Early Adolescence/Social Studies-History

SAMPLE ITEMS
AND SCORING RUBRICS

Component 1:
Content Knowledge
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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:

<table>
<thead>
<tr>
<th>Standards Content</th>
<th>Approximate Percentage of Selected Response Item Section*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating Content (Standard IV)</td>
<td></td>
</tr>
<tr>
<td>• Instructional Strategies</td>
<td>25%</td>
</tr>
<tr>
<td>• Resources</td>
<td></td>
</tr>
<tr>
<td>Knowing Content—History (Standard III)</td>
<td></td>
</tr>
<tr>
<td>• History</td>
<td>42%</td>
</tr>
<tr>
<td>• World History</td>
<td></td>
</tr>
<tr>
<td>• United States History</td>
<td></td>
</tr>
<tr>
<td>Knowing Content—Social Studies (Standard III)</td>
<td></td>
</tr>
<tr>
<td>• Economics</td>
<td>33%</td>
</tr>
<tr>
<td>• Geography</td>
<td></td>
</tr>
<tr>
<td>• Civics and Government</td>
<td></td>
</tr>
</tbody>
</table>

* These percentages are an approximation only.

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  In this exercise, you will use your knowledge of U.S. history and political science to analyze an excerpt from a historical document.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:

- 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

Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the Assessment Center Policy and Guidelines.
- For a link to an online tutorial, please refer to the Assessment Center Testing page.
- 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

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.

- an **answer key**.

Sample Selected Response Items

**Standard IV. Instruction**

1. A fifth-grade social studies teacher is reviewing the concept of primary and secondary sources using various types of written materials related to U.S. society during the 1950s. Which of the following questions would most effectively guide students to identify each source as primary or secondary?
   A. Has the source been translated from an original language to a second language?
   B. Is the author of the source an acknowledged expert on the subject?
   C. Was the source produced by participants or witnesses of the events described?
   D. Does the source reflect the personal perspective or bias of the author?

**Standard IV. Instruction**

2. 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
### Standard III. Content

3. 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.

### Standard III. Content

4. 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.

### Standard III. Content

5. Which of the following developments in constitutional law most likely contributed to the long-run growth potential of the U.S. economy?
   - A. Chief Justice John Marshall's rulings regarding contract law
   - B. Chief Justice Roger Taney's rulings regarding states' rights
   - C. the Reconstruction Amendments after the Civil War
   - D. the incorporation of the Bill of Rights to apply also to the states
Standard III. Content

6. A teacher of geography could best use which of the following examples to illustrate the concept of cultural diffusion?
   A. the influence of Portuguese language and institutions on Brazilian culture
   B. the influence of industrialization on the culture of the United Kingdom
   C. the transformative effects of the Cultural Revolution on Chinese culture
   D. the evolution of South African culture following the end of apartheid
## Answer Key to Sample Selected Response Items

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>
Sample Constructed Response Exercises and Scoring Rubrics for EA/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

Standard III. Content

Documents

Introduction

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.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- 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.

Directions

You may view the prompt by clicking the Next button. Compose your response in the space provided.
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.
### 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

Standard III. Content

Exercise 2: United States Economic Policy - Candidate

United States Economic Policy

Introduction

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.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

• 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.

Directions

You may view the prompt by clicking the Next button. Compose your response in the space provided.

You must address each of the following in your response.

• 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.
### 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

Standard III. Content

Exercise 3: Regional Economic and Geographic Trends

Introduction

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.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- 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.

Directions

You may view the prompt by clicking the Next button. Compose your response in the space provided.

Help Navigator Next
Exercise 3: Regional Economic and Geographic Trends -
Candidate Name

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

? Help | © Navigator | Next →
Exercise 3: Regional Economic and Geographic Trends -
Candidate Name

You must address each of the following in your response.

- 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.
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.