

Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

Test Specifications



Social Studies

Introduction

The Test Specifications provide an overview of the structure and content of Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). This overview includes a description of the test design as well as information on the items that will appear on the test. Also included is a test blueprint, a document that identifies the range and distribution of items grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio’s AASCD. This document is a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

Test Design Overview

The AASCD is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio’s statewide assessment and accountability programs. A student who qualifies for the AASCD is unable to participate in the state’s regular assessment, even with allowable accommodations. However, it is expected that the majority of students who take the AASCD will require supports and accessibility features to access or respond to the test. This is considered in the test design and the AASCD does allow for most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student.

There are three test modes for the AASCD; online, supplemental and full paper. Supplemental braille materials are also available to be used with the supplemental and full paper test modes. Regardless of test mode, questions cannot be skipped and must be administered in the order they are presented. Tests are given at each individual grade level and consist of 50 questions per test. The questions are of varying complexity levels and all questions created for the AASCD align to Ohio’s Learning Standards-Extended.

Complexity Levels

The Ohio Learning Standards-Extended (OSL-E) include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the Ohio Learning Standards (OLS). The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. **It is important to move from left to right when reading the extensions.** To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. **It’s important to note that no one should categorize students according to an extension level.** Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

Blueprints

Test blueprints serve as a guide for test construction and provide an outline of the content and skills to be measured on the test. They contain information about individual tests, including the reporting category, the learning standards included for each reporting category, the item range for each reporting category and total test items for each test.

High School Social Studies			
Reporting Categories	Learning Standards*	Item Range	Total Test Items
American Government	AMG.9-12.3, AMG.9-12.5, AMG.9-12.6, AMG.9-12.7, AMG.9-12.8, AMG.9-12.12, AMG.9-12.14, AMG.9-12.16, AMG.9-12.17	10 - 18	40
American History	AMH.9-12.2, AMH.9-12.4, AMH.9-12.5, AMH.9-12.9, AMH.9-12.10, AMH.9-12.11, AMH.9-12.12, AMH.9-12.13, AMH.9-12.14, AMH.9-12.16, AMH.9-12.18, AMH.9-12.19, AMH.9-12.20, AMH.9-12.21, AMH.9-12.22, AMH.9-12.23, AMH.9-12.25, AMH.9-12.27, AMH.9-12.28, AMH.9-12.29, AMH.9-12.31	10 - 18	
Economics and Financial Literacy and World Geography	EFL.9-12.3, EFL.9-12.5, EFL.9-12.9, EFL.9-12.13, EFL.9-12.16, EFL.9-12.18, EFL.9-12.20, EFL.9-12.25, WG.9-12.1, WG.9-12.6, WG.9-12.7, WG.9-12.8, WG.9-12.9, WG.9-12.12, WG.9-12.13	10 - 14	

*All of the extensions for each learning standard are eligible for inclusion in the assessment.

Access Limitations

Blind and visually impaired students can be administered the AASCD online. These students should be marked in TIDE with a test mode of online (O) and also flagged in TIDE or the TA Interface as Yes under the Access Limited – Blind setting. Indicating Yes under this setting will prevent these students from receiving items on the online test that are flagged as access limited for blind or visually impaired students.

Items are flagged as access limited for blind or visually impaired students if a visual element that cannot be described with words is critical to answering the question. Items should only depend on visual elements where that is necessary to assess the extended standard.

Early-Stopping Rule

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

The Student Interface and DEI have a built-in early stopping rule, which will automatically stop the test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject. Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject. If the student is able to provide a discernible response to at least one of the first four items for a test subject, the administrator should continue the assessment.

The first four items on every test mode are fixed and are low complexity items. Low complexity items are selected for the first four items to give students a chance to demonstrate that they can provide a response.

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.3 Issues can be analyzed through the critical use of credible sources.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Select and/or use relevant and credible informational sources to investigate a current issue.	Use two related credible sources of information to describe a current issue.	Recognize a credible source of information that describes a current issue or issues.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	According to the news article, how can the U.S. improve relations with Russia?
Moderate Complexity Level B	According to the authors, what are the major disagreements between the US and Russia?
Low Complexity Level C	Which one is a credible source?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.5 As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).	Identify key principles of the U.S. Constitution that provide the structure to the government of the United States.	Identify the U.S. Constitution is related to the creation of the government in the United States.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Assessable content is limited to basic principles of the U.S. government (e.g., separation of powers, checks and balances, federalism, three branches of government).		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which is an example of checks and balances?
Moderate Complexity Level B	Which principle of the U.S. Constitution divides power between the federal government and a state government?
Low Complexity Level C	Which document provides for all of the laws in the United States?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.6 The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	Identify a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How did the Anti-Federalist Papers influence the Bill of Rights?
Moderate Complexity Level B	What was the main argument in the excerpt from Anti-Federalist Paper #1?
Low Complexity Level C	Which documents argued for the ratification of the U.S. Constitution?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.7 Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how and why the U.S. Constitution has been or can be changed.	Identify a specific change to the U.S. Constitution resulting from informal practices.	Identify a method of change to the U.S. Constitution.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Assessable content is limited to well-known amendments (e.g., the Bill of Rights; the 13th, 14th and 19th Amendments).		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How can the U.S. Congress change the U.S. Constitution?
Moderate Complexity Level B	Which change to the U.S. Constitution is an example of an informal change?
Low Complexity Level C	When the Civil War ended, what did the government do to change the U.S. Constitution?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Summarize a civil liberty protected in the Bill of Rights.	Identify a civil liberty listed in the Bill of Rights and its definition.	Match an amendment to the civil liberty it protects (e.g., 1st amendment to Freedom of Speech, Religion, Press, Petition and Assembly).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Only focus on the Bill of Rights.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does the fifth amendment protect?
Moderate Complexity Level B	What is one civil liberty protected in the Bill of Rights?
Low Complexity Level C	Which amendment protects freedom of speech?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.12 Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain ways the different people/groups in government can limit each other's powers (e.g., checks and balances).	Explain how the three branches of the government work together.	Match the branches of government with one of their respective duties.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Assessable content is limited to common actions by the branches of government (e.g., the legislature passes laws; the executive branch signs bills into laws and enforces laws; the judicial branch oversees the courts and determines the constitutionality of laws).		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How does a bill become a law?
Moderate Complexity Level B	Which branch of government is in charge of the courts?
Low Complexity Level C	Who creates the laws in the United States?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.14 In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities, which help define how people use their rights and which require respect for the rights of others.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Given a right from the U.S. Constitution, explain the right and the responsibilities.	Identify a right in the U.S. Constitution that affects high school students (e.g., voting age of 18, I turn 18 next month).	Identify a right as provided by the U.S. Constitution.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Assessable content is limited to common rights (e.g., vote, free speech, religion) and responsibilities (e.g., do homework, respect others in the classroom, clean up after yourself).		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does freedom of speech mean?
Moderate Complexity Level B	Which is a right that affects high school students?
Low Complexity Level C	Which is a right granted by the U.S. Constitution?

Content Area	Social Studies		
Strand	American Government		
Reporting Category	American Government		
Gen-Ed Standard	AMG.9-12.16 As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	AMG.9-12.16a Compare and contrast the Ohio Constitution with the federal Constitution to identify similarities that protect the people of Ohio.	AMG.9-12.16b Explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio.	AMG.9-12.16c Select ways the Ohio Constitution protects the needs of the people.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How are the Ohio Constitution and federal Constitution similar?
Moderate Complexity Level B	How do the U.S. and Ohio Constitutions help to educate students living in the state of Ohio?
Low Complexity Level C	Which rights does the Ohio Constitution protect?

Content Area	Social Studies		
Strand	American Government		
Gen-Ed Standard	AMG.9-12.17 Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify steps that need to be taken to make a positive change in the school or local community.	Contribute to planning or participating in a group activity to make a change in the school or community.	Actively participate in a group activity to make a change in the school.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	If a group of students wants to clean up a park, which step should they take first?
Moderate Complexity Level B	If students want to clean a park, what equipment is needed?
Low Complexity Level C	What is one way a group could make a positive change in a school?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.2 Historians develop theses and use evidence to support or refute positions.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Develop a thesis to support or refute a position.	Given a thesis, identify a piece of evidence that supports it.	Identify a thesis statement or main idea of a historical text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which claim supports the position that Reconstruction improved the lives of African-Americans?
Moderate Complexity Level B	Which detail supports the claim that World War II was the most destructive war?
Low Complexity Level C	What is the main idea of Lincoln’s Gettysburg Address?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.4 The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	State the three unalienable rights in the Declaration of Independence and define “consent of the people.”	State the three unalienable rights in the Declaration of Independence.	Identify one of the unalienable rights in the Declaration of Independence.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does <u>consent of the people</u> mean?
Moderate Complexity Level B	Which unalienable rights can be found in the Declaration of Independence?
Low Complexity Level C	Which is an unalienable right noted in the Declaration of Independence?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.5 The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the importance of the Northwest Ordinance in establishing educational institutions.	Identify a right listed in the Northwest Ordinance that is not in the Declaration of Independence that relates to life, liberty or the pursuit of happiness.	Identify a right listed in the Northwest Ordinance.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which is an effect of the Northwest Ordinance?
Moderate Complexity Level B	Which is a right found only in the Northwest Ordinance?
Low Complexity Level C	Which is one right found in the Northwest Ordinance?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.9 The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business and violence toward supporters of organized labor.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe what a labor union represents for positive and negative influences on industrialization.	Identify a grievance a labor employee might have.	Identify a career that might be associated with a labor union.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How did labor unions influence industrialization?
Moderate Complexity Level B	Which complaint can a labor union help solve?
Low Complexity Level C	Which career can be associated with a labor union?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.10 Immigration, internal migration and urbanization transformed American life.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Distinguish between immigration and internal migration and explain why a person might migrate or immigrate.	Identify why a person might migrate to another region of the U.S.	Identify the meanings of immigration and migration.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What is the difference between immigration and internal migration?
Moderate Complexity Level B	Which factor could lead someone to migrate to another region in the United States?
Low Complexity Level C	What is immigration?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.11 Continued settlement by Americans in the west intensified conflict with American Indians and reinforced the policy of the reservation system.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how Westward Expansion affected American Indians.	Identify why Americans continued to move west.	Identify the meaning of settlement.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which is a negative impact of westward expansion on Native Americans?
Moderate Complexity Level B	Which was a factor in many Americans' decisions to move west?
Low Complexity Level C	What is a settlement?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.12 Following Reconstruction, old political and social structures reemerged, and racial discrimination was institutionalized.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe racial discrimination practices in post-Reconstruction America.	Define a separate-but-equal practice that was institutionalized with the passage of the Jim Crow laws.	Identify the meaning of racial discrimination.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which is an example of how African-Americans were treated post-Reconstruction?
Moderate Complexity Level B	What is one example of segregation during the Jim Crow era?
Low Complexity Level C	What is racial discrimination?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.13 The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe an ill of American society during the Progressive era and its proposed solution.	Categorize ills of American society as stemming from industrial capitalism, urbanization or political corruption.	Identify one American social ill that stems from industrial capitalism, urbanization and/or political corruption.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How did Progressives resist political corruption?
Moderate Complexity Level B	What was a major cause of poverty during the Progressive Era?
Low Complexity Level C	What was one negative effect of industrial capitalism during the progressive era?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.14 As a result of overseas expansion, the Spanish- American War and World War I, the United States emerged as a world power.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how the United States had economic prosperity after World War I when the European countries had to focus on rebuilding.	Define the benefits of fighting a war “not on American soil.”	Identify the meaning of “a world power.”
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What kind of economic status did the U.S. have after World War I?
Moderate Complexity Level B	Why would the U.S. want to avoid fighting on their own territory during World War I?
Low Complexity Level C	What does “world power” refer to?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.16 Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how a negative political cartoon might affect social unrest and violence.	Describe how negative stereotypes affect a group or community	Distinguish political posters, cartoons and presentations from nonpolitical posters, cartoons and presentations.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How does a negative cartoon influence people?
Moderate Complexity Level B	How does a negative stereotype affect how a group of people are viewed?
Low Complexity Level C	Which one is a political poster?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.18 Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change.	Define the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.	Identify pictures relevant to the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What was the impact of the Harlem Renaissance on U.S. society?
Moderate Complexity Level B	What was the Harlem Renaissance?
Low Complexity Level C	Which picture is from the women’s suffrage movement?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.19 The Great Depression was caused, in part, by the federal government’s monetary policies, stock-market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain one reason for the Great Depression.	Describe life during the Great Depression.	Identify the Great Depression as a time when millions of people were unemployed and had little money.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Events from U.S. History referred to within the Ohio Academic Content Standards for social studies, grades 9–12.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What was one cause of the Great Depression?
Moderate Complexity Level B	How did the Great Depression affect people’s lifestyles?
Low Complexity Level C	What was the Great Depression?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.20 During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe the events that brought the United States into World War II.	List one pro-isolationist argument and one pro-interventionist argument.	Identify the results of an agreement or disagreement.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which event caused the United States to enter World War II?
Moderate Complexity Level B	Which is one argument that can be used to persuade against entering a conflict?
Low Complexity Level C	Which is a positive effect of reaching an agreement?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.21 United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how the mobilization of resources during World War II affected American society.	Describe what rationing of supplies might mean to a family.	Identify an example of rationing.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which event had a positive effect on American society during World War II?
Moderate Complexity Level B	How did the rationing of supplies affect a family?
Low Complexity Level C	Which picture shows rationing?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.22 Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how atomic weapons and world superpowers are related.	Define nuclear age.	Identify the highly destructive weapon created in the nuclear age.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How were atomic weapons used by a superpower at the end of World War II?
Moderate Complexity Level B	What is the meaning of nuclear age?
Low Complexity Level C	Which is a picture of something created in the nuclear age?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.23 The United States followed a policy of containment during the Cold War in response to the spread of Communism.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe how the United States tried to contain Communism during the Cold War	Explain the difference between Communism and democracy.	Identify a Communist country and a democratic country from the Cold War era.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which is a way the U.S tried to contain Communism?
Moderate Complexity Level B	What is one major difference between Communism and democracy?
Low Complexity Level C	Which country practiced Communism during the Cold War era?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.25 The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how Korea and/or Vietnam exemplified the policy of containment during the Cold War.	Explain what “cold war” means.	Identify countries involved in the Korean and/or Vietnam wars.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How was the Korean War an example of containment?
Moderate Complexity Level B	What does “Cold War” mean?
Low Complexity Level C	Which country was involved in the Korean War?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.27 Following World War II, the United States experienced a struggle for racial and gender equality and the expansion of civil rights.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how African Americans and women continued their efforts to gain their civil rights following World War II.	Identify a famous African American and/or woman and their contributions to post–World War II society.	Identify a right of women, African Americans or minorities were fighting for during the civil rights era.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Assessable content is limited to well-known leaders (Martin Luther King Jr., Malcolm X).		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How did African-Americans fight injustice after World War II?
Moderate Complexity Level B	How did Malcolm X impact the civil rights movement?
Low Complexity Level C	Which shows a struggle that women faced during the civil rights era?

Content Area	Social Studies		
Strand	Language		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.28 The postwar economic boom and advances in science and technology produced changes in American life.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how advancements in technology contributed to changes in society after World War II.	Identify a post– World War II technology and explain how it improved a way of life.	Identify a technological advancement that influenced society following World War II.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How did technological advances impact society after World War II?
Moderate Complexity Level B	How did the development of computers affect the way people lived after World War II?
Low Complexity Level C	What is one example of how technology impacted society after World War II?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.29 The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify and research one immigrant group; explain where they settled and what they did (e.g., home, work).	Identify causes and effects of the migrations from the Rust Belt to the Sun Belt.	Match Rust Belt and Sun belt with their definitions.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	According to the map, why did Chinese immigrants settle here?
Moderate Complexity Level B	Why did people move from the Rust Belt to the Sun Belt?
Low Complexity Level C	Which one shows the Rust Belt?

Content Area	Social Studies		
Strand	American History		
Reporting Category	American History		
Gen-Ed Standard	AMH.9-12.31 Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe a post–Cold War technological development and its impact.	Describe the growth and use of computers in one or more facet(s) of daily life.	Identify computers and how they are used, and describe how they affect daily life.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How has the internet impacted daily life?
Moderate Complexity Level B	How has the growth of computers contributed to communication?
Low Complexity Level C	Which picture shows how computers are used?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.3 People cannot have all the goods and services they want and, as a result, must choose some things and give up others.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Provide examples of economic decisions based on a scenario involving the concepts of trade-off, opportunity cost or scarcity.	Describe how goods are produced and/or services are provided based on the wants and/or needs of consumers.	Distinguish between goods and services.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	If a certain good is scarce, what types of economic decisions would someone make?
Moderate Complexity Level B	How does high consumer demand affect the production of goods?
Low Complexity Level C	Which picture represents a service?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.5 Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe how prices are determined by the interaction of supply and demand.	Identify items that are readily available and/or items that are scarce in the local community.	Identify an item that is readily available.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What happens to prices when people start buying swimsuits in the summer?
Moderate Complexity Level B	Which of these items is hard to find in a sporting goods store?
Low Complexity Level C	What is one item that someone can easily purchase?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.9 When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare products produced in various regions or nations to determine the advantages.	Identify goods imported to or exported from the United States.	Identify a good imported to the United States.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	Assessable content is limited to common items (e.g., cars, food) produced in the United States and in the local community.		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What advantages do bananas from Latin America have over those from Europe?
Moderate Complexity Level B	Which good has been exported from the United States?
Low Complexity Level C	Which good has been imported to the United States?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.13 Financial decision-making involves considering alternatives by examining costs and benefits.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Create a simulated personal financial plan that includes short- and long-term goals.	Create a simple personal financial plan that includes considerations for money needed for routine expenses and saving for particular needs and wants.	Categorize needs and wants as part of a financial planning process.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	According to this financial plan, how many weeks will Liz need to work to make \$200?
Moderate Complexity Level B	According to this financial plan, how much money did Liz spend in one week?
Low Complexity Level C	Which picture shows a need?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.16 Saving and investing help to build wealth.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Create a plan for saving money based on income and expenses.	Identify strategies for saving money (e.g., select cheaper item, budget, choose not to purchase, compare prices, use coupons, etc.).	Identify locations to store saved money (e.g., piggy bank, bank account).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Based on the chart, how much money can Dwayne save during the month of September?
Moderate Complexity Level B	How can Dwayne make sure he does not run out of money on his shopping trip?
Low Complexity Level C	Where can Dwayne store his saved money?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.18 Different costs and benefits are associated with saving and investing alternatives.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify purposes of saving or investing.	List some alternatives to traditional savings.	Identify one alternative to traditional savings.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Based on the chart, when would it be a good idea for Shakira to invest in company A?
Moderate Complexity Level B	How can Shakira save money?
Low Complexity Level C	What is one useful way Shakira can save her money?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.20 There are costs and benefits associated with various sources of credit available from different types of financial institutions.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe the advantages and disadvantages of different ways to borrow money (e.g., credit card, bank, family loan).	Identify different ways to borrow money.	Identify one method of borrowing money.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Why is it better for Hala to borrow money from her aunt?
Moderate Complexity Level B	Which shows a way Stacy can borrow money?
Low Complexity Level C	Which one shows how Stacy can borrow money?

Content Area	Social Studies		
Strand	Economics and Financial Literacy		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	EFL.9-12.25 Steps can be taken to safeguard one’s personal financial information and reduce the risk of loss.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe reasons to safeguard personal financial information.	Identify ways to keep financial information safe (e.g., don’t share personal financial information with others, store checkbook in desk, protect computer passwords).	Identify safe locations to carry personal money (e.g., wallet, purse).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What may happen if someone learns your credit card number?
Moderate Complexity Level B	What can you do to keep your credit card safe?
Low Complexity Level C	What can Dwayne use to keep his money safe?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.1 Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Define the properties and functions of a geographic representation (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, remote sensing, geographic visualizations).	Identify the properties and functions of a specific map to determine its purpose (e.g., weather, location, store locations, bus line).	Sort maps based on their purpose.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What are the parts of a graph and what is it used for?
Moderate Complexity Level B	What is a topographic map used for?
Low Complexity Level C	Which map is used to determine land elevation?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.6 There are costs and benefits of using renewable, non-renewable and flow resources (e.g., availability, sustainability, environmental impact, expense).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare and contrast the costs and benefits of using renewable and nonrenewable resources.	Match a renewable and non-renewable resources with its cost or benefit.	Identify resources that are renewable and nonrenewable.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How are solar power and fossil fuels different?
Moderate Complexity Level B	Which is a benefit of fossil fuels?
Low Complexity Level C	Which is a nonrenewable resource?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.7 Human interaction with the environment is affected by cultural characteristics and technological resources (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Research how human interactions within the environment are affected by culture and by technological resources.	Identify a cultural characteristic or technological resource that is affected by human interaction.	Match a cultural characteristic or technological resource and how it is affected by human interaction (e.g., plowing with oxen vs. plowing with tractors).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Based on the chart, how was the development of a new neighborhood influenced?
Moderate Complexity Level B	Based on the chart, how did tractors affect the early farmers?
Low Complexity Level C	Which resource positively affected farmers?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.8 Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Research and explain factors that contribute to human migrations.	Describe factors that contribute to human migrations.	Identify a factor that contributes to human migrations.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Why did humans migrate?
Moderate Complexity Level B	How did war contribute to humans' decision to migrate?
Low Complexity Level C	Which is a reason for human migration?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.9 Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the impact immigration has, over time, for a geographical area (e.g., new stores, restaurants, buildings, parks, etc.).	Identify several impacts of human migrations to a given area over time (e.g., road expansion, new schools, more restaurants, etc.).	Identify an impact of human migrations to a given area over time (e.g., road expansion, new schools, more restaurants, etc.).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What kind of impact does mass migration have on a city over time?
Moderate Complexity Level B	Which impact occurs when many people migrate to a city?
Low Complexity Level C	What will happen to a rural neighborhood when people move into it?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.12 The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain ways that a region changes due to human activity (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	Identify changes that have occurred in various regions over time.	Identify a change that has occurred in a given region over time.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What process does a colony go through to become an independent state?
Moderate Complexity Level B	How has Europe changed over time?
Low Complexity Level C	What is one change the Amazon Rainforest has gone through?

Content Area	Social Studies		
Strand	World Geography		
Reporting Category	Economics and Financial Literacy and World Geography		
Gen-Ed Standard	WG.9-12.13 There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare and contrast the interconnections among physical and human regions, the characteristics of an identified region.	Describe physical and human characteristics of a region.	Identify human or physical characteristics of a region.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	None		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	How does the topography of Russia compare to Portugal?
Moderate Complexity Level B	Which is a description about the population of Iran?
Low Complexity Level C	What type of landforms are in western Australia?