

**OKLAHOMA SCHOOL TESTING PROGRAM  
OKLAHOMA CORE CURRICULUM TESTS**

**TEST SPECIFICATIONS**

**Social Studies  
Grade 5**



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## 1. PURPOSE

The purpose of this test is to measure Oklahoma fifth-grade students' level of proficiency in Social Studies. On the Grade 5 Social Studies Test, students are required to respond to a variety of items linked to the fifth-grade social studies content standards identified in the *Priority Academic Student Skills (PASS)*. Each Social Studies Test form tests each identified content standard and objective listed below. The following standards and objectives are intended to summarize the knowledge as identified in *PASS*.

<b><i>PASS</i> Content Standards and Objectives</b>
<b>Early Exploration</b> <ul style="list-style-type: none"><li>• Expeditions (2.1)</li><li>• Native American Reaction (2.2)</li></ul>
<b>Colonial America</b> <ul style="list-style-type: none"><li>• Settlements and Migration (3.1)</li><li>• Colonial Life (3.2)</li><li>• Individuals and Groups (3.3)</li></ul>
<b>American Revolution</b> <ul style="list-style-type: none"><li>• Causes and Results (4.1)</li><li>• Declaration of Independence (4.3)</li><li>• Individuals (4.4)</li></ul>
<b>Early Federal Period</b> <ul style="list-style-type: none"><li>• Constitutional Provisions (5.2)</li><li>• Ratification and Rights (5.3)</li></ul>
<b>Geographic Skills</b> <ul style="list-style-type: none"><li>• Maps/Charts/Graphs Usage (7.1)</li><li>• Human/Environment Interaction (7.2)</li><li>• Historical Places (7.3)</li><li>• Westward Movement (7.4)</li></ul>

**2. PRIORITY ACADEMIC STUDENT SKILLS****SOCIAL STUDIES CONTENT STANDARDS****Grade 5**

Asterisks (\*) have been used to identify objectives that must be assessed by the local school district. All other objectives may be assessed by the Oklahoma School Testing Program (OSTP).

**NOTE:** Standard 1 process skills are integrated throughout the remaining content standards and will be used to assess the content of standards 2, 3, 4, 5, and 7.

**\*Standard 1: The student will develop and demonstrate the process skills of social studies.**

- \*1. Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view.
- \*2. Construct timelines from significant events in United States history.

**Standard 2: The student will describe the early exploration of America.**

- 1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.
- 2. Identify the impact of the encounter between Native Americans and Europeans.

**Standard 3: The student will examine the growth and development of colonial America.**

- 1. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).
- 2. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, the mid-Atlantic, and the southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).
- 3. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Oglethorpe).

**Standard 4: The student will examine the lasting impact of the American Revolution.**

- 1. Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).
- \*2. Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott).

3. Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., “all men are created equal” and “life, liberty and the pursuit of happiness”).
4. Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis).

**Standard 5: The student will describe the changing nation during the early federal period.**

- \*1. Explain the purposes of government.
2. Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays’ Rebellion, and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.
3. Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states, and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Antifederalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens.
- \*4. Describe the relationship between taxation and government services.

**\*Standard 6: The student will explore the growth and progress of the new nation.**

- \*1. Describe and sequence the territorial exploration, expansion, and settlement of the United States, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- \*2. Explain the impact of Andrew Jackson’s presidency (e.g., the role of the “common man” in politics and the significance of Jackson’s Indian policy).
- \*3. Relate some of the major influences on westward expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, Manifest Destiny, and the frontier spirit) to the distribution and movement of people, goods, and services.
- \*4. Identify the ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, and steam power) created an Industrial Revolution in the United States.
- \*5. Examine the abolitionist and women’s suffrage movements and their leaders (e.g., Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony).

**Standard 7: The student will review and strengthen geographic skills.**

1. Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), encyclopedias, almanacs, dictionaries, atlases, and computer-based technologies; and construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms.
2. Evaluate how the physical environment affects humans and how humans modify their physical environment.
3. Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).
4. Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living.
- \*5. Compare and contrast how different cultures adapt to, modify, and have an impact on their physical environment (e.g., the use of natural resources, farming techniques or other land use, recycling, housing, clothing, and physical environmental constraints and hazards).

### 3. TEST STRUCTURE, FORMAT, AND SCORING

The test consists of 70 multiple-choice items, which are written at a reading level two grade levels below a fifth-grade audience and include four responses: the correct answer and three distractors. Each multiple-choice item is scored as correct or incorrect. The student's raw score is converted to a scaled score using the number correct method.

Of the 70 items, 60 items are operational and contribute to a student's scaled score. The other 10 items are field-test items and do not contribute to the student's scaled score.

#### Test Alignment with *PASS*

Criteria for Aligning the Test with the <i>PASS</i> Standards and Objectives	
<b>1. Categorical Concurrence</b>	The test is constructed so that there are at least eight items measuring each <i>PASS</i> standard. The number of items is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.
<b>2. Depth of Knowledge Consistency</b>	The test is constructed using items from a variety of Depth of Knowledge levels that are consistent with the processes students need in order to demonstrate proficiency for each <i>PASS</i> objective.
<b>3. Range of Knowledge Correspondence</b>	The test is constructed so that at least 50% of the objectives for a <i>PASS</i> standard have at least one corresponding assessment item.
<b>4. Balance of Representation</b>	The test is constructed according to the Test Blueprint which reflects the degree of representation given on the test to each <i>PASS</i> standard and objective in terms of the percent of total test items measuring each standard and the number of test items measuring each standard and/or objective.
<b>5. Source of Challenge</b>	Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted <i>PASS</i> objective or concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

**Depth of Knowledge Assessed by Test Items**

The test will, as closely as possible, reflect the following “Depth of Knowledge” distribution of items:

Depth of Knowledge	Percent of Items
Level 1—Recall of Information	20–25%
Level 2—Basic Reasoning	60–65%
Level 3—Complex Reasoning	10–15%

**Level 1** (Recall of Information) asks students to recall facts, terms, concepts, and trends or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when, and where. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe and/or explain” would require students to recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations are generally Level 1.

**Level 2** (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. This Level generally requires students to: contrast or compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; draw simple conclusions; or describe, interpret, or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view, or processes. A Level 2 “describe and/or explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

**Level 3** (Complex Reasoning) requires reasoning, using evidence, and a higher level of thinking than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Level 1 or Level 2. Items at Level 3 can include: drawing conclusions from multiple or complex stimuli; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions; or making connections across time and place to explain a concept or “big idea.”

Items may require planning, investigating, or developing. At this level, the cognitive demands may be high, the work may be very complex, and students may be required to: connect and relate

ideas and concepts within the content area; analyze and synthesize information from multiple sources; examine and explain alternative perspectives across a variety of sources; and/or describe and illustrate how common themes and concepts are found across time and place. Students may make predictions with evidence as support.

**Note**—These descriptions are adapted from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21-24, 2001, Version 2.0.

For an extended description of each Depth of Knowledge level, see the student assessment Web site at <<http://sde.state.ok.us>>.



### Test Blueprint

The Test Blueprint reflects the degree to which each *PASS* Standard and Objective is represented on the test. The overall distribution of operational items in a test form is intended to match as follows:

<i>PASS</i> Standards & Objectives	Reported on Student Reports*	Ideal Number of Items for Alignment to <i>PASS</i> **	Approximate Percentage of Items on 2008 Test***
<b>Early Exploration</b>	<b>Y</b>	<b>8</b>	<b>13%</b>
Expeditions (2.1)	Y	4	
Native American Reaction (2.2)	Y	4	
<b>Colonial America</b>	<b>Y</b>	<b>12</b>	<b>20%</b>
Settlements and Migration (3.1)	Y	4	
Colonial Life (3.2)	Y	4	
Individuals and Groups (3.3)	Y	4	
<b>American Revolution</b>	<b>Y</b>	<b>12</b>	<b>20%</b>
Causes and Results (4.1)	Y	4	
Declaration of Independence (4.3)	Y	4	
Individuals (4.4)	Y	4	
<b>Early Federal Period</b>	<b>Y</b>	<b>8</b>	<b>13%</b>
Constitutional Provisions (5.2)	Y	4	
Ratification and Rights (5.3)	Y	4	
<b>Geographic Skills</b>	<b>Y</b>	<b>20</b>	<b>33%</b>
Maps/Charts/Graphs Usage (7.1)	Y	7	
Human/Environment Interaction (7.2)	Y	5	
Historical Places (7.3)	Y	4	
Westward Movement (7.4)	Y	4	
<b>Total Test</b>		<b>60</b>	<b>100%</b>

\* A minimum of four items is required to report results for a standard or objective.

\*\* While the actual number of items on the test may not match the blueprint, each future test will move toward closer alignment with the ideal blueprint.

\*\*\* Percents are approximations and may result in a sum other than 100 due to rounding.

- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column indicates whether an individual student's report will contain this information.
- Third column represents the goal for aligning the OCCT to the *PASS* standards and objectives.
- Fourth column represents the approximate percentage of items from each standard on the 2008 test.

### **Scoring Criteria**

Scoring criteria focus on the clear understanding of the historical, governmental, and geographical aspects of the United States and the effective understanding, application, and analysis of this knowledge.

#### 4. GENERAL CONSIDERATIONS

##### Oklahoma Core Curriculum Tests

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each multiple choice subject test is divided into two separate sections. These two sections of the test may be administered on the same day with a break given between the sections or on consecutive days. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time. There are a total of five subject tests for Grade 5 reflecting the following:

##### **Writing Test**

###### **Section 1**

Approximately:

- Preparation for test administration 20 minutes
- Administering the Writing Test 50 minutes

Total: Approximately 70 minutes

###### **Section 2**

- Preparation for test administration 5 minutes
- Administering the Writing Test 50 minutes

Total: Approximately 55 minutes

<p><b>Mathematics Test Session</b></p> <p><b><u>Section 1</u></b> Approximately:</p> <ul style="list-style-type: none"> <li>Preparation for test administration 20 minutes</li> <li>Administering the Mathematics Test; <b>no calculators are allowed</b> during this test 30 minutes</li> </ul> <p>Total: Approximately 50 minutes</p> <p><b><u>Section 2</u></b></p> <ul style="list-style-type: none"> <li>Preparation for test administration 5 minutes</li> <li>Administering the Mathematics Test; <b>no calculators are allowed</b> during this test 30 minutes</li> </ul> <p>Total: Approximately 35 minutes</p>	<p><b>Reading Test Session</b></p> <p><b><u>Section 1</u></b> Approximately:</p> <ul style="list-style-type: none"> <li>Preparation for test administration 10 minutes</li> <li>Administering the Reading Test 45 minutes</li> </ul> <p>Total: Approximately 55 minutes</p> <p><b><u>Section 2</u></b></p> <ul style="list-style-type: none"> <li>Preparation for test administration 5 minutes</li> <li>Administering the Reading Test 45 minutes</li> </ul> <p>Total: Approximately 50 minutes</p>
<p><b>Social Studies Test Session</b></p> <p><b><u>Section 1</u></b> Approximately:</p> <ul style="list-style-type: none"> <li>Preparation for test administration 10 minutes</li> <li>Administering the Social Studies Test 30 minutes</li> </ul> <p>Total: Approximately 40 minutes</p> <p><b><u>Section 2</u></b></p> <ul style="list-style-type: none"> <li>Preparation for test administration 5 minutes</li> <li>Administering the Social Studies Test 30 minutes</li> </ul> <p>Total: Approximately 35 minutes</p>	<p><b>Science Test Session</b></p> <p><b><u>Section 1</u></b> Approximately:</p> <ul style="list-style-type: none"> <li>Preparation for test administration 10 minutes</li> <li>Administering the Science Test 30 minutes</li> </ul> <p>Total: Approximately 40 minutes</p> <p><b><u>Section 2</u></b></p> <ul style="list-style-type: none"> <li>Preparation for test administration 5 minutes</li> <li>Administering the Science Test 30 minutes</li> </ul> <p>Total: Approximately 35 minutes</p>

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all *PASS* standards and objectives listed in the Test Blueprints for Grade 5.
3. To the greatest extent possible, no item or response choice clues the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item-Review Committees are assigned a *PASS* standard and/or objective. The Test Blueprints and score reports reflect the degree to which each *PASS* standard and/or objective is represented on the test.
5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers are approximately equally distributed among As, Bs, Cs, and Ds.
7. The four choices are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
8. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
9. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
10. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
11. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand it in the same way.
12. It is not possible to measure every *PASS* objective on the test. However, at least 50% of the objectives from each *PASS* standard are included on the test.
13. The range of items measuring a *PASS* objective consisting of more than one skill will provide a balanced representation of those skills.
14. Items are focused on what all children should know and be able to do as they exit fifth grade.

15. The responses “Both of the above,” “All of the above,” “None of the above,” and “Neither of the above” are not used.
16. The material presented is balanced, culturally diverse, well-written, and of interest to fifth-grade students. The stimuli and items are presented fairly in order to gain a true picture of students’ skills.
17. Across all forms, a balance of gender and active/passive roles by gender is maintained.
18. Forms attempt to represent the ethnic diversity of Oklahoma students.
19. No resource materials or calculators may be used by students during the test (unless such an accommodation is identified in the student’s IEP).
20. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
21. In addition to the 60 operational items, there are 10 field-test items per form.
22. Permission to use stimuli from copyrighted material is obtained as necessary by Educational Testing Service.

**Item Types**

Each multiple-choice item has four responses—the correct answer and three distractors. Distractors are developed based on the types of errors students are most likely to make.

For Item-Review Committee purposes, information regarding the *PASS* standard(s) and objectives addressed, item format, and correct answer key accompany each item.

Each item begins with a stem that asks a question or poses a clear problem. A stem seldom includes an incomplete sentence.

Most stems are positively worded—avoiding the use of the word not. If a negative is required, the format is “All of the following . . . except.”

A stimulus that gives information must precede a question or a set of questions.

**Stimulus Materials**

Stimulus materials are the passages, graphs, models, figures, etc., that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. When students are given information to evaluate, they should know the research question and the purpose of the research.
2. Passages, graphics, tables, etc., provide sufficient information for assessment of multiple standards.
3. Stimulus materials for a set of items may be a combination of multiple stimuli.
4. Information in stimulus materials is representative of what students would encounter in or beyond school.
5. For conceptual items, stimulus materials are necessary but not conceptually sufficient for student response.
6. There is a balance of graphic and textual stimulus materials within a test form. At least 50% of the items have appropriate pictorial and graphical representations. Graphs, tables, or figures are clearly associated with their intended items. Graphics appear either on the same page as the stimulus or on the facing page.