

Virginia

**Standards of Learning Assessments
for the
2001 History and Social Science
Standards of Learning**

**Grade 3 History and Social Science
Test Blueprint**

**This revised blueprint will be effective with the administration
of the 2003-2004 History and Social Science
Standards of Learning Tests.**

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Grade 3: History and Social Science Blueprint

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Standards of Learning Test Blueprint Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the Standards of Learning tests. Two, they serve as a guide to educators, parents, and students in that they show (a) the Standards of Learning covered by the test and which, if any, have been excluded; (b) which Standards of Learning are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions are constructed; and (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, Virginia and United States History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by Harcourt Educational Measurement and the members of the Content Review Committees in developing the Standards of Learning tests. This section contains three parts:
 - A. General Considerations – lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
 - B. Item Format - lists information on how items for the test are constructed.
 - C. Ancillary Materials - lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
 - reporting categories for each test;
 - number of test items in each reporting category;
 - Standards of Learning included in each reporting category. Standards of Learning are identified by their numbers and letters;
 - Standards of Learning which are excluded from the Standards of Learning test;
 - number of operational items on the test;
 - number of field-test items on the test; and
 - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each Standard of Learning is included. In addition, Standards of Learning that are excluded from the test are categorized by the reason they were not included.

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What is a reporting category?

Each test covers a number of Standards of Learning. In the test blueprint, Standards of Learning are grouped into categories that address related content and skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the Grade 3 History and Social Science Standards of Learning test is “Geography.” Each of the Standards of Learning in this reporting category addresses location, map skills and adaptation to environment. When the results of the Standards of Learning tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score.

Are some Standards of Learning assigned to more than one reporting category?

In the Grade 3 History and Social Science Standards of Learning test, all letters under a particular Standard of Learning are coded to the same reporting category. Each standard, as well as each letter under a standard, is assigned to only one reporting category.

Why are some Standards of Learning not tested on the Standards of Learning tests?

In some content areas, there are Standards of Learning that do not lend themselves to multiple-choice testing. However, all of the History and Social Science Standards of Learning for kindergarten through grade 3 are tested on the Grade 3 History and Social Science Standards of Learning test.

Will all Standards of Learning listed in the blueprint be assessed each time the Standards of Learning tests are given?

Due to the large number of Standards of Learning in each grade level content area, *every* Standard of Learning will not be assessed on every Standards of Learning test form. By necessity, to keep the length of a test reasonable, each test will sample from the Standards of Learning within a reporting category. However, every Standard of Learning is eligible for inclusion on each form of a Standards of Learning test.

Grade 3: History and Social Science

Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in History and Social Science for kindergarten through grade three.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will **not** be timed.
4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.
5. Where appropriate, “real-life” examples and situations that the student would likely encounter will be used to present data or ask questions.
6. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
7. Information will be presented through written text and/or through visual materials, such as graphs, charts, maps, cartoons, or other illustrations.
8. Only one item will be linked to a piece of written text, or a graph, chart, map, cartoon, or other illustration.
9. When acronyms are used, both the complete name and the acronym will be given in most cases, for example, North Atlantic Treaty Organization (NATO).

B. Item Format

1. Each item will be a multiple-choice item containing four choices. Choices such as “None of the above,” “All of the above,” and “Not here” will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion.
4. Numerical answer choices, such as dates, will be arranged in ascending order.
5. Graphic displays, their corresponding questions, and response choices will appear on the same or facing pages.
6. Artwork accompanying items will be placed above the question unless, for clarity, the size or format of the artwork lends itself to another arrangement.
7. Negative words in the item stem (*i.e.*, “not,” “least,” “except”) will **not** be used.

C. Ancillary Materials

A blank sheet of white paper.

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Grade 3: History and Social Science Blueprint Summary Table

Reporting Category	Number Of Items	Kindergarten SOL	Grade 1 SOL	Grade 2 SOL	Grade 3 SOL
History	10	K.1a-b K.2	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3a-b
Geography	10	K.3 K.4a-c K.5a-c	1.4a-d 1.5 1.6	2.4a-d 2.5a-b 2.6	3.4a-c 3.5a-e 3.6
Economics	10	K.6 K.7a-b	1.7 1.8 1.9	2.7 2.8 2.9	3.7 3.8 3.9
Civics	10	K.8a-e K.9	1.10a-e 1.11a-b 1.12	2.10a-e 2.11 2.12	3.10a-c 3.11a-c 3.12
Standards of Learning Excluded from This Test: None					
Total Number of Operational Items			40		
Field-Test Items*			10		
Total Number of Items			50		

* Field-test items will not be used to compute students' scores on the test.

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Expanded Blueprint

**Grade 3 History and
Social Science**

Reporting Category: History

Number of Items: 10

Kindergarten Standards of Learning in This Reporting Category:

- K.1 The student will recognize that history describes events and people of other times and places by
 - a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Grade One Standards of Learning in This Reporting Category:

- 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Grade Two Standards of Learning in This Reporting Category:

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- 2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodland, the Sioux of the Plains, and the Pueblo people of the Southwest.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Grade Three Standards of Learning in This Reporting Category:

- 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).
- 3.3 The student will study the exploration of the Americas by
 - a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
 - b) identifying reasons for exploring, the information gained, and the results from the travels.

Reporting Category: Geography

Number of Items: 10

Kindergarten Standards of Learning in This Reporting Category:

- K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- K.4 The student will use simple maps and globes to
 - a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
 - b) describe places referenced in stories and real-life situations;
 - c) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
 - a) show a view from above;
 - b) show things in smaller size;
 - c) show the position of objects.

Grade One Standards of Learning in This Reporting Category:

- 1.4 The student will develop map skills by
 - a) recognizing basic map symbols, including references to land, water, cities, and roads;
 - b) using cardinal directions on maps;
 - c) identifying the physical shape of the United States and Virginia on maps and globes;
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.
- 1.6 The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

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Grade Two Standards of Learning in This Reporting Category:

- 2.4 The student will develop map skills by
 - a) locating China and Egypt on world maps;
 - b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
 - c) comparing the climate, land, and plant life of these regions;
 - d) describing how people in these regions adapt to their environment.
- 2.5 The student will develop map skills by
 - a) locating the equator, the seven continents, and the four oceans on maps and globes;
 - b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Grade Three Standards of Learning in This Reporting Category:

- 3.4 The student will develop map skills by
 - a) locating Greece, Rome, and West Africa;
 - b) describing the physical and human characteristics of Greece, Rome, and West Africa;
 - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.
- 3.5 The student will develop map skills by
 - a) positioning and labeling the seven continents and four oceans to create a world map;
 - b) using the equator and prime meridian to identify the four hemispheres;
 - c) locating the countries of Spain, England, and France;
 - d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
 - e) locating specific places on a simple letter-number grid system.
- 3.6 The student will interpret geographic information from maps, tables, graphs, and charts.

Reporting Category: Economics Number of Items: 10
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Kindergarten Standards of Learning in This Reporting Category:

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
- K.7 The student will
 - a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
 - b) recognize that people use money to purchase goods.

Grade One Standards of Learning in This Reporting Category:

- 1.7 The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.
- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Grade Two Standards of Learning in This Reporting Category:

- 2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.
- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Grade Three Standards of Learning in This Reporting Category:

- 3.7 The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.
- 3.8 The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).
- 3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Reporting Category: Civics Number of Items: 10

Kindergarten Standards of Learning in This Reporting Category:

- K.8 The student will demonstrate that being a good citizen involves
- a) taking turns and sharing;
 - b) taking responsibility for certain classroom chores;
 - c) taking care of personal belongings and respecting what belongs to others;
 - d) following rules and understanding the consequence of breaking rules;
 - e) practicing honesty, self-control, and kindness to others.
- K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

Grade One Standards of Learning in This Reporting Category:

- 1.10 The student will apply the traits of a good citizen by
- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - b) recognizing the purpose of rules and practicing self-control;
 - c) working hard in school;
 - d) taking responsibility for one's own actions;
 - e) valuing honesty and truthfulness in oneself and others.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
 - b) demonstrating respect for the American flag by learning the Pledge of Allegiance.
- 1.12 The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Grade Two Standards of Learning in This Reporting Category:

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
- a) respecting and protecting the rights and property of others;
 - b) taking part in the voting process when making classroom decisions;
 - c) describing actions that can improve the school and community;
 - d) demonstrating self-discipline and self-reliance;
 - e) practicing honesty and trustworthiness.
- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.
- 2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Grade Three Standards of Learning in This Reporting Category:

- 3.10 The student will recognize why government is necessary in the classroom, school, and community by
 - a) explaining the purpose of rules and laws;
 - b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
 - c) explaining that government protects the rights and property of individuals.
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
 - a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
 - b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
 - c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.
- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.