “typical of an average person’s actual life experiences.” Students will be expected to demonstrate a refined ability to analyze, synthesize, and correlate information to determine the correct response to such test questions.
- Information from primary and/or secondary sources will be presented to students through a variety of stimuli. These stimuli provide a real-world context and may consist of written text or visual materials such as graphs, tables, maps, models, cartoons, or other illustrations.
- Items may require students to apply previously acquired knowledge and/or to use information that is provided in a stimulus.

Item Format

- Options such as “none of the above,” “both A and B,” and “all of the above” will NOT be used as answer choices.
- The item stem and answer choices should be on the same page with answer choices arranged vertically beneath the item stem. Items with art in the answer choices may have the answer choices stacked beneath the item stem.
- Item stems will be in the form of a question.
- Answer choices will be expressed as letters and arranged in alphabetical order. In no case will a letter answer choice coincide with its answer option.

Test Format

- The test will be printed in black ink on white paper.
- Scenarios, graphic displays, and corresponding items and answer choices will appear on the same or facing pages.
- Negatives and superlatives used in item stems will be typed in capital letters and boldfaced (e.g., LEAST, BEST, and EXCEPT).
- The test will consist of 60 scorable and 10 experimental multiple-choice items.
Test Blueprint

A test blueprint identifies the reporting categories, or content strands, of a test and the number of items assigned to each strand. Test items are developed according to the blueprint, and students’ scores are derived from these items. The U.S. History Test blueprint is based on the competencies in the 2011 Mississippi Social Studies Framework.

This blueprint serves as a guide for test developers to write test questions and construct test forms. It will be used throughout the life of the testing program to design the test forms for each administration.

**Blueprint Summary Table**

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>Competency</th>
<th>Number of Scored Multiple-Choice Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Affairs</td>
<td>1. American political system</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2. Major social problems</td>
<td>7</td>
</tr>
<tr>
<td>Global Affairs</td>
<td>3. Global position of the United States</td>
<td>12</td>
</tr>
<tr>
<td>Civil Rights/Human Rights</td>
<td>4. History of Human/Civil Rights Movements</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>5. Economic transformation of the United States</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6. Government involvement in the economy</td>
<td>7</td>
</tr>
<tr>
<td>Culture</td>
<td>7. Culture</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Core (Scorable) Multiple-Choice Items</th>
<th>60 *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Field-Test (Experimental) Multiple-Choice Items</td>
<td>10 **</td>
</tr>
<tr>
<td>Total Number of Test Items</td>
<td>70</td>
</tr>
</tbody>
</table>

* A student’s score will be based only on the 60 scored items.

** The remaining 10 items are field-test items embedded throughout the test. The number of field-test items may vary across all content strands. Field-test items are not included in students’ scores.
Performance Level Descriptors

Performance Levels and Score Reports
The Student Report* for the Mississippi Subject Area Tests provides information regarding how well a student has demonstrated mastery of the skills and content outlined in the Mississippi Curriculum Frameworks. In addition to numerical scores, the report will specify the student’s performance level, which is based on the student’s scale score. Those levels are as follows: advanced, proficient, basic, and minimal. The range for each level is determined by the standard setting for each subject area.

*A sample copy of the U.S. History Student Report showing this information is on page 25 of this guide.

Purpose of Performance Level Descriptors
The performance level descriptors (PLDs) serve a dual purpose:

1. to guide the development of the assessments, help establish cut scores during standard setting, and act as descriptors, as well as
2. to guide teachers’ instructional efforts to ensure that students reach the proficient level of performance on the content standards.

The No Child Left Behind (NCLB) Act requires that PLDs for at least three levels, including basic, proficient, and advanced, be set forth. The PLD for proficient must reflect the intended cognitive processes at the appropriate grade level as set forth in the standards. The total description for the PLDs must reflect the full range of the content standards in terms of the cognitive challenge, cognitive complexity, and cognitive depth indicated by the depth of knowledge (DOK) level. DOK is a measure of the cognitive demand of the task students are being asked to perform.

Content-Specific Performance Level Descriptors
At a specific performance level, the student must demonstrate the performance described at that level. The student may be able to do more, but until the student is able to demonstrate mastery of what is described in the next-higher level of performance, the student is assigned the lower level. The following pages show the content-specific performance level descriptors for U.S. History.
U.S. History Performance Level Descriptors

**Advanced**

The student performing at the advanced level:

**In Domestic Affairs:** Analyze how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. Evaluate the response of American institutions such as government and non-profit organizations to environmental challenges. Analyze how social policies such as welfare reform and public health insurance are influenced by the persistence of poverty.

**In Global/International Relations/Affairs:** Evaluate the effect of America’s participation in world wars as it relates to America’s rise to world power.

**In Civil Rights/Human Rights:** Evaluate the strategies of the modern Civil Rights Movement and the impact those strategies had on the movement. Evaluate the effectiveness of federal and state government responses to the Civil Rights Movement.

**In Economics:** Analyze the connection between the impact of economic conditions and immigration and migration patterns. Analyze the continuing advancement of government regulations over laissez-faire capitalism.

**In Culture:** Analyze relationships between historical developments and cultural artifacts. Evaluate the effects of modernism and traditionalism on social change.

**Proficient**

The student performing at the proficient level:

**In Domestic Affairs:** Analyze evidence that the United States Constitution is a “living” document. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. Analyze the expansion of federal powers. Analyze and evaluate the ongoing tension between individual liberty and national security. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. Trace the response of American institutions such as government and non-profit organizations to environmental challenges. Compare and contrast various social policies such as welfare reform and public health insurance.

**In Global/International Relations/Affairs:** Analyze the effects of imperialism on the foreign policy of the United States. Justify why the arguments of the imperialists prevailed in the late 19th century. Draw conclusions about the causes and effects of American involvement in the World Wars. Analyze the origins and the development of the Cold War. Analyze America’s role in international organizations, humanitarian relief, and post-reconstruction efforts. Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf.
**In Civil Rights/Human Rights:** Analyze the issues that gave rise to the Civil Rights Movement. Compare and contrast the strategies and tactics used by leading individuals/groups in the Civil Rights Movement, lead predominantly by African Americans and other minority groups. Analyze the response of federal and state governments to the goals of the Civil Rights Movement. Evaluate the impact of the Civil Rights Movement in expanding democracy in the U.S. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African Americans. Analyze evidence of political, economic, and social changes which expanded democracy for other minority and immigrant groups.

**In Economics:** Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the U.S. during the late 19th and early 20th centuries. Evaluate labor’s effectiveness in achieving its goals during the economic transformation of the United States. Explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. Explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. Critique the government’s use of tariffs and trade agreements. Evaluate deficit spending as a means of financing government programs.

**In Culture:** Examine cultural artifacts to contextualize historical developments. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. Contrast modernism and traditionalism relating to social change. Explain evidence of the diversity of the United States society.
| Basic | **In Domestic Affairs:** Cite evidence that the United States Constitution is a “living” document. Explain the expansion of federal powers. Cite evidence of how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. Identify the response of American institutions such as government and non-profit organizations to environmental challenges. Explain how social policies such as welfare reform and public health insurance are influenced by the persistence of poverty.  

**In Global/International Relations/Affairs:** Compare and contrast the arguments between the imperialist and anti-imperialist in the late 19th century. Cite causes and effects of the American involvement in the World Wars. Identify the causes and specific developments of the Cold War, including ideology, technology, economics, and geography. Explain America’s role in international organizations, humanitarian relief, and post-reconstruction efforts.  

**In Civil Rights/Human Rights:** Trace the major events of the modern movement. Cite political, economic, and social changes in the U.S. for other minority and immigrant groups.  

**In Economics:** Explain the conditions of industrialization that led to the rise of organized labor. Identify the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the U.S. during the late 19th and early 20th centuries. Identify migration and immigration patterns that developed from the push-pull effects of economic circumstances. Cite characteristics of the transition from laissez-faire capitalism to an increasingly regulated U.S. economy.  

**In Culture:** Cite evidence of the diversity of the United States society. |
| Minimal | The student performing at the minimal level inconsistently demonstrates knowledge or skills that define basic level performance. |
Samples of U.S. History Test Items

* indicates correct answer

Content Strand: Domestic Affairs
Competency 1: Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.
Objective a: Cite and analyze evidence that the United States Constitution is a “living” document as reflected in Supreme Court cases, Amendments, and presidential actions.
Performance Level: Proficient
Depth of Knowledge Level: 3

Sample Item #1

Judicial review is a constitutional function of the United States Supreme Court.

Using the principle of judicial review, the Supreme Court can rule a law is unconstitutional on the grounds that the law is contrary to the principles of the Constitution.

Which statement explains how the Constitution remains a living document based on the information above?
A The Supreme Court interprets the Constitution based on contemporary issues. *
B The Supreme Court decides whether amendments to the Constitution are needed.
C Congress controls the funding of Supreme Court operations based on recent rulings.
D Congress consults with the Supreme Court to determine how a law may be interpreted.
Content Strand: Domestic Affairs
Competency 2: Understand major social problems and domestic policy issues in post-reconstruction American society.
Objective a: Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force.
Performance Level: Proficient
Depth of Knowledge Level: 2

Sample Item #2

The graph shows the number of Hispanic workers in the civilian work force.

Which statement explains a social impact of the trend in this graph?
A  The increase in Hispanic workers has contributed to increased use of foreign languages in the workplace.*
B  The increase in Hispanic workers has contributed to job opportunities for other ethnic groups.
C  The growth of job opportunities for Hispanic workers has resulted in increased average wages.
D  The growth of job opportunities for Hispanic workers has resulted in higher levels of education.
Content Strand: Global Affairs
Competency 3: Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.
Objective c: Draw conclusions about the causes and effects of American involvement in the world wars.
Performance Level: Proficient
Depth of Knowledge Level: 3

Sample Item #3

During World War I, American bankers made loans to European powers.

American loans to the Allies totaled over $2 billion by 1917 when the United States entered the war.

Based on the information, which conclusion can be drawn about American entry into World War I?
A  The United States had a financial stake in an Allied victory. *
B  Investments in Europe delayed the United States entry into the war.
C  Promises of money from the United States stopped German aggression.
D  Opposition to United States intervention was based on financial concerns.
Content Strand: Global Affairs
Competency 3: Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.
Objective f: Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf.
Performance Level: Proficient
Depth of Knowledge Level: 3

Sample Item #4

Use this headline to answer the question.

![Daily News headline](image)

**OPERATION DESERT SHIELD BEGINS**
**UNITED STATES SENDS TROOPS TO MIDDLE EAST**

The event reported in this headline was the direct result of which development?

- A A war between Egypt and Israel
- B A war between Iraq and Iran
- C A deployment to Bosnia
- D An invasion of Kuwait *
Content Strand: Civil Rights/Human Rights
Competency 4: Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).
Objective a: Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement.
Performance Level: Proficient
Depth of Knowledge Level: 3

Sample Item #5

Milestones in the Civil Rights Movement.

1948 — President Harry Truman desegregates the military.
1954 — The Supreme Court overturns school segregation in Brown v. Board of Education.
1955 — Civil rights leaders in Montgomery, Alabama, organize a bus boycott.

Which of the following was a factor that gave rise to the events listed above?
A  The Civil Rights Act to outlaw discrimination was introduced in Congress.
B  The 15th Amendment guaranteed voting rights for African Americans.
C  African American veterans from World War II demanded fair treatment.*
D  Civil rights leaders used television to broadcast the message of equality.
Content Strand: Civil Rights/Human Rights
Competency 4: Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).
Objective c: Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement.
Performance Level: Proficient
Depth of Knowledge Level: 3

Sample Item #6

This is a summary of Title VII of the Civil Rights Act of 1964.

Employers and labor unions are prohibited from discriminating against any person on grounds of race, color, religion, sex, physical disability, or age in job-related matters.

How does a company, to the best of its ability, ensure that this law is followed?

A By maintaining a work force that reflects the population *
B By placing employment ads that encourage immigration
C By instituting a training program that offers apprenticeship
D By requiring employment policies that favor church membership

Content Strand: Economics
Competency 5: Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.
Objective c: Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances.
Performance Level: Advanced
Depth of Knowledge Level: 3

Sample Item #7

Which statement analyzes the connection between post-World War II settlement patterns and the government’s economic policy?

A The development of suburban areas was closely linked with the expansion of interstate highway systems. *
B The decay of urban areas was directly related to the lack of post-war industrial production facilities.
C The population of industrial areas grew as post-war defense contracts were awarded.
D The population of agricultural areas declined as farming subsidies were curtailed.
Content Strand: Economics  
Competency 6: Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.  
Objective a: Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy.  
Performance Level: Proficient  
Depth of Knowledge Level: 2

Sample Item #8

In 1899, this statement was given before the Industrial Commission.

... I have been driven from pillar to post, from one railway line to another, for 20 years, in the absolutely vain endeavor to get equal and just freight rates with the Standard Oil Trust, so as to be able to run my refinery at anything approaching a profit, but which I have been utterly unable to do.

How does this statement support the government’s transition from a laissez-faire to a regulated economy?

A It created demand for corporate taxes to fund social programs.
B It provided evidence that monopolies were depleting natural resources.
C It created demand for business owners to practice collective bargaining.
D It provided evidence that monopolies were limiting business competition. *
Content Strand: Culture
Competency 7: Understand the cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.
Objective a: Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments.
Performance Level: Proficient
Depth of Knowledge Level: 2

Sample Item #9

These photographs were taken in 1935 for the Farm Security Administration.

What do these photographs reveal about farmers in the 1930s?
A They show the effects of the Dust Bowl on farm families. *
B They show the effects of the Great Depression on farm profits.
C They show the effects of urban sprawl on farms in the Midwest.
D They show the effects of mechanization on farms in the Midwest.
Content Strand: Culture
Competency 7: Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.
Objective d: Contrast modernism and traditionalism relating to social change.
Performance Level: Proficient
Depth of Knowledge Level: 2

Sample Item #10

This table summarizes cultural characteristics of the 1920s.

<table>
<thead>
<tr>
<th>Traditionalism 1920s</th>
<th>Modernism 1920s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women as homemakers</td>
<td>Women in the workplace</td>
</tr>
<tr>
<td>Belief in creationism</td>
<td>Belief in evolution</td>
</tr>
<tr>
<td>Support for temperance</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>

Which feature of the 1920s replaces the question mark in the table above?

A Emphasis on agrarian values
B Popularity of speakeasies *
C Support for prohibition
D Use of referendum
Interpretation of Score Reports for U.S. History

Several different score reports are available following administrations of the Mississippi Subject Area Tests:

- The **Student Report** gives the scores for an individual student.
- The **Class Performance Report** gives the scores for all students in a particular class.
- The **Class Summary Report** displays the total performance of an entire classroom.
- The **School Summary Report by Competency** displays the total performance of an entire school.
- The **School Summary Report Combined Standard Administrations** gives a summary of all the scores for students in a school who participated for the first time in the fall and spring administrations.

Because the most immediate interest for a classroom teacher is the performance of his or her own students, the following discussion explains how to interpret the information contained in the **Class Performance Report** and the **Student Report**. A sample **Class Performance Report** and a sample **Student Report** appear on pages 23 and 25, respectively.

**Class Performance Report**

The **Class Performance Report** shows the scores for each student within a classroom who takes the U.S. History test during the 2011–2012 school year. Two copies are provided for each school.

- The top portion of the report displays the teacher’s name, administration name, school name, district name, and district and school code.

- The top-left portion of the report labeled SUMMARY shows the following information for included students: the TOTAL N-COUNT (the number of students within the classroom who took the test), the number of students included in the SUMMARY, the mean scale score, the number of students who passed, and the percentage of students who passed.

- Below the SUMMARY information is an alphabetical list of the students in the class who took the U.S. History test. Each student’s MSIS identification number, as recorded on the student’s answer sheet at the time of testing is also displayed.

The data portion of the **Class Performance Report** includes the SCALE SCORE, the Summary Exclusion Flag, the PASS/FAIL STATUS, and the raw scores for MULTIPLE CHOICE ITEMS.

- The SCALE SCORE is each student’s total test score. Each student’s total raw score is converted to a scale score.

A raw score is the number of points earned for a content strand. Scale scores represent approximately equal units on a continuous scale of numbers that range from 100 to 500. The raw scores from different forms may not be comparable because forms can vary in difficulty. Because the raw scores may not be comparable across forms, they are converted to scale scores through a statistical process that adjusts for any differences in test difficulty between forms. For this reason, the scale scores are especially suitable for comparing student performance across years and for ensuring that the same level of difficulty of a performance standard is maintained across years.

On the **Class Performance Report**, the scale score is each student’s total test score. A scale score is provided only if the student attained a valid raw score.

- The Summary Exclusion Flag indicates if the student’s score is not included in the SUMMARY. Explanations of the status codes assigned to students who are not included in the SUMMARY are shown at the bottom of the report in the Legend section.

- Next to the Summary Exclusion Flags is a column indicating PASS/FAIL STATUS. This status indicates the comparison of the student's scale score to the passing score (300) for the test. If a student’s scale score is equal to or greater than the passing score, this column indicates PASS. If the student’s scale score is less than the passing score, this column indicates FAIL.
The columns beneath the MULTIPLE CHOICE ITEMS heading provide information on the tested content strands from the 2011 Mississippi Social Studies Framework. The top of the first column shows the Total Raw Score (the maximum number of points possible). Points are based on the number of correct answers. Each student’s Total Raw Score is displayed in this column. If the student did not obtain a score, then a condition code is displayed. The tops of the remaining columns show the content strands being tested and the maximum number of points possible for each content strand. Raw scores within each content strand for each student are displayed in these columns. Two of the content strands listed in this section (International Relations and Domestic Affairs) also have separate reporting categories with a separate raw score and percentage listed for each one. If the student did not obtain a score, then a condition code is displayed.

At the bottom of the table, the MEAN RAW SCORE and AVERAGE PERCENT CORRECT values are listed by content strand. The MEAN RAW SCORE and AVERAGE PERCENT CORRECT values are calculated only for first-time test takers who are included in the SUMMARY. The MEAN RAW SCORE is the raw score of the students included in the SUMMARY. The AVERAGE PERCENT CORRECT is the mean raw score per content strand divided by the maximum number of points possible for that content strand.
Student Report

The Student Report (two copies per student) provides the scores for each student who takes the U.S. History Subject Area Test.

- The top-center portion of the Student Report displays the student’s name, MSIS identification number, and date of birth as recorded on the student’s answer sheet at the time of testing.

- The top-right portion of the Student Report contains the administration name, Class Name, School Name, District Name, and district Code.

The top table of the Student Report includes the subject area Passing Score and the student’s Pass/Fail Status, Scale Score, Performance Level, and a comparison of the student’s score to other students testing for the first time within his or her school, district, and state. The bottom table of the Student Report includes the student’s performance by content strand.

TOP TABLE

- The Passing Score is the scale score required to pass the test. The passing score will be determined by a committee of educators from Mississippi who will recommend a total test raw score to indicate passing. This total test raw score is converted to a scale score, which is displayed as the passing score.

- The Pass/Fail Status represents the comparison of the student’s scale score to the passing score. If the student’s scale score is equal to or greater than the passing score (TBD), the status is PASS. If the student’s scale score is less than the passing score, the status is FAIL.

- The Scale Score represents the student’s total test score. The raw score on the total test is converted to a scale score. The scale score has a range of 600 to 700 with a passing score of TBD and a standard deviation of 10. A scale score is given only if the student attains a valid raw score. If a valid score is not attained, then one of the condition codes is printed instead of the scale score.

- A Performance Level is indicated and explained in the right column, unless the student receives a condition code of DNA, INV, DNF, 04, or 05. The four performance levels are advanced, proficient, basic, and minimal. The scale score range for each performance level is described in the table below.

- The comparison begins with Your Score followed by the School average, District average, and State average for first-time test takers. (For students who participate in the September or April SENIORS only retests, the comparison of Your Score is made to only the State average from the previous spring administration. No sample provided.)

BOTTOM TABLE

- The bottom table provides information for the tested content strands or competencies from the 2011 Mississippi Social Studies Framework. To the right of this information is the maximum number of points possible, the number of points correct (raw score), and the percentage of correct answers the student achieved for each content strand or competency.

Mississippi Student Performance Levels for 2011 Mississippi Social Studies Framework

<table>
<thead>
<tr>
<th>Subject</th>
<th>Label</th>
<th>Scale Score Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>Advanced</td>
<td>TBD*</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>TBD*</td>
</tr>
<tr>
<td></td>
<td>Basic</td>
<td>TBD*</td>
</tr>
<tr>
<td></td>
<td>Minimal</td>
<td>TBD*</td>
</tr>
</tbody>
</table>

*A standard setting will take place in summer 2012 for U.S. History. Scale score values for U.S. History first-time test takers in the 2011–2012 school year will be determined by the 2012 standard setting. Those values were not available at the time of publication.
Sample U.S. History Student Report

For the family of FIRSTNAME I. LASTNAME

SATP2 Dec 20YY Paper/Pencil

This report provides specific information about your performance on the Subject Area Testing Program, Second Edition (SATP2). Students are assessed on the content at the completion of the course in Algebra I, Biology I, English II, and U.S. History. As part of the No Child Left Behind (NCLB) and Title I requirements, all students who are enrolled in Algebra I, Biology I, and English II for the first time must be tested. The scores of all these first-time test takers must be included in the annual report cards. Additionally, Algebra I and English II scores are included in the Adequate Yearly Progress (AYP) calculations to comply with the federal law.

FIRSTNAME’s overall performance is shown above. Your score is defined by the total number of questions answered correctly. The graph also provides a comparison of your score to other students within your school, district, and state.

Your score is represented by a solid diamond. On another day or with a different set of questions, you might obtain a slightly different score but still obtain a score within the range represented by the horizontal line. The horizontal line across the diamond represents where your true score should be about two-thirds of the time (standard error of measurement).

Performance by Competency

<table>
<thead>
<tr>
<th>Content Strand/Competency</th>
<th>Number Possible</th>
<th>Number Correct</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Affairs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Political System</td>
<td>##</td>
<td>##</td>
<td>###.8%</td>
</tr>
<tr>
<td>• Understand the evolution of the American political system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Social Problems</td>
<td>##</td>
<td>##</td>
<td>###.8%</td>
</tr>
<tr>
<td>• Understand major social problems and domestic policy issues in post-reconstruction American society.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global/International Relations/ Affairs</td>
<td>##</td>
<td>##</td>
<td>###.8%</td>
</tr>
<tr>
<td>• Understand how the global position of the United States has evolved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Rights/Human Rights</td>
<td>##</td>
<td>##</td>
<td>###.8%</td>
</tr>
<tr>
<td>• Understand how the processes for social change influenced the expansion of democracy in the United States.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Transformation of the United States</td>
<td>##</td>
<td>##</td>
<td>###.8%</td>
</tr>
<tr>
<td>• Understand the continuing economic transformation of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Involvement in the Economy</td>
<td>##</td>
<td>##</td>
<td>###.8%</td>
</tr>
<tr>
<td>• Understand the scope of government involvement in the economy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand cultural trends, religious ideologies, and artistic expressions that contributed to and helped to contextualize the historical development of the United States.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>##</td>
<td>##</td>
<td></td>
</tr>
</tbody>
</table>

Additional Resources and Information

Performance Level Descriptors (PLDs) are provided on the back of this page.

For information regarding the Subject Area Testing Program, practice tests, graduation requirements, and for the statewide testing calendar, visit http://www.mde.k12.ms.us/osa.
Glossary of Test Terms

Assessment strands/Competencies: Competencies are used for test-construction and reporting purposes. The test items are written to the competencies, not to the content strands.

Blueprint: The blueprint indicates the number of items from each content strand that must appear on a test.

Competency/item match: There must be alignment between a given competency and an item that measures the competency. During item review, each item must match the competency or the item will be moved to the appropriate competency.

Content strand: This term refers to a set of understandings/competencies and objectives that focus on specific contents of a course.

Core items: This term refers to the scorable test items that count toward the student’s score.

Criterion-referenced test (CRT): CRTs are constructed to assess a student’s understanding of given competencies or objectives. The Mississippi Subject Area Tests are criterion-referenced tests.

Distractors: This term refers to the incorrect choices to a multiple-choice item.

Enhanced multiple-choice items: This term refers to test items that ask the student to use graphic information or to use information provided about the world outside of the school setting.

Equating: This term refers to the process that uses linking items to construct different forms of a test so that each form has the same degree of difficulty.

Field-test items: Field-test items have never been on a test. These items have no statistical data and are not counted for or against the student’s score. Once these items have been tested and statistically evaluated, they may appear on new forms of the test or they may be deleted. Because field-test items are not identified on the test, students will not know which items count and which do not.

Forms: Different test forms are used at each administration. All forms are constructed so that they have the same number of items in each of the content strands. In addition, they have the same statistical qualities; that is, they have the same degree of difficulty.

Item: This term refers to a single question or problem in a test.

Lead art: This term refers to the graphic portion of the item that precedes the written portion of the item. Lead art is different from the art that may be used as options.

Linking items: This term refers to items that are found across more than one test form. They are used for equating forms and must be identical on all test forms.

Multiple-choice items: This term refers to items that ask students to choose the correct answer from several given answers or options.

Objective: This term refers to the knowledge, skill, process, or strategy that an item measures.

Options: This term refers to the possible responses in multiple-choice items, including the correct response and all distractors. Some options will appear as art.

Selected-response item: This is another term for a multiple-choice item.

Standardized test: This term refers to a test that contains the same content administered in the same way for everyone taking the test.

Stem: The item stem states the problem and can be posed as a question or as an incomplete statement.

Stimulus: The item stem, piece of art, or referent that prompts a response is called a stimulus.

Test construction: This term refers to the selection of the items that go into each form of a test and to the arrangement of items in an appropriate sequence.