End-of-Course Exams

U.S. History

What Is the EOC Test Format?

- The EOC tests include both multiple- choice and constructed-response items.
- Each section has 35-38 multiple-choice items that can be administered in two, 45-minute sessions or one, 90-minute session.
- The constructed-response session will consist of 2 questions and can be administered in 45 minutes.

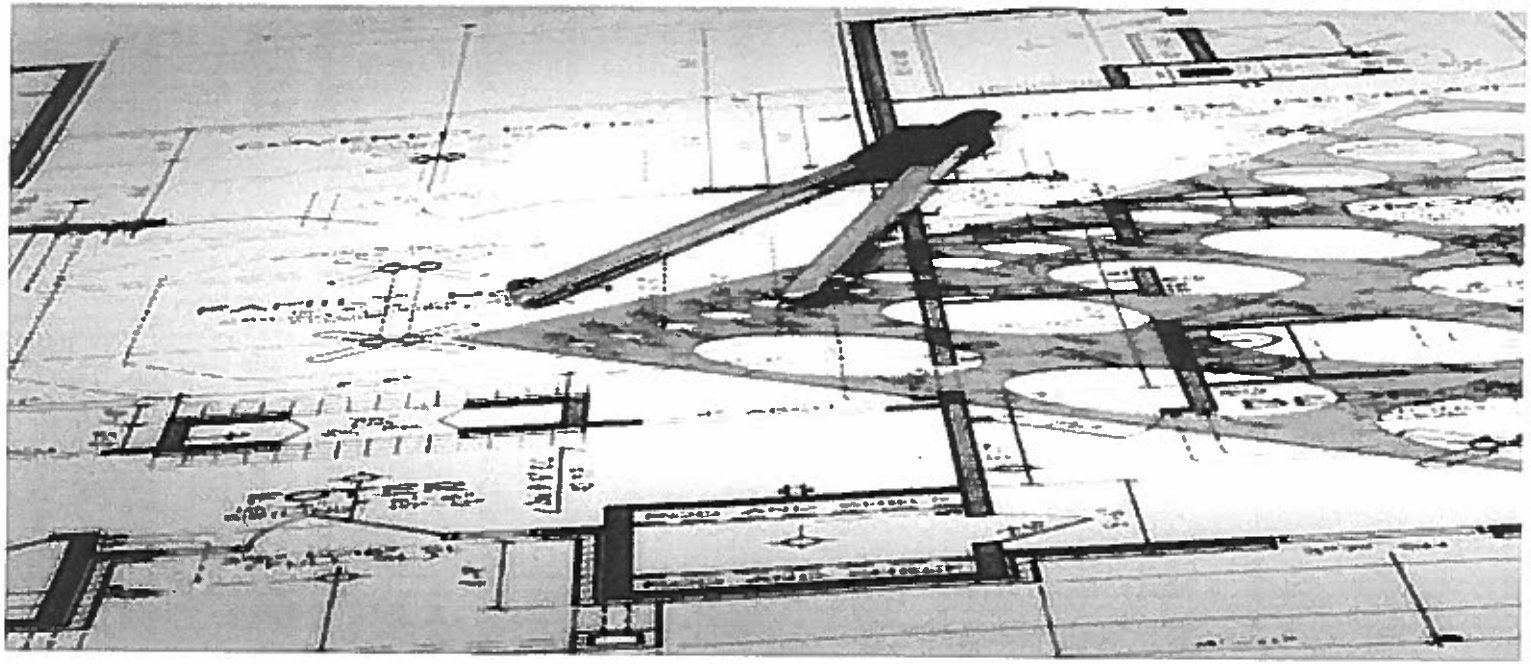
When and How Are EOC Assessments Administered?

- Multiple testing windows will be available during the school year.
- The EOC assessments can be administered throughout the year as students earn credit in each course.
- The multiple-choice items may be completed online or on paper.

EOC U.S. History

- While Kentucky requires students to take the QualityCore® EOC exams, the Commonwealth **does not require** teachers to use the QualityCore® educator resources.
- These resources are available to support teachers as they implement Core Content 4.1 and their locally-developed curriculum.
- The QualityCore® resources for U.S. History may provide a useful supplement, **but it is NOT a replacement curriculum.**

End-of-Course Test Blueprint



U.S. History EOC Test Blueprint

Reporting category	Percent of multiple-choice items
Building a Nation (B*)	20–30
Rebuilding a Nation (C)	20–30
Challenges at Home and Abroad (D)	20–30
America Since World War II (E)	20–30
Total	100

*Code indicates specific QualityCore objective(s) with which the reporting category is aligned.
**Constructed-response module consists of two items from the indicated reporting categories.

Depth of Knowledge	Percent of multiple-choice items
Level 1 — Recall	20–30
Level 2 — Basic Reasoning	40–50
Level 3 — Complex Reasoning/Strategic Thinking	20–30
Total	100

Sample Objectives by Reporting Category: Building a Nation (Colonization to circa 1877)

- Identify the reasons for colonization and analyze its impacts
- Evaluate the causes and course of the American Revolution and the subsequent development of government
- Evaluate political and territorial changes resulting from westward expansion in the early nineteenth century
- Analyze social and political discord and the growth of sectional conflict in the antebellum period
- Evaluate the technological, social, and strategic aspects of the Civil War
- Evaluate the social, economic, and political impact of Reconstruction on the South and the rest of the U.S.

Sample Objectives by Reporting Category: Rebuilding a Nation (circa 1877 to circa 1914)

- Identify and evaluate issues associated with the development of the American West
- Analyze the growth and impacts of business and industry in the late nineteenth and early twentieth centuries
- Compare the experiences of various social groups and political movements during the late nineteenth and early twentieth centuries
- Identify and evaluate factors that influenced U.S. activity abroad during the late nineteenth and early twentieth centuries

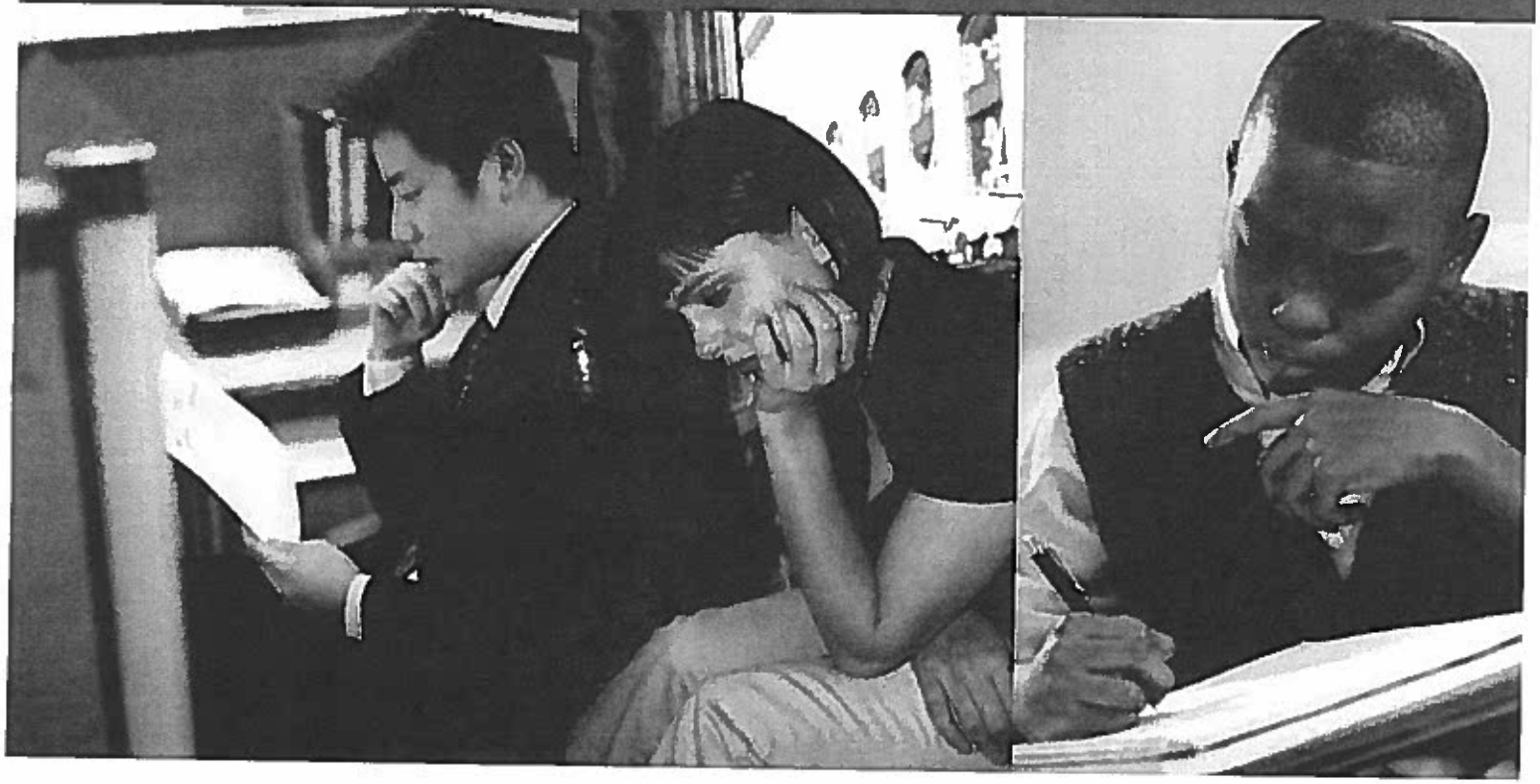
Sample Objectives by Reporting Category: Challenges at Home and Abroad (circa 1914 to 1945)

- Analyze the causes, course, and enduring impacts of World War I
- Identify and evaluate societal changes of the 1920s
- Explain the various causes and impacts of the Great Depression and the significance of the New Deal

Sample Objectives by Reporting Category: America Since World War II (1945 to present)

- Analyze the origins and major events of the Cold War and U.S. foreign policy since World War II
- Identify and evaluate major domestic issues and responses of the presidential administrations since World War II
- Identify events and individuals of the civil rights, human rights, and counterculture movements and evaluate their impacts
- Evaluate the political and social impacts of the Vietnam War
- Identify major contemporary social, environmental, and political issues, and evaluate the U.S. role in world events
- Identify the significant military and political aspects of World War II
- Evaluate the social, political, and economic impacts of World War II on the home front

EOC Thinking Processes



EOC Thinking Processes

- ACT uses the depth-of-knowledge (DOK) levels (Webb, 2002) to describe the thinking processes assessed by the EOC tests.
- Webb developed descriptions of the DOK levels specifically for social studies. He notes that some action verbs, such as "explain," "describe," and "interpret," can be classified at different levels, depending on the object of the action.

Level 1: Recall

- **Recall requires the recall of information such as a fact, term, definition, or simple procedure. Students must demonstrate a rote response or perform a simple procedure.**
- Identify, list, or define facts, terms, concepts, and trends
- Recall who, what, where, and when
- Recognize or identify specific information contained in graphics (maps, charts, etc.)
- Label locations on a map
- Describe the features of places or people

Sample Level 1 item

- Which colony was established primarily for the purpose of religious freedom?

  A. Virginia

  B. Georgia

  C. Massachusetts

  D. New York

Level 2: Basic Reasoning

- **Level 2: Basic Reasoning requires mental processing that goes beyond recalling or reproducing an answer. Students must make some decisions about how to approach a problem. The cognitive demands are more complex than in Level 1.**
- Describe the cause/effect of a particular event
- Identify patterns in events or behavior
- Contrast or compare people, places, events, and concepts
- Classify or sort items into meaningful categories
- Describe, interpret, or explain issues and problems, patterns, reasons, significance or impact, and points of view
- Convert information from one form to another

Sample level 2 item

- What event does this political cartoon from the late 19th century depict?

A. corruption with Boss Tweed

B. monopoly of Robber Barons

C. Teapot Dome scandal

D. labor union unrest in the late 19th century

Level 3: Complex Reasoning/Strategic Thinking

- **Level 3: Complex Reasoning/Strategic Thinking requires planning, thinking, explaining, justifying, using evidence, conjecturing, and postulating. The cognitive demands are complex and abstract, going beyond Level 2.**
- Develop a logical argument
- Justify "how and why" through application and evidence
- Analyze similarities and differences in issues, events, and problems
- Make connections across time and place to explain a concept
- Draw conclusions from observations
- Apply concepts to new situations
- Support ideas with details and examples

Sample level 3 item

- Assume that you are part of the TEA Party and have been protesting for the past year. President Obama has just given a speech about his plan to raise taxes and expand the role of the federal government. What is most likely your reaction?

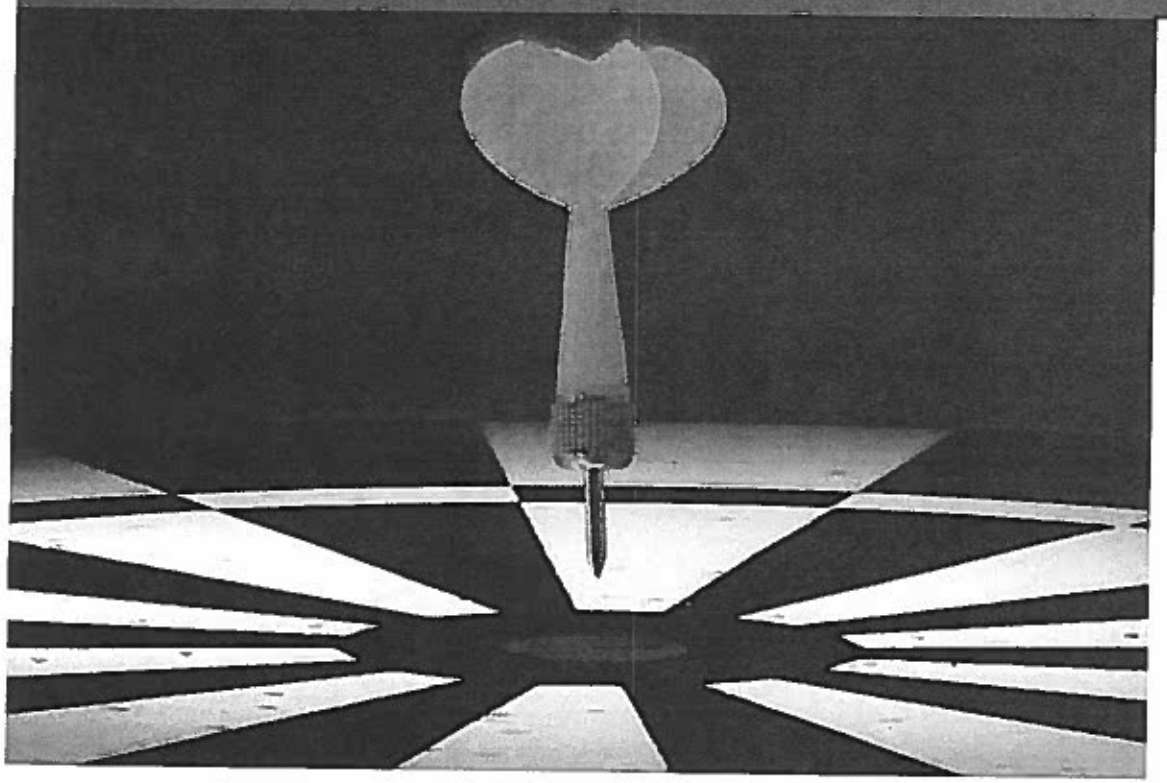
A. Discouraged, because his plan would not be progressive enough in increasing the size of government.

B. Supportive, because his plan would reflect your position on taxation and government.

C. Critical, because his plan is not dealing with environmental issues such as global warming and carbon emissions.

D. Outraged, because his plan is going to increase taxes on Americans and increase the size of government.

Alignment to Kentucky's Program of Studies



Alignment to Kentucky's Program of Studies

- Draft alignment document
- Website: http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Social+Studies/U.S.+History+ACT+End+of+Course+Alignment.htm
- Alignment issue with ACT QualityCore's Part B: Building a Nation (Colonization – Circa 1877).
- The early American History objectives are not included in the current high school social studies Program of Studies (CCA 4.1) but are supported with prior learning at the 8th grade social studies Program of Studies.

Alignment

ACT Quality Core Standards	KY Combined Curriculum Document(CCD)
A. Exploring the Skills and Strategies Underlying U.S. History	
1. Process Objectives	
a. Apply terms relevant to the content appropriately and accurately	*No direct match – Part of:* AE 2.20
b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding	SS-H-HP-U-1, SS-H-HP-S-1, SS-HS-5.1.1
c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps	SS-H-HP-S-1
d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms	SS-H-HP-U-2, SS-H-HP-S-1, SS-HS-5.1.2
e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)	SS-H-HP-S-1, SS-HS-5.1.1
f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data	SS-H-HP-U-1, SS-H-HP-U-4, SS-H-HP-S-1, SS-HS-5.1.1, SS-HS-5.1.2
g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position	*No direct match – Part of:* SS-H-HP-U-1, SS-H-HP-U-4, SS-H-HP-S-1, SS-HS-5.1.1, SS-HS-5.1.2
h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion	*No match found – Nearest connection:* SS-H-HP-S-1,SS-HS-5.1.1
i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history	SS-H-HP-U-2, SS-H-HP-U-4, SS-H-HP-S-1, SS-HS-5.1.2
j. Develop open-ended historical questions that can be addressed through historical research and interpretation	*No match found – Nearest connection:* SS-H-HP-U-4, SS-H-HP-S-1
k. Analyze how the past influences the lives of individuals and the development of societies	SS-H-HP-U-2, SS-H-HP-U-4

Alignment

B. Building a Nation (Colonization–ca. 1877)	
1. Colonization and Forging a New Nation	
a. Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-4, SS-8-HP-S-1, SS-8-HP-S-2, SS-08-5.1.1, SS-08-5.2.1*
b. Analyze religious development and its significance in colonial America (e.g., religious settlements, the Great Awakening)	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-U-4, SS-8-HP-S-1, SS-8-HP-S-2, SS-08-5.1.1, SS-08-5.2.1, SS-08-5.2.2*
c. Describe significant aspects of the variety of social structures of colonial America	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-U-4, SS-8-HP-S-1, SS-8-HP-S-2, SS-08-5.1.1, SS-08-5.2.1, SS-08-5.2.2*
d. Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America (e.g., social, political, and economic)	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-U-4, SS-8-HP-S-1, SS-8-HP-S-2, SS-08-5.1.1, SS-08-5.2.1, SS-08-5.2.2, SS-08-5.2.4*
e. Explain the origins and development of colonial governments	*No match found in HS CCD* *Prior Learning: SS-8-GC-U-1*
f. Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence	*No match found in HS CCD* *Prior Learning: SS-8-HP-S-2, SS-08-5.2.2*
g. Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-S-1, SS-8-HP-S-2, SS-08-5.1.1, SS-08-5.2.2*
h. Identify the impetus for the Constitutional Convention (limitations of government under the Articles of Confederation), and analyze the events and outcomes of the Convention (i.e., the "bundle of compromises")	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-U-4, SS-8-HP-S-1, SS-8-HP-S-2, SS-08-5.1.1, SS-08-5.2.2, SS-08-5.2.4*
i. Interpret the ideas and principles expressed in the U.S. Constitution	SS-HS-1.1.2, SS-H-GC-U-2, SS-H-GC-U-3, SS-H-GC-S-2, SS-HS-1.2.1, SS-HS-1.2.2
j. Explain the development of the Bill of Rights, and assess various debates of the day	*No match found in HS CCD* *Prior Learning: SS-8-HP-S-2, SS-08-5.2.2, SS-8-GC-U-3, SS-8-GC-U-4, SS-8-GC-S-2, SS-8-GC-S-3, SS-08-1.3.1*
k. Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century	*No match found in HS CCD* *Prior Learning: SS-8-G-U-2, SS-8-G-S-2, SS-08-4.3.1, SS-08-4.3.2, SS-8-HP-U-2, SS-8-HP-S-2, SS-8-HP-U-4, SS-08-5.2.3, SS-08-5.2.4*
l. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-S-1, SS-08-5.1.1*

Alignment

m. Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine)	*No match found in HS CCD* *No match found in 8th grade CCD – Nearest connection: SS-8-HP-S-1, SS-8-HP-S-2*
2. Antebellum America	
a. Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations)	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-4, SS-8-HP-U-5, SS-8-HP-S-2, SS-8-E-S-2, SS-08-3.4.2*
b. Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-S-2, SS-08-5.2.4*
c. Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-S-2, SS-08-5.2.2*
d. Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-4, SS-8-HP-S-2, SS-08-5.2.4*
e. Analyze the women's rights and the suffrage movements and the impact of women on other reform movements in the antebellum period	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-S-2, SS-08-5.2.4*
f. Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-4, SS-8-HP-S-2, SS-08-5.2.4*
3. Civil War and Reconstruction	
a. Identify and analyze the technological, social, and strategic aspects of the Civil War	*No match found in HS CCD* *Prior Learning: SS-8-HP-U-2, SS-8-HP-U-3, SS-8-HP-U-4, SS-8-HP-U-5, SS-8-HP-S-2, SS-08-5.2.4*
b. Explain the influence of Abraham Lincoln's philosophy of the Union and his executive actions and leadership on the course of the Civil War	*No match found in HS CCD* *No direct match in 8th grade CCD – Part of: SS-8-HP-U-3, SS-8-HP-S-1, SS-8-HP-S-2*
c. Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution	SS-H-HP-U-US1, SS-H-HP-S-1, SS-H-HP-S-3, SS-HS-5.2.1, SS-HS-1.1.2, SS-H-GC-U-2, SS-H-GC-U-3, SS-HS-1.2.2
d. Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States	SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.1
e. Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole	SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.1, SS-HS-5.2.6

Alignment

C. Rebuilding a Nation (ca. 1877–ca. 1914)	
1. Industrialization and Urbanization	
a. Evaluate the impact of new inventions and technologies of the late nineteenth century	SS-H-HP-U-4, SS-H-HP-S-3, SS-HS-5.2.2
b. Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries	SS-H-HP-U-3, SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.2, SS-HS-5.2.4
c. Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists	SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.2, SS-HS-5.2.4
d. Explain the challenges and contributions of immigrants of the late nineteenth century	SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.3
e. Explain the causes and impact of urbanization in the late nineteenth century	SS-H-HP-U-4, SS-H-HP-S-3, SS-HS-5.2.3, SS-HS-5.2.4
f. Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century	SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.4
g. Identify and evaluate the influences on the development of the American West	SS-H-HP-U-3, SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.2, SS-HS-5.2.4
h. Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century	SS-H-HP-U-US1, SS-H-HP-U-US2, SS-H-HP-S-3, SS-HS-5.2.4
2. Increasing Influence and Challenges	
a. Identify and explain significant issues and components of the Populist movement and their impacts	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4
b. Explain the origins and accomplishments of the Progressive movement	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4
c. Analyze the efforts to achieve women's suffrage in the early twentieth century	SS-H-HP-U-US1, SS-H-HP-U-US2, SS-H-HP-S-3, SS-HS-5.2.4
d. Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries	*No direct match – Part of:* SS-H-HP-S-3, SS-HS-5.2.4
e. Analyze the causes and consequences of the Spanish-American War	SS-H-HP-U-US1, SS-H-HP-U-US4, SS-H-HP-S-3, SS-HS-5.2.4
f. Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism	SS-H-HP-U-US1, SS-H-HP-U-US4, SS-H-HP-S-3, SS-HS-5.2.4

Alignment

D. Challenges at Home and Abroad (ca. 1914–1945)	
1. The United States in a Changing World	
a. Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles	SS-H-HP-U-US1, SS-H-HP-S-2, SS-H-HP-S-3, SS-HS-5.2.4
b. Describe and evaluate the impact of scientific and technological innovations of the 1920s	SS-H-HP-U-US1, SS-H-HP-U-U-4, SS-H-HP-S-3, SS-HS-5.2.4
c. Identify and evaluate the impact of new cultural movements on American society in the 1920s	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4
d. Identify the characteristics of social conflict and social change that took place in the early 1920s	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4
e. Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4, SS-HS-5.2.5
f. Explain the economic, environmental, and social impact of the Great Depression on American society	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5
g. Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic)	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5

Alignment

E. America Since World War II (1945–Present)	
1. America at War	
a. Describe circumstances at home and abroad prior to U.S. involvement in World War II	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5
b. Identify the significant military and political aspects of World War II	SS-H-HP-U-US1, SS-H-HP-U-US2, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5
c. Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5
d. Evaluate the social, political, and economic impacts of World War II on the home front	SS-H-HP-U-US1, SS-H-HP-U-US2, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5
e. Identify and evaluate the scientific and technological developments in America during and after World War II	SS-H-HP-U-4, SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.6
f. Analyze the social, cultural, and economic changes at the onset of the Cold War era	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.6
g. Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-2, SS-H-HP-U-US4, SS-H-HP-S-3, SS-HS-5.2.6
h. Describe and evaluate the political and social impact of the Vietnam War	SS-H-HP-U-3, SS-H-HP-U-US1, SS-H-HP-S-3, SS-HS-5.2.6
2. Changes at Home	
a. Analyze major domestic issues and responses of the administrations from Truman to present	SS-H-HP-U-US1, SS-H-HP-S-3, SS-5.2.6
b. Evaluate the impact of innovations in technology and communication on American society	SS-H-HP-U-US1, SS-H-HP-U-4, SS-H-HP-S-3, SS-5.2.6
c. Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact	SS-H-HP-U-US1, SS-H-HP-U-US2, SS-H-HP-S-3, SS-5.2.6
d. Evaluate the impact of changes in the national economy on contemporary American society	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-U-US4, SS-H-HP-S-3, SS-HS-5.2.6
e. Identify the major contemporary social, environmental, and political issues (e.g., immigration, global warming, terrorism), the groups involved, and the controversies engendered by those issues	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-U-US4, SS-H-HP-S-2SS-H-HP-S-3, SS-HS-5.2.7
f. Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future	SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-U-US4, SS-H-HP-S-2SS-H-HP-S-3, SS-HS-5.2.7

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