

U.S. History

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	EOC	Subject	US History	Question	1
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)			

Question 2

Grade	EOC	Subject	US History	Question	2
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)			

Question 3

Grade	EOC	Subject	US History	Question	3
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week) (4)			

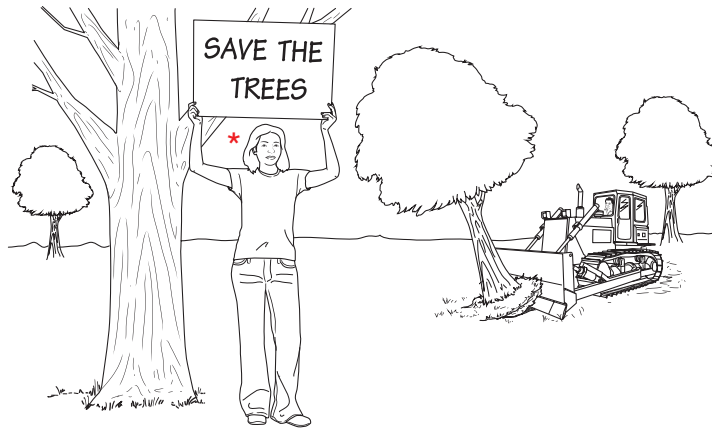
Question 4

Grade	EOC	Subject	US History	Question	4
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		explain the reasons for the creation of the Bill of Rights and its importance (5)			

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **The girl does not agree that trees should be cut down. She is holding a sign that says “Save the trees.” The girl is exercising her right to freedom of speech.**
- *Communicate:* **Find the girl who is exercising her right to freedom of speech.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the girl exercising freedom of speech,	➡	mark A for question 1 and move to question 2.
If the student does not find the girl exercising freedom of speech,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the girl exercising freedom of speech,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the girl exercising freedom of speech,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. **Communicate: The girl is exercising her right to freedom of speech because she doesn't want the trees cut down.**
- Direct the student to each answer choice in Stimulus 2b.
- **Communicate: Find the people exercising their right to freedom of speech to stop something from happening.**

Stimulus 2a



Stimulus 2b




Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the people holding the “No More Taxes” sign in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the people holding the “No More Taxes” sign in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the people holding the “No More Taxes” sign in Stimulus 2b and <i>communicate</i> “These people are exercising their right to speak up to stop having to pay taxes”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the people holding the “No More Taxes” sign in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the people holding the “No More Taxes” sign in Stimulus 2b,	➡	mark C for question 2 and move to question 3.


Presentation Instructions for Question 3

- Present Stimulus 3.
- Direct the student to Stimulus 3. *Communicate:* **The first 10 amendments to the U.S. Constitution are called the Bill of Rights. The Bill of Rights lists the rights of American citizens. It is the law.**
- Direct the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the right that is guaranteed in the Bill of Rights.**


Stimulus 3



Right to
mail a letter



Right to
volunteer



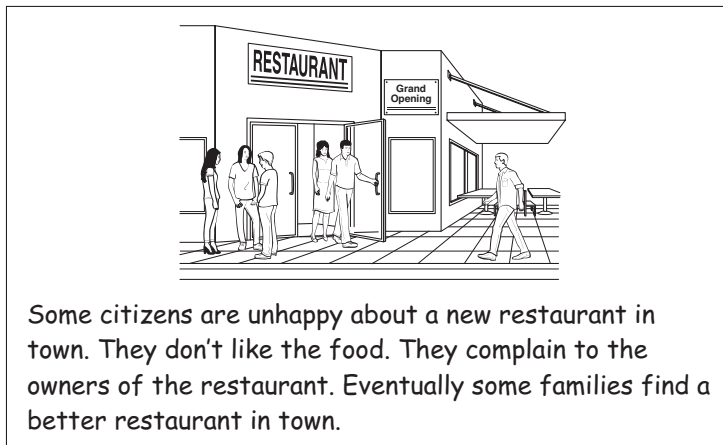
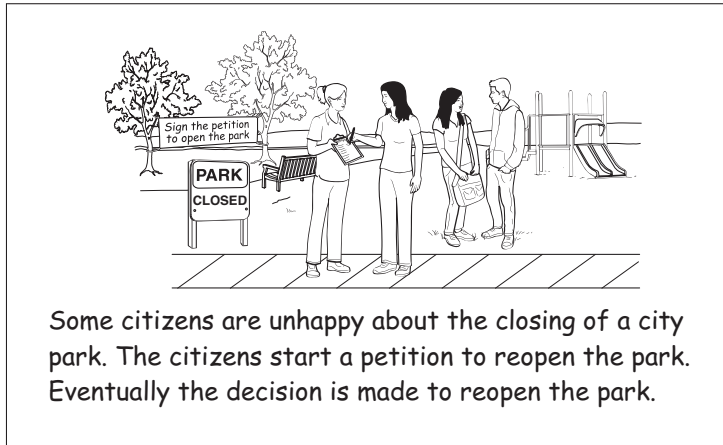
Right to
trial by jury

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Right to trial by jury,"	➡	mark A for question 3 and move to question 4.
If the student does not find "Right to trial by jury,"	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what is happening in each answer choice. OR • Highlight the boy mailing the letter, the woman serving food, and the defendant in the witness chair. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Right to trial by jury,"	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Right to trial by jury,"	➡	mark C for question 3 and move to question 4.

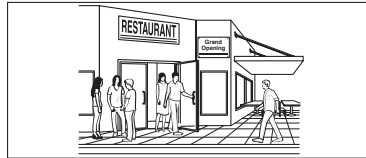
Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **Here are three situations about citizens.**
- *Direct* the student to Stimulus 4a. *Communicate* the text about each situation, including any signs in the pictures.
- *Direct* the student to each answer choice in Stimulus 4b.
- *Communicate*: **Find the situation where citizens used a law from the Bill of Rights to solve their problem.**

Stimulus 4a



Stimulus 4b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the situation about the park closing and reopening,	➡	mark A for question 4.
If the student does not find the situation about the park closing and reopening,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the situation about the park closing and reopening,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find the situation about the park closing and reopening,	➡	mark C for question 4.