OKLAHOMA STATE DEPARTMENT OF EDUCATION

JANET BARRESI

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Oklahoma Modified Alternate Assessment Program (OMAAP)

U.S. History

PARENT, STUDENT, AND TEACHER GUIDE

2012–2013

Oklahoma State Department of Education

2704158

Acknowledgment

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Testing Dates
2012–2013 School Year

Winter Testing
December 3–December 21, 2012

Trimester Testing
January 21–February 8, 2013

Spring Testing
April 15–May 3, 2013

Summer Testing
June 3–August 2, 2013

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Modified Alternate Assessment Program. These tests are designed to measure knowledge in Mathematics, Reading, Science, and History.

You will receive a report on your child's performance on the tests. This report will indicate your child's areas of strength as well as areas needing improvement.

This guide provides practice questions, objectives covered in the tests, and a list of test-taking tips. Discuss these materials with your child ahead of time to encourage test preparedness. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Modified Alternate Assessment Program, please contact your local school or the State Department of Education.

Sincerely,
Your State Superintendent of
Public Instruction

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The Oklahoma Modified Alternate Assessment Program

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and careers that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma C^3 Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program (OSTP) to measure students' progress in mastering the Oklahoma C^3 Standard objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma Oklahoma C^3 Standard objectives at the end-of-instruction levels. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Modified Alternate Assessment Program (OMAAP) is a criterion-referenced testing program which compares a student's performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Satisfactory, Limited Knowledge, Unsatisfactory).

The Modified assessments have been developed for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best-designed instructional interventions from highly qualified teachers. The Modified assessments are intended for those students for whom both the Oklahoma Alternate Assessment Program (OAAP) or portfolio, and the Oklahoma Core Curriculum Tests (OCCT) general assessments are inappropriate.

The Modified assessments provide information about subject-level student academic performance in Reading, Mathematics, Science, and History in relation to the Oklahoma C^3 Standards based on modified achievement standards. End-of-Instruction assessments are available in the following subjects:

English II Algebra I Biology I U.S. History

These assessments provide informative data that educators can use to make instructional decisions, based on student performance in relation to the Oklahoma C^3 Standards. District and school reports include detailed diagnostic information.

Achieving Classroom Excellence (ACE) End-of Instruction Legislation

"Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma." All students shall take the tests prior to graduation, unless otherwise exempt by law.

"Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History."

To demonstrate mastery, the student shall attain at least a satisfactory score on the end-of-instruction criteria. Students who do not attain at least a satisfactory score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test up to three times each calendar year or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student's performance levels on the end-of-instruction tests on the student's high school transcript.

Overview of the OMAAP Tests

Each year's OMAAP tests are built from previously administered items contained in the OCCT operational test forms.

Items from the OCCT are modified and reviewed by committees of educators to be used on the Modified assessments. The following table illustrates the modification rules that are used for each subject area.

Subject Area	Modification Rules and Guidelines
Universal	• Minimize the number of questions on the page (limit to 2 or 3). • Provide only three answer options instead of four. • Highlight the main points in the question or passage by underlining and using bold font. • Avoid questions that require students to select the better/best answer. • Be consistent in wording of directions across grades and subjects. • Minimize the use of pronouns and prepositional phrases. • Avoid the use of multiple-meaning words and words that can function as more than one part of speech. • Enlarge art when possible. • Simplify art when possible (i.e. remove unnecessary labels, use less gray scale, use thicker lines when outlining, etc.). • Box informational text in an item. • Bullet information when possible (e.g. bullet detailed information or processes). • Reduce reading load of stem, stimuli, and answer options when possible. • Revise answer options to address parallelism and minimize outliers.
English II	• Break passages into smaller portions. • Place the questions that pertain to the smaller portion underneath or on a page facing that section. • Use footnotes for grades 6–8 and English II. • Put items in order of appearance in the passage. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics (e.g. remove "most likely"). • Delete one part of a compound answer choice when possible. • Change passive voice to active voice when appropriate. • Eliminate answer choices that give students the option of making no changes to the item. • Direct student attention to graphics. • Simplify visual complexity of graphics.
Writing Prompt/ English II	• Simplify the prompt. • Simplify the Writer's Checklist. • Use a 3-point holistic writing rubric.

Subject Area	Modification Rules and Guidelines
Algebra I	• Unless required by standard, avoid items with negative and positive answer choices that use the same number. • Place any items with coordinate grids on one page. • Be consistent with qualifiers in the stem and answer choices. • Avoid questions that use “best” or “closest.” • Avoid complicated art. • List coordinate grids in answer options vertically with plenty of space between the answer options to make the grids more accessible to the visually impaired (however, avoid spanning item over two pages). • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete one part of a compound answer choice when possible. • Delete griddable items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary. • Change passive voice to active voice when appropriate. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in items when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • Provide explicit directions to explain a process such as measuring (as long as it does not impact reading load).

Subject Area	Modification Rules and Guidelines
Biology I	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Box formulas to make them stand out. • Make sure answer options align to content and process. • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete cluster items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary. • Change passive voice to active voice when appropriate. • Change items from an open-ended statement to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic; science content must remain accurate. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in items when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide the appropriate formula and/or conversion near the item. • For Biology I, avoid using items that reference x and y axis on a graph.

Subject Area	Modification Rules and Guidelines
U.S. History	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Simplify maps. • Box formulas to make them stand out. • Delete one part of a compound answer choice when possible. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating social studies vocabulary. • Change passive voice to active voice when appropriate. • Change items from an open-ended statement ending to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Provide definition of non-tested vocabulary in a text box near item and bold the defined term in the item or provide definition in brackets behind the word. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Delete items that cannot be modified based on guidelines.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Modified Alternate Assessment. Test-taking skills cannot replace studying based on the Oklahoma C^3 Standards, which serve as the foundation for the tests.

General Test-Taking Tips:

DO... read this guide carefully and review the sample items.

DO... make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.

DON'T... wait until the last minute to study for the test. These tests cover a lot of material, and you cannot learn it all in a short amount of time.

DON'T... worry about the tests. Students who are calm and sure of themselves do better on tests.

Tips for the Multiple-Choice Tests:

DO... read each question and every answer choice carefully. Choose the best answer for each question.

DO... check your work if you finish your test early. Use the extra time to answer any questions that you skipped.

DO... read the reading selections for the English II test carefully.

DO... remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.

DO... mark all your answers in the test book.

DON'T... allow any stray pencil marks to go inside of the question boxes from working problems or making notes in your test book.

DON'T... spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

The U.S. History Test

This Multiple-Choice test is administered in one section in a paper/pencil test booklet. Testing time is approximately 60 minutes with up to an additional 20 minutes for testing directions. The test is not strictly timed. Testing sessions for students who need more time can be extended. However, some studies have shown that more than one hour of additional time can contribute to a decrease in student scores. This additional time is available as an immediate extension of the testing session; it is not available as a separate session at another time.

Students who finish a test early should make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Once a test has been completed, students will not be allowed to reopen their test books.

The following sections of this guide:

- list the Oklahoma C^3 Standards for the Social Studies (2012 Revision) that are covered on the U.S. History End-of-Instruction test.
- present the blueprint.
- present a sample test item.
- present directions and a sample test.

Oklahoma C^3 Standards (2012 Revision)

The Oklahoma C^3 Standards measured in the End-of-Instruction U.S. History Multiple-Choice test are presented below. The numbers reflect the Oklahoma C^3 Standards numbering scheme contained in the Oklahoma C^3 Standards document. They represent the portion of the Oklahoma core curriculum that can be assessed in a statewide testing program. The Oklahoma C^3 Standards for U.S. History are grouped into standards with specific objectives listed under each one. Student performance on the Multiple-Choice test will be reported at the standard level.

End-of-Instruction U.S. History

Content Standard 1: **The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.**

1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles.
   a. Examine the purposes and effects of the *13th, 14th, and 15th Amendments*.
   b. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.
   a. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act,* the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.
   b. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.
   c. Compare the contrasting view points of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quanah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.
3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.

a. Analyze the impact of leading industrialists as "robber barons" and as "philanthropists" including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.

b. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.

c. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.

d. Analyze major social reform movements including the Women's Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.

e. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.

f. Evaluate the rise and reforms of the Progressive Movement including the

   1. Direct primary, initiative petition, referendum, and recall,

   2. Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and

   3. Conservation of the environment under the leadership of Theodore Roosevelt.

   4. Analyze the series of events leading to and the effects of the *16th, 17th, 18th, 19th, and 21st Amendments* to the *United States Constitution*.

g. Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

h. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.

a. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of "white man's burden," the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.

b. Assess the role of yellow journalism in inciting American desire to go to war with Spain.

c. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.

d. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy the *Roosevelt Corollary*, military interventionism, and the territorial acquisition and construction of the Panama Canal.

2. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the "Bull Moose Party" on the outcome of the election.

3. Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.

   a. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.

   b. Analyze the experiences of the war's homefront including the use of propaganda, women's increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.

   c. Cite specific textual and visual evidence to examine Wilson's foreign policy as proposed in his *Fourteen Points* and the reasons for the nation's return to isolationism including the rejection of the League of Nations.

Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

1. Examine the economic, political, and social transformations between the World Wars.

   a. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and "talkies" (movies).

b. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

c. Examine growing labor unrest and industry's reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.

d. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.

e. Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.

2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.

   a. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's laissez-faire policy.

   b. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.

   c. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.

   d. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.

3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.

   a. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address* and the *Four Freedoms* speech.

   b. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.

   c. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.

Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.

    a. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease program.

    b. Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese- Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and Italian descent.

2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.

3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremburg Trials, which held Nazi leaders accountable for war crimes.

Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.

    a. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.

    b. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.

    c. Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.

d. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.

2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.

   a. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.

   b. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.

3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act,* and the *26th Amendment.*

4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.

   a. Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.

   b. Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment,* the passage of the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965,* the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.

   c. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including

civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

d. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.

5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.

   a. Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.

   b. Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.

   c. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.

   d. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court's ruling in *Roe v. Wade*.

   e. Analyze the political and economic impact of President Nixon's foreign policies including *détente* and the opening of China.

   f. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers,* the first use of the *25th Amendment,* and President Ford's decision to pardon former President Nixon.

Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.

1. Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the *Camp David Accords,* the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

2. Analyze the economic and political impact of President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.

3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.

4. Describe the goal of President H. W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT,* and the creation of the Department of Homeland Security.

***Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.**

1. Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush's leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama's election on the course of the wars.

2. Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women's issues, healthcare, civic engagement, education, and the rapid development of technology.

An asterisk (*) has been used to identify Content Standard 7 and the following objectives under that standard that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
U.S. History
1878 to the Present
Transitional Test Blueprint
School Year 2012–2013

The Test Blueprint reflects the degree to which each standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

C³ Standards for the Social Studies **Standards and Objectives**	**Ideal Number of Items**	**Ideal Percentage of Test[1]**
Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)	**8**	**17%**
Post Reconstruction Amendments (1.1)	2–4	
Immigration, Westward Movement, and Native American Experiences (1.2)	2–4	
Impact of Industrialization on Society, Economics, and Politics (1.3)	2–4	
Expanding Role of the United States in International Affairs (2.0)	**6**	**12%**
Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)	**8**	**17%**
Economic, Political, & Social Transformation Between the World Wars (3.1)	3–5	
Economic Destabilization and the Great Depression/New Deal (3.2, 3.3)	3–5	
Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)	**8**	**17%**
Mobilization for World War II (4.1)	3–5	
World War II and U.S. Reaction to the Holocaust (4.2, 4.3)	3–5	
U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)	**18**	**38%**
The Cold War—Foreign and Domestic (5.1, 5.2)	4–6	
The Vietnam War Era (5.3)	4–6	
The African American Civil Rights Movement (5.4)	4–6	
Social Political Transformation (5.5)	4–6	
Total Test	**48[2]**	**100%**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

- Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

Sample Item

Original Item
Oklahoma C^3 Standard Alignment:
Standard 1: The student will analyze causes, key events, and effects of the Civil War/ Reconstruction era. 1.6 Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., tenant farming, Freedmen's Bureau, sharecropping, Black codes, Ku Klux Klan, Carpetbaggers, scalawags, *Plessy v. Ferguson*, and Jim Crow laws).

SAMPLE

The "separate but equal" doctrine established by the Supreme Court in the case of *Plessy v. Ferguson* (1896) upheld the use of

A Jim Crow laws.

B voting rights restrictions.

C forced busing of students.

D Affirmative Action programs.

Modified Item

SAMPLE

The "separate but equal" doctrine established by the Supreme Court in the case of *Plessy v. Ferguson* (1896) upheld the use of

Ⓐ Jim Crow laws.

Ⓑ Affirmative Action programs.

Ⓒ 15th Amendment restrictions

Details of Item Edit:

- One answer choice removed.
- Changed distractor to make answer choices parallel.

U.S. History Sample Test Directions

The sample test is a condensed version of a test, similar to the test you will be taking in this content area.

Sample Test Directions

1. Read each question to yourself.
2. Think of the best answer.
3. Answers will be marked directly in the test booklet.
4. Mark the circle for the answer you have chosen directly on the corresponding letter (as shown in the example below).

Example:

SAMPLE

The "separate but equal" doctrine established by the Supreme Court in the case of *Plessy v. Ferguson* (1896) upheld the use of

● Jim Crow laws.

Ⓑ Affirmative Action programs.

Ⓒ 15th Amendment restrictions

GO ON

Sample Test

1 **What was the main reason for student protests during the 1960s and 1970s?**

Ⓐ United States economic involvement in Europe

Ⓑ United States military involvement in Vietnam

Ⓒ United States involvement in the Cuban Missile Crisis

2 **People who supported the Chinese Exclusion Act of 1882 generally overlooked the contributions Chinese immigrants had made to the**

Ⓐ settlement of the American West.

Ⓑ victory of the Union in the Civil War.

Ⓒ defeat of Native Americans in the 1870s.

GO ON

3 **Why did the United States help form the United Nations?**

Ⓐ to achieve world peace

Ⓑ to hold a place of world leadership

Ⓒ to encourage newly independent nations

4 **In response to an increased need for farm and industrial labor in the 1800s, the United States government favored**

Ⓐ the unionization of workers.

Ⓑ almost unrestricted immigration.

Ⓒ vocational and post-secondary education.

5 **Some economists criticized the New Deal as the beginning of**

Ⓐ deficit spending.

Ⓑ trickle-down economics.

Ⓒ government budget surpluses.

GO ON

6

Migration 1916–1925

Which reason best explains the migration patterns shown on the map?

Ⓐ Cuban immigrants were looking for jobs as farm workers.

Ⓑ European immigrants were seeking wartime employment in factories.

Ⓒ African Americans were searching for employment in Northern industries.

7 **Which statement describes the effect World War II mobilization had on American women?**

Ⓐ Women no longer played the main role in caring for their children.

Ⓑ The number of women in the American labor force increased.

Ⓒ Almost all women received equal pay in all job areas.

GO ON

8 **Which explanation describes the process by which Hawaii was added to the United States?**

Ⓐ Spain ceded Hawaii to the United States in 1898.

Ⓑ Queen Liliuokalani signed a treaty to make Hawaii a United States territory.

Ⓒ A congressional resolution declared that Hawaii was a United States territory.

9

1912 Presidential Election Results
by Party

Party	Popular Vote	Electoral Vote
Democratic (Wilson)	42%	82%
Republican (Taft)	24%	2%
Progressive (Roosevelt)	28%	16%

Which role of third parties is illustrated by President Theodore Roosevelt's performance in the 1912 election?

Ⓐ Third parties introduce new ideas into elections.

Ⓑ Third parties win popular votes but seldom win electoral votes.

Ⓒ Third parties can shift election victories from one major party to the other.

GO ON

10 **Which statement describes the Supreme Court's decision in *Dred Scott v. Sanford*?**

Ⓐ African Americans could not bring lawsuits in court.

Ⓑ Slavery was a matter to be decided by the individual states.

Ⓒ Any slave that escaped to the North should be considered free.

STOP

Answer Key

U.S. History		
Item Number	**Correct Answer**	**Standard/ Objective**
Sample	A	1.1G
1	B	5.3
2	A	1.2A
3	A	5.1B
4	B	1.2A
5	A	3.3B
6	C	2.3B
7	B	4.1B
8	C	2.1A
9	C	2.2
10	A	1