Kansas Social Studies Test Specifications

- At grades 6, 8 and high school, the Kansas Assessment in Social Studies asks student to demonstrate command of a social studies knowledge base and an ability to use or apply it. Students should be able to recognize and recall important definitions, facts, concepts, and procedures, as well as make effective application of this knowledge to apply, interpret, analyze, problem solve, make informed decisions, and impact civic participation.

- The assessment at grades 6, 8 and high school asks questions to measure student abilities with respect to indicators from the *Kansas Curricular Standards for History-Government, Economics, and Geography (2004).*

- At each assessed grade assessed, the number of assessed indicators in each discipline is as follows:

Grade Level	Total # of Assessed History Indicators	Total # of Assessed Civics-Government Indicators	Total # of Assessed Economics Indicators	Total # of Assessed Geography Indicators	Total # of Assessed Indicators	Actual # of Test Questions
Grade 6	12	4	4	4	24	48
Grade 8	15	5	5	5	30	60
High School	14	5	6	5	30	60

- Each assessed indicator will be related to two questions on the state assessment.

- All indicators are marked at Application (A) or Knowledge (K).

Knowledge – The ability to recognize and recall social studies definitions, facts, concepts, and procedures.

Application – The ability to use or apply a social studies knowledge to interpret, analyze, problem solve, make informed decisions, and impact civic participation.

The percentage of Knowledge/Application of the assessed indicators at each grade level is as follows:

Grade Level	Knowledge	Application
Grade 6	60%	40%
Grade 8	50%	50%
High School	40%	60%

- At grades 6 & 8, social studies will be assessed biennially, starting in 2007-2008

- At high school, grades 9-12, opportunity to learn is available based upon local curriculum and decision making. The high school assessment is available in two parts: *World Focus* (world history, geography, global economics) and *United Stated Focus* (U.S. history, U.S. economics, civics-government); or as a single assessment (World & U.S. combined).*

- ** 2nd opportunity is not available for the History-Government assessments.*

  Revised 1/24/11

- Assessed Indicators have been assigned Cognitive Categories based on the 3-Story Intellect:

First Story -- Information	
Count	List
Define	Observe
Describe	Name
Identify	Recite
Second Story -- Explanation / Analysis	
Analyze	Infer
Categorize	Make Analogies
Compare/Contrast	Sequence
Explain	Synthesize
Third Story -- Interpretation / Application	
Apply a principle	Imagine
Evaluate	Assess
Forecast	Predict
Hypothesize	Speculate

Retrieved from the Web on August 21, 2006http://www.adrian.edu/~fdetwiler/local/ctwg/threestory.htm

- These Cognitive Categories can be found on the Social Studies "Flip Charts."

Grade Level	Total # of Assessed History Indicators	Total # of Assessed Civics-Gov Indicators	Total # of Assessed Economics Indicators	Total # of Assessed Geography Indicators	Total # of Assessed Indicators	Actual # of Test Questions
Grade 5	6	2	2	1	11	22
Grade 6	6	2	2	3	13	26
					Total Test Length	48

CIVICS-GOVERNMENT:		**3Story Level**	**# of Items**
SS.5.1.2.4K	identifies important founding fathers and their contributions (e.g., ▲George Mason, ▲Thomas Jefferson, ▲James Madison, ▲George Washington, ▲Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).	(1)	2
SS.5.1.3.4A	explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).	(2)	2
SS.6.1.4.1A	compares and contrasts the rights of people living in ancient Greece (Sparta and Athens) and classical Rome with the modern United States	.(3)	2
SS.6.1.5.1K	identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy).	(1)	2

ECONOMICS:		**3Story Level**	**# of Items**
SS.5.2.2.2K	identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).	(2)	2
SS.5.2.5.1A	**($)** determines the costs and benefits of a spending, saving, or borrowing decision.	(3)	2
SS.6.2.1.1K	explains how scarcity of resources requires communities and nations to make choices about goods and services (e.g., what foods to eat, where to settle, how to use land).	(2)	2
SS.6.2.3.2K	identifies barriers to trade among nations (e.g., treaties, war, transportation, geography)	(1)	2

GEOGRAPHY:		**3Story Level**	**# of Items**
SS.5.3.1.2K	locates major physical and political features of Earth from memory (e.g., ▲Boston, ▲Philadelphia, ▲England, ▲France, ▲Italy, ▲Spain, ▲North America, ▲Atlantic Ocean, ▲Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River).	(1)	2
SS.6.3.1.1A	explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude.	(3)	2
SS.6.3.2.3K	identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan).	(2)	2
SS.6.3.4.2K	describes the forces and processes of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of resources, ▲water use in ancient Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek city-states, empire building, movements for independence or rights).	(2)	2

HISTORY:		**3Story Level**	**# of Item**
SS.5.4.1.1K	explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820)	(2)	2
SS.5.4.1.3A	compares the motives and technology that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).	(3)	2
SS.5.4.2.3K	describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, trade).	(2)	2
SS.5.4.3.1K	describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).	(2)	2
SS.5.4.3.6K	describes how the Constitutional Convention led to the creation of the United States Constitution (e.g., Great Compromise, Three-Fifths Compromise) .	(1)	2
SS.5.4.4.1A	uses historical timelines to trace the cause and effect relationships between events in different places during the same time period (e.g., colonial America and England).	(3)	2

SS.6.4.1.2A	compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty).	(3)	2
SS.6.4.2.1K	compares and contrasts characteristics of classic Greek government (e.g., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city's needs come first).	(1)	2
SS.6.4.2.4K	describes key characteristics of classical Roman government (e.g., Roman Republic: senate, consuls, veto, written law; Roman Empire: emperors, expansion).	(1)	2
SS.6.4.2.6A	examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.	(3)	2
SS.6.4.2.9K	describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).	(1)	2
SS.6.4.4.1A	examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires).	(3)	2

Indicators Assessed on the Eighth Grade 2008 Kansas Social Studies Assessment

Grade Level	Total # of Assessed History Indicators	Total # of Assessed Civics-Gov Indicators	Total # of Assessed Economics Indicators	Total # of Assessed Geography Indicators	Total # of Assessed Indicators	Actual # of Test Questions
Grade 7	7	3	2	3	15	30
Grade 8	8	2	3	2	15	30
					Total Test Length	60

CIVICS-GOVERNMENT:		**3Story Level**	**# of Items**
SS.7.1.1.2A	compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, *diversion*).	(3)	2
SS.7.1.2.1K	defines the *rights* guaranteed, granted, and protected by the Kansas *Constitution* and its amendments.	(1)	2
SS.7.1.5.3K	identifies the *goods* and *services* provided by local government in the *community* (e.g., education, health agency, fire department, police, care for local community property, parks and recreation).	(1)	2
SS.8.1.3.3K	explains how the United States Constitution can be changed through amendments.	(1)	2
SS.8.1.3.4A	analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.	(3)	2

ECONOMICS:		**3Story Level**	**# of Items**
SS.7.2.3.1A	describes examples of factors that might influence *international trade* (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos).	(3)	2
SS.7.2.5.1A	**($)** compares the *benefits* and *costs* of *spending*, saving, or *borrowing* decisions based on information about products and *services*.	(3)	2
SS.8.2.1.1A	analyzes the effect of *scarcity* on the *price*, *production*, *consumption* and *distribution* of *goods* and *services* (e.g., price goes up and production goes down, consumption goes down and distribution is limited).	(2)	2
SS.8.2.2.1K	explains how relative *price*, people's economic decisions, and innovations influence the *market* system (e.g., cotton gin led to increased *productivity*, more cotton produced, higher *profits*, and lower prices; steamboat led to increased *distribution* of *goods*, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef).	(1)	2

SS.8.2.2.4K	**($)** describes the positive and negative *incentives* to which employees respond (e.g., wage levels, *benefits*, work hours, working conditions).	(2)	2

GEOGRAPHY:		**3Story Level**	**# of Items**
SS.7.3.2.4K	identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government).	(1)	2
SS.7.3.4.3K	identifies the geographic factors that influence world *trade* and *interdependence* (e.g., *location* advantage, *resource distribution*, labor *cost*, *technology*, trade networks and organizations).	(1)	2
SS.7.3.5.1K	identifies ways in which technologies have modified the physical environment of various world *cultures* (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).	(1)	2
SS.8.3.4.1A	evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, *migration* patterns: rural, urban).	(3)	2
SS.8.3.4.2A	analyzes *push-pull factors* including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of *natural resources*, job opportunities created by *technology*; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination).	(3)	2

HISTORY:		**3Story Level**	**# of Items**
SS.7.4.1.4A	analyzes the impact of the Indian Removal Act of 1830 on the way of life for *emigrant* Indian tribes relocated to Kansas (e.g., loss of land and customary *resources*, disease and starvation, assimilation, inter-tribal conflict).	(3)	2
SS.7.4.2.2K	describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).	(2)	2
SS.7.4.3.1K	describes the reasons for tension between the American Indians and the United States *government* over land in Kansas (e.g., encroachment on Indian lands, *depletion* of the buffalo and other *natural resources*, the Sand Creek massacre, broken promises).	(2)	2
SS.7.4.3.5K	describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton).	(2)	2
SS.7.4.4.2K	describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, government corruption, high debts and low prices for farmers).	(2)	2

SS.7.4.5.1A	compares agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).	(2)	2
SS.7.4.7.2A	examines different types of *primary sources* in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, *government* documents).	(2)	2
SS.8.4.1.4A	explains the impact of constitutional interpretation during the *era* (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court -*Marbury v. Madison*, *McCulloch v. Maryland* (1819).	(3)	2
SS.8.4.1.5A	analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush).	(3)	2
SS.8.4.1.6A	explains how the Industrial Revolution and technological developments impacted different parts of American *society* (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals).	(3)	2
SS.8.4.2.3K	retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular *Sovereignty*, *Uncle Tom's Cabin*).	(2)	2
SS.8.4.2.5K	describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea).	(1)	2
SS.8.4.2.9A	analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters).	(3)	2
SS.8.4.3.2K	explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, *immigrant* agents).	(1)	2
SS.8.4.4.4A	compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.	(3)	2

Indicators Assessed on the High School 2008 Kansas Social Studies Assessment

Focus	Total # of Assessed History Indicators	Total # of Assessed Civics-Gov Indicators	Total # of Assessed Economics Indicators	Total # of Assessed Geography Indicators	Total # of Assessed Indicators	Actual # of Test Questions
United States	7	5	3		15	30
World	7		3	5	15	30
Combined	14	5	6	5	30	60

CIVICS-GOVERNMENT:		**3Story Level**	**# of Items**
SS.HS.1.1.2A United States	analyzes how the rule of law can be used to protect the rights of individuals and to promote the common good (e.g., eminent domain, martial law during disasters, health and safety issues).	(2)	2
SS.HS.1.2.2K United States	understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society (e.g., right to freedom of speech, religion, press, assembly; equality; human dignity; civic responsibility; sovereignty of the people).	(1)	2
SS.HS.1.3.2K United States	explains Constitutional powers (e.g., ▲expressed/enumerated, ▲implied, inherent, ▲ reserved, concurrent).	(2)	2
SS.HS.1.4.1A United States	examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.	(2)	2
SS.HS.1.5.3A United States	examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross).	(3)	2

ECONOMICS:		**3Story Level**	**# of Items**
SS.HS.2.1.2K World	explains how economic choices made by societies have intended and unintended consequences. (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire).	(1)	2
SS.HS.2.2.4K United States	explains the factors that could change supply of or demand for a product (e.g., societal values; prohibition of alcohol; scarcity of resources: war; technology: assembly line production).	(2)	2

SS.HS.2.3.2A World	compares characteristics of traditional, command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom).	(2)	2
SS.HS.2.4.4A United States	evaluate the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public works projects).	(3)	2
SS.HS.2.5.6A United States	**($)** analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).	(3)	2
SS.HS.2.5.3A World	**($)** explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).	(2)	2

GEOGRAPHY:		**3Story Level**	**# of Items**
SS.HS.3.1.1K World	locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (e.g., ▲Beijing, ▲English Channel, ▲India, ▲Iraq, ▲Moscow, ▲Sahara Desert, ▲South Africa, ▲Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosporus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River).	(1)	2
SS.HS.3.2.2A World	analyzes the factors that contribute to human changes in regions (e.g., technology alters use of place, migration, changes in cultural characteristics, political factors).	(2)	2
SS.HS.3.4.5K World	gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India, political: International Court of Justice and Hong Kong, economic: World Trade Organization).	(3)	2
SS.HS.3.5.1A World	examines the impact that technology has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on flood plains, internal combustion engine, toxic waste).	(2)	2
SS.HS.3.5.2A World	examines alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction).	(2)	2

HISTORY:		**3Story Level**	**# of Items**
SS.HS.4a.2.1A United States	uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters) .	(3)	2
SS.HS.4b.1.4A United States	examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over imperialism, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door policy, Roosevelt Corollary, Dollar Diplomacy).	(3)	2
SS.HS.4b.2.2A United States	analyzes the costs and benefits of New Deal programs. (e.g., budget deficits vs. creating employment, expanding government: CCC, WPA, Social Security, TVA, community infrastructure improved; dependence on subsidies).	(2)	2
SS.HS.4b.2.6K United States	discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors) .	(1)	2
SS.HS.4b.3.2A United States	analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain).	(2)	2
SS.HS.4b.3.7K United States	examines the struggle for racial and gender equality and for the extension of civil rights (e.g., Brown v. Topeka Board of Education, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).	(1)	2
SS.HS.4b.5.3A United States	uses primary and secondary sources about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion).	(3)	2
SS.HS.4c.1.1A World	analyzes the changes in European thought and culture resulting from the Renaissance (e.g., more secular worldview; Machiavelli, Shakespeare; humanism; innovations in art: Michelangelo, DaVinci, architecture: St. Peters Dome).	(3)	2
SS.HS.4c.1.7K World	describes why East Asia withdrew into isolationism during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions).	(1)	2
SS.HS.4c.2.2K World	explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons).	(2)	2

SS.HS.4c.2.5A World	compares and contrasts German unification with the Meiji restoration (e.g., nationalism, militarism, modernization, industrialization).	(2)	2
SS.HS.4c.2.8A World	examines causes of anti-colonial movements in Latin America, Asia, and Africa (e.g., ▲Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲Boxer Rebellion; ▲Sepoy Rebellion; ▲Zulu Wars).	(2)	2
SS.HS.4c.3.3A World	examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights; secret police; state supremacy over individual rights; role of private property; class structure).	(2)	2
SS.HS.4c.4.3K World	describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel; emerging Middle Eastern post WWII nationalism: Suez Crisis; petroleum based interdependence).	(1)	2