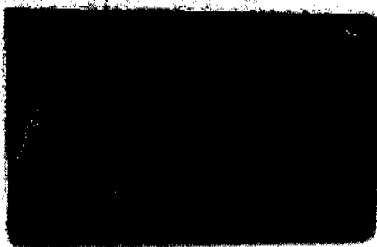


Assessments



HSA - High School Assessment

- Government
- Current Rubric
 - Social Studies Rubric Observations
- High School Assessment Terminology
- Item Development Process
- Evolution of an Item
- Teacher to Teacher: Reflections from Item Writers
- Characteristics of SRs
- Guidelines for writing Constructed Response Items - Coming Soon
- Format for BCRs
- Format for ECRs

About the State Assessments

- HSA Government
- How do we test what students have learned? HSA



● **How do we test what students have learned?(9-12)**

How are test items developed and scored?



All assessment items go through a development process that includes a review of the original item and all that remains is the rudimentary test of the original item.

● **The Scoring Process**

● **How are Constructed Responses scored?**

Evolution of an Item

- Science
- Language Arts
- Mathematics
- Social Studies

Characteristics of Good Items

- Brief Constructed Responses
- Extended Constructed Responses
- Selected Response Guide



Checklist for Item Writing

✓	Requirements
	Do the items:
	assess a specific Core Learning Goal and Indicator? <ul style="list-style-type: none"> • test knowledge within the Assessment Limits? • refrain from assessing reading comprehension or knowledge of historical developments?
	use precise action verbs and descriptive words? <ul style="list-style-type: none"> • avoid the use of “is” as the main verb in a question? • ask a question?
	require the application of critical thinking skills and avoid simple recall? <ul style="list-style-type: none"> • avoid having one- or two-word answer options or responses?
	avoid advocating a particular value that may not be common to all students? <ul style="list-style-type: none"> • refrain from using “you” or “in your opinion”?
	use appropriate vocabulary and sentence structure? <ul style="list-style-type: none"> • avoid idiomatic phrases?
	avoid problems with bias and sensitivity? <ul style="list-style-type: none"> • refrain from mentioning sensitive issues not specifically addressed by the indicator <u>and</u> terrorism, abortion, and capital punishment?
	use the approved stimulus (if the item is attached to a stimulus) in a meaningful way? <ul style="list-style-type: none"> • require the stimulus to answer the question? • assess knowledge of government principles? • refrain from testing reading comprehension?
	vary in structure from each other? <ul style="list-style-type: none"> • avoid repeating too often the same stem structure such as “Which of these . . .”? • avoid always having the concept to be assessed in the answer options, and never in the stem? • have answer options which vary in length from other answer options?

Checklist for Constructed Response Items

✓	Requirements
	Do the items:
	elicit a full range of responses – from minimal (with a score of 0 on the scoring rubric) to complete (4)?
	include a model response (with a score of 4) and answer cues? <ul style="list-style-type: none"> • allow for a 4 response in the allotted time? (Please indicate the time the response took to write.)
	use the approved stimulus (stimuli for ECRs) to engage and focus students but not to solicit opinions? <ul style="list-style-type: none"> • assess principles of government but not reading skills?
	tell students clearly what they are being asked to do? <ul style="list-style-type: none"> • avoid using vague verbs such as “discuss” or “illustrate”? • specify the expected level of detail required in the response?
	scaffold the questions or tasks (have bullets that build upon each other)? <ul style="list-style-type: none"> • contain a 1st bullet assessing knowledge—using verbs such as describe, identify, state, and list? • contain a 2nd bullet (and a 3rd for ECRs) assessing understanding—using verbs such as explain, weigh, evaluate, compare, why, how, assess, and recommend? • refrain from using hackneyed questions such as “What are the advantages and disadvantages ...”?

President Be consistent with most textbooks, which capitalize *president* when referring to the President of the United States, even when used alone (e.g., The President signed the bill into law.)

(1) Exception:

Which of these people is the leader of the executive branch of the federal government?
a mayor a senator a governor a president

(2) Also:

... the office of United States President

... the House of Representatives elects the President when no presidential candidate belongs ...

... a presidential democracy

(3) Do not capitalize when referring to the president of an organization or university unless accompanied by a personal name.

United Nations Children's Fund Capitalize

regions of Maryland Capitalize all regions of Maryland, including Western Maryland, Southern Maryland, Eastern Shore, and Piedmont.

a Western European country Capitalize

Constructed Response Items

- (1) Brief constructed response (BCR) – See sample pages for examples.
- Directions are included in the item stem, whether it is a cartoon, excerpt, map, chart, or other information.
 - Always include three bulleted statements; the second bulleted statement must focus on higher order thinking; the last bulleted statement reads, "Include details and examples to support your answer."
 - Immediately below the three bulleted statements is a final direction of, "Write your answer on the lines in your Answer Book."
 - BCRs may or may not have a stimulus associated with them.
- (2) Extended constructed response (ECR) – See sample pages for examples.
- Directions are included in the item stem, whether it is a cartoon, excerpt, map, chart, or other information.

- Includes three or four bulleted statements; the second bulleted statement must focus on higher order thinking; the last bulleted statement reads, "Include details and examples to support your answer."
- Immediately below the bulleted statements is a final direction of, "Write your answer on the lines in your Answer Book."
- ECRs must have one or more stimulus associated with them.

historical events Use lowercase to designate a period of time (e.g., eighteenth century or 18th century). **and times** Some names applied to historical or cultural periods are capitalized (e.g., Age of

Reason, Bronze Age, Ice Age, Progressive Era, Renaissance). Most period designations, however, are lowercase, except for proper nouns and adjectives (e.g., baroque period, colonial period, golden age, romantic period, Victorian era). Names of historical, political, economic, and cultural events are generally capitalized, with some exceptions (Civil Rights movement, Great Depression, Industrial Revolution, New Deal, Prohibition, Reconstruction; but use lowercase for cold war, dust bowl, westward movement, gold rush, baby boom). See *Chicago Manual of Style* for others.

items in art. Some **Government**

Generally 2-column layout; some may be spread across 1 column because of are randomly 2 columns. In one place, a cartoon and item spread across the page, 1 column, then a horizontal rule, then two items in two columns, with center rule.

maps

Maps are authentic or GIS generated.

newspaper headline stimulus

Appear as a torn page; shadowed. See sample pages for examples.

passage

When using an excerpt or quote as a stimulus for an item, begin the excerpt or quote

excerpts/

with quotation marks, and include the citation below. The citation is italicized. If the

quotes

excerpt or quote is more than two lines in length, it should be shown in a shaded box. See sample pages for examples.

political cartoon

Always use authentic political cartoons, not generated by item writers.

wars

Use American Civil War (not War Between the States); use American Revolution (not War for American Independence); use Vietnam War (not Vietnam Conflict).

SOCIAL STUDIES RUBRIC

Level 4

This response shows understanding of the content, question, and/or problem. The response is insightful, integrates knowledge, and demonstrates powerful application.

- The application shows powerful evidence of higher order thinking skills.
- Concepts are accurate and well supported.
- There are no misconceptions.
- The response is comprehensive.

Level 3

This response shows some understanding of the content, question, and/or problem. The response includes appropriate application that demonstrates evidence of higher order thinking skills.

- The application shows some evidence of higher order thinking skills.
- Concepts are accurate and supported.
- There are no interfering misconceptions.
- The response may not develop all parts equally.

Level 2

This response shows knowledge of the content, question, and/or problem. The response is acceptable with some key ideas. The response shows little or no evidence of application.

- The response includes some basic ideas.
- The response provides little or no support.
- There are minimal misconceptions.

Level 1

This response shows minimal knowledge of the content, question, and/or problem. The response is related to the question, but it is inadequate.

- The response includes incomplete or fragmented ideas or knowledge.
- There may be significant misconceptions.

Level 0

The response is completely incorrect or irrelevant. There may be no response.

Knowledge and Understanding indicate the degree to which the response reflects a grasp of the content, question, and/or problem presented in the stimulus. The response indicates mastery that progresses from *knowledge to understanding*.

Guidelines for Item Writers

Maryland

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About ETS

Educational Testing Service is the world's largest private educational testing and measurement organization and a leader in educational research. A nonprofit company dedicated to serving the needs of individuals, educational institutions and agencies, and governmental bodies in 181 countries, ETS develops and annually administers more than 12 million tests worldwide on behalf of clients in education, government, and business.

ETS was founded in 1947 after it became clear that an increased demand for the SAT[®] test, GRE[®] test, and various achievement tests required the creation of an operating staff considerably larger than the organizations responsible for the tests at the time. On December 19, 1947, after a series of negotiations, the American Council on Education, the Carnegie Foundation for the Advancement of Teaching, and the College Entrance Examination Board turned over their testing programs, a portion of their assets, and some of their employees to form ETS—a single national organization devoted exclusively to educational testing and research.

The Educational Measurement and Test Development department of K-12 Assessments works with state education agencies, teachers, and school administrators to create tests that measure student learning in kindergarten through grade twelve. These tests are custom designed to measure what students should know and be able to do, according to the state curriculum or educational standards. This department collaborates with customers at every step in the development process, from conception through final publication and implementation, to create tests that are valid, reliable, fair, and that mirror proven instructional practices.

The departmental goal is to create tests that provide valuable information for students, parents, teachers, and policymakers that ultimately helps improve the quality of education available to all students. The professional staff members of Educational Measurement and Test Development have many years of experience as educators and test developers. They are motivated to develop tests consistently of the highest quality and, at the same time, to provide tests that are designed to be positive learning experiences for all students.

The Development Process

While each testing program is unique, there are some common steps in the development process.

1. Decide how the test should be designed and what should be assessed

In this step of the development process, the Test and Item Specifications are created. The Test Specifications give information on the test as a whole. Typically, they describe the purpose of the test, how many items and what kinds of items will be on the test, and how the test will be scored. The Item Specifications give information about what is to be tested and how the items are to be developed. The standards that will be measured are identified, described, and grouped into domains. The document goes into great detail for each standard on what the items should measure and provides guidelines for developing the items. It is critical that item writers read and understand this document. All items for the testing program must follow the guidelines set forth in the Item Specifications.

2. Create items

After the Test and Item Specifications have been developed, item development can begin. It is critical that the items adhere to the specifications for the testing program. Item writers are identified and trained for the testing program. Once the writers understand what is required, they are given their writing assignments.

3. Review items internally

Once an item has been accepted, it goes through several reviews. At each review, the item is reviewed for its match to the standard, the content accuracy and relevance, the grade level appropriateness, for any potential bias and sensitivity concerns, and for editorial considerations. The items must be well-written and adhere to the guidelines in the Item Specifications. The checklists in this guide help identify many of the things considered when an item is reviewed.

4. Review items externally

Once the item has been revised according to the comments from the internal reviews, the item is submitted to outside teacher review groups that review the

item for content concerns and potential bias and sensitivity concerns. The item is again revised according to the comments from the external review.

5. Field Test items

Items that have made it completely through all the review cycles are placed on a field test. The field test is administered to students. The students do not receive scores because the field test is testing the test, NOT the students. The purpose of the field test is to get data on each item to help determine which items worked well and could be eligible to be used on an operational test.

6. Review item data

Each item on the field test is statistically analyzed to determine how well the item performed. Every aspect of the item is scrutinized.

7. Select items

Based on the data review, items that did not perform well are removed from the pool of potential items for the operational test. From the items that remain, items are selected for use on the operational test.

8. Create the operational test

The operational test is built according to the Test Specifications using items from the item pool. The operational tests are then used in the testing program to assess students.



3. **Item options that lack balance.** This problem can be evidenced in several ways, including “stacked” options, options that are dramatically different in “flavor,” and one option that is conspicuous in some way.

Example:

Poor: Animal tracks can best be found in —

- A* mud or snow (“Stacked” option—it contains two elements.)
- B grass
- C water
- D the library (Option is dramatically different in “flavor.”)

Option A is “stacked”—it tends to attract test takers because it contains two elements.

Option D is too different in “flavor”—test takers will quickly dismiss the option as not remotely viable. All options should have credibility and attractiveness.

Corrected: Animal tracks can best be found in —

- A* mud
- B grass
- C water
- D sand

4. **Item stems and options that needlessly repeat words.**

Example:

Poor: Penguins cannot fly because —

- A* their wings are too small
- B their wings are too flat
- C their wings are too curved
- D their wings are too heavy

Corrected: Penguins cannot fly because their wings are too —

- A* small
- B flat
- C curved
- D heavy

- 5. A stimulus, item stem, or an option containing information that clues the correct answer of the item itself or of another item in the test.**

Example:

Stimulus: Ranger didn't like playing with the big neighborhood dogs. They ran fast and often left Ranger behind. One day Ranger found some play companions that werent any larger than he was. Now he is the leader of his pack.

How should werent be written?

- A* weren't
- B werent'
- C were'nt
- D wer'ent

The second word of the stimulus, didn't, clues this item because savvy test takers can match up the placement of the apostrophe in didn't with the apostrophe needed in weren't. One correction would be to write out the contraction didn't as two words. Another option would be to test this skill in a different stimulus where clueing would not result.

- 6. Items that measure more than one standard.**

Example:

Stimulus: Holly sitted next to the band leader.

How should this sentence be written?

- A* Holly sat next to the band leader.
- B Holly sit next to the band leader.
- C Holly sitting next to the band leader.
- D holly sat nexst to the band leader.

In this case, the item was intended to measure the standard "Use correct verb formation." In this item, options A, B, and C provide various forms of the verb. Option D, however, tests capitalization and spelling (which are measured under separate standards). Therefore, this item is assessing a student's ability to do more than merely choose the correct verb in the sentence. For this reason, option D would have to be revised (so that only the verb contains the error) in order for this item to match the standard.

CHECKLIST FOR SELECTED RESPONSE ITEMS

✓	REQUIREMENTS
The item as a whole—	
	Measures the indicator.
	Has one and only one clearly correct answer.
	Clearly presents one central idea.
	Has a clear purpose.
	Is at the correct level of difficulty.
	Contains simple, direct, unambiguous language.
	Uses age-appropriate vocabulary and sentence structures.
	Does not use vocabulary and idiomatic phrases that could be unfamiliar.
	Does not rely on students' possessing outside knowledge.
	Tests worthwhile (not trivial) concepts or information.
	Follows the test specifications.
	Reflects good and current teaching practices.
	Is not tricky or cute.
	Does not appear to ask for the student's opinion.
	Is grammatically correct.
	Uses the active voice and avoids informal diction and usage.
	Is factually accurate.
	Is free of bias or sensitivity problems.
The stem for the item—	
	Gives the test taker a full sense of what the item is asking.
	Is either a question or an incomplete statement.
	Is both clear and concise.
	If it contains a negative, contains no negatives in the distracters.

Guidelines for Item Writers (Maryland)

✓	REQUIREMENTS
	Uses the words <i>what</i> and <i>which</i> accurately.
The stimulus for the item—	
	Is required in order to answer the associated item(s).
	Is likely to be interesting to students.
	Is correctly and clearly labeled.
	Provides all the information needed to answer the items.
	Can be reproduced clearly in a test book.
The response options—	
	Are written so that no one option is significantly different from the others.
	Relate to the stem in the same way.
	Do not contain an option that denies the truth of any other option.
	Do not deny the truth of the stem.
	Do not give clues to students, such as the use of absolutes.
	Do not repeat words that could be placed in the stem.
	Include plausible and reasonable misconceptions and errors.
	Do not include distracters that are phrased differently but have the same meaning.
	Have a balance of A, B, C, and D responses.
The set of items—	
	Is numerous enough to justify the time required to read the stimulus.
	Contains items that are entirely independent of each other.
	Reflects a range of difficulty appropriate to the grade level.

Writing Constructed Response Items

Developing an effective Constructed Response (CR) item requires a consideration of the scoring rubrics that will be applied to students' responses. Here are some guidelines for developing effective CR items.

- *Be sure to consult the item specifications for the program. The specifications outline the kinds of content that are/are not appropriate for the items and provide sample items. Every item you write must directly assess skills, knowledge, or abilities specified for the test.*
- The CR items should be designed to challenge students to think rather than to provide a rote response.
- Write the CR item or task as clearly as possible. Students should be able to understand exactly what the CR item means. A CR item should never be difficult merely because students are confused about what they are being asked to do. Remember that you are writing items for students you did not have in your classroom and that students are not allowed to ask the administrator of the test for clarification on items they do not understand.
- The CR item should elicit a range of responses, including a full and complete response that can be written within the time limit (see supplemental glossary content area limits), a moderately complete response, and a minimal response. To ensure that the CR item will provide a range, write out a response for at least three levels. Please check content area guidelines for specific details on the writing of sample responses and answer cues.
- Answer cues appropriate to scaffolding should be included.
- Be specific about the expected response and the level of detail or elaboration required in the response. **“Write a paragraph in which you compare the views of two editors”** is more specific than **“Write about the views expressed by two editors”**. Directions to students should be consistent with the criteria used in the scoring rubric (e.g., if a rubric emphasizes description, the item should direct students to provide descriptive details).
- Ask for examples but do not limit responses by quantifying (e.g., **Give possible reasons why Jason decided to walk home** rather than **Give at least two reasons why Jason decided to walk home.**).

Guidelines for Item Writers (Maryland)

- Do not ask questions that appear to advocate a particular cultural concept or value that may not be appropriate for all students taking the test.
- Avoid items that will invite personal responses about students' lifestyles, values, or beliefs.
- CR items may ask for a student's opinion with regard to the content of a stimulus, but the question must be able to be answered with information from the stimulus and/or prior knowledge within the assessment limits.
- Use content-appropriate vocabulary and sentence structures as outlined in the item specifications. Items should make use of general vocabulary and sentence structures appropriate to the grade level.
- Avoid using vocabulary that could be unfamiliar to students, especially those for whom English is a second language. Also avoid using idiomatic phrases, commonly used phrases, or those that have multiple meanings.
- While items need to be engaging, they also need to be written at the appropriate vocabulary level. Items should make use of vocabulary and sentence structures appropriate to the grade level. The reading level of items should be appropriate to the grade level so that a student's knowledge and skills are not confounded with his or her reading ability.
- It is crucial that items be free from problems of bias or sensitivity. See the section of this document titled "Bias and Sensitivity Issues."

Common Errors in Writing Constructed Response Items

The following are examples of some of the most common item writing errors for constructed response test items.

1. **Items that are intrusive.** Constructed response items should allow the student to demonstrate achievement of the appropriate standard (e.g., writing skills, mathematical reasoning, response to literature) without inviting a discussion of personal beliefs and practices. The question should not ask the student to reveal personal information.

Example:

Poor: In this story, Juliet uncovers a family secret. Imagine that you had this experience. Compare the way Juliet reacted to the secret with the way you would have reacted. Use details from the story to support your answer.

Corrected: In this story, Juliet uncovers a family secret. What does her reaction to this secret show the reader about her personality? Use details from the story to support your answer.

2. **Items that are too broad in scope.** Such items would be likely to elicit responses that are too general or are unrelated to the stimulus. When a constructed response item has an appropriate scope, students who understand the question are able to write a full and correct response within a reasonable amount of time.

Example:

Poor: One of the themes in this story is “Nature should be experienced by everyone.” Why is it important to spend time outdoors? Use details from the story to support your answer.

Corrected: One of the themes in this story is “Nature should be experienced by everyone.” In what ways is the plot affected by having the events take place outdoors? Use details from the story to support your answer.

3. **Items that are too narrow in scope.** Such items would be likely to elicit responses that are very specific and short. These items usually have a single answer (a “right” answer) and sometimes could be more effectively written in selected response format. The responses to items that are too narrow will tend to fall into two categories: right (highest score point) or wrong (lowest score point). Usually it is desirable for constructed response items to elicit a range of responses so that students with partial understanding or skills receive partial credit.

Example:

Poor: What is the setting of this story? (*Anticipated Response: Summer in Miami.*)

Corrected: What are two ways the author’s choice of setting in this story affect the characterization? (*The response could identify the setting and speak to such issues as motivation, character interaction, or use of dialect.*)

CHECKLIST FOR CONSTRUCTED RESPONSE ITEMS

✓	REQUIREMENTS
The item—	
	Directly assesses the skills, knowledge, or abilities specified for the test.
	Clearly tells students what they are being asked to do.
	Uses precise action verbs and descriptive words.
	Elicits a full range of responses.
	Is specific about the expected level of detail required in the response.
	Does not advocate a particular value that may not be common to all students.
	Does not invite personal responses about students' lives or values.
	Uses age-appropriate vocabulary and sentence structures.
	Does not use vocabulary and idiomatic phrases that may not be familiar.
	Is free from problems of bias or sensitivity.

Specific Guidelines for Mathematics Items

- Most mathematics items are written in context, and this context may be fiction (e.g., **How many students in the class like chocolate ice cream best?**) or nonfiction (e.g., **How much higher is Mount Everest than Mount McKinley?**). Whether fiction or nonfiction, contexts should be inherently logical and realistic. For example, a rectangular kitchen table is unlikely to have an area of 50 square feet.
- There should be a logical reason for doing the mathematics in the item (e.g., it may be logical to convert inches of rain into feet of snow, but it is not logical to describe rainfall in feet and convert it to inches).
- The reading level for mathematics items should be at or below the grade level of the students taking the test. Stems should be as concise as possible. Long stems may be broken up with diagrams or graphs. Students should be asked to demonstrate their knowledge of mathematics, rather than their reading ability, when answering mathematics items.
- Use precise mathematical terms (e.g., **line segment** rather than **line**, **dollars per hour** rather than **dollars an hour**).
- When an item is not testing computation, the numbers should be easy to compute. For example, if an item is testing a sixth grade student's understanding of the formula for volume, the dimensions should be given in whole numbers.
- Numerals used in the calculations must be represented numerically, not spelled out (e.g., **There were 4 balloons in Mrs. Sosa's hand. Only 1 was pink.**).
- Items should recognize that the representation of figures is inexact (e.g., **Which of these most closely resembles (or appears to be) a right angle?**).
- For selected response items, numerical response options should be placed in ascending or descending order, unless doing so would tend to clue the correct answer.
- In selected response items, one response option should not be conspicuously larger or smaller than the other three options.
- All options in a selected response item should be plausible.

- If the response options in selected response items are numerical, item writers should provide a clear rationale for each option. If a short-answer item has a numerical answer, item writers should supply the computation required to reach the answer.

Specific Guidelines for Science Items

- For selected response items, all responses should represent plausible responses within the scientific context (e.g., no obvious impossibilities).
- If appropriate, response options for selected response items should be placed in a logical order.
- Selected response items should be difficult because they require a student to make fine distinctions to demonstrate mastery of the concept. They should not be difficult because the content is obscure or trivial.
- Graphs and/or tables should clearly display the data and include a title, labels, units, appropriate intervals, and gridlines.
- Data used in graphs and tables should be authentic, not fabricated. The source should be actual scientific laboratory or field research or laboratory activities in the classroom.
- Any data or other stimuli presented as true should be verified by two independent sources.
- Constructed response items should be scaffolded within an overarching question or statement. The question should be supported with bullets that emphasize the key components of the response. The first bullet should be an “entry level” bullet designed to stimulate the student’s thinking and build confidence in their ability to fully respond to the item. The number of bullets should be limited to 4 – 5.

Specific Guidelines for Social Studies Items

- For selected response items, all responses should represent plausible responses within the social studies context (e.g., no obvious historical impossibilities).
- If appropriate, response options for selected response items should be placed in a logical order.
- Any data or other stimuli presented as true should be verified in two independent sources.
- Selected response items should be difficult because they required a student to make fine distinctions to demonstrate mastery of the concept. They should not be difficult because the content is obscure or trivial.

Specific Guidelines for English Language Arts Items

- Students must read the passage in order to answer the items.
- For passage-related items, the distracters should reflect information in the passage. The student should choose an incorrect option because it represents a misreading of the stimulus. Generally, information from a passage is paraphrased, rather than repeated verbatim.
- Items that ask students to simply seek and find the correct answer in a passage are not appropriate. Items should ask students to demonstrate more complex skills. See Item Specifications for more details.
- Items should not focus on identifying or defining terms (literary or grammatical). The focus should be on application and revision. See Item Specifications for more details.
- For passage-related items, the order of the response options must follow the order in which they occur in the passage.
- Many programs prefer that item writers avoid “which of the following” and use “which of these” instead.
- For items that ask students to choose relevant details, be certain that the response options for these items contain details rather than generalizations.
- For language items, be careful that the correct option in one item does not clue the answer in another (e.g., do not test capitalization in Sunday if in another part of the passage the word Monday is used).
- For capitalization items, use only one capitalization error in the stem (e.g., **The Geographical Studies institute sponsored a visit to the Grand Canyon.** In other words, use the choices Geographical studies institute and geographical studies institute as distracters, not in the stem).
- For items asking students to identify appropriate resources, vary the items so that “encyclopedia” is not always the correct answer.

- For items regarding tables of contents, use chapters starting with even numbers.
- If the response options are page numbers, list them in numerical order.
- For items assessing planning strategies, use graphic organizers but be certain that only one correct answer exists.
- Before beginning to write items for a language passage, be sure to read through the passage multiple times, taking notes on the passage itself and the planning sheets provided.
- For BCRs, answer cues and an exemplary response are required. For ECRs, answer cues are required. See Item Specifications for more details.

Thinking Skills

A test should measure a range of thinking skills. There are several models for ranking thinking skills. Testing programs will often specify which classification should be used and require that each item be labeled according to the thinking skill required to answer it.

One popular classification system is Bloom's Taxonomy.

Bloom's Taxonomy

Benjamin Bloom headed a group of educational psychologists who created a system for classifying indicators that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test items. The following is a brief description of sample verbs for thinking skills.

Sample Verbs for Thinking Skills:

- **Knowledge:** remember or recall information in approximately the same form in which it was learned; knowledge of terminology, specific facts (e.g., dates, events, places), or major ideas; mastery of subject matter

Sample Verbs: collect, define, describe, identify, label, list, name, quote, show, tabulate, tell, when, where, who, etc.

- **Comprehension:** understand information based on prior learning; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, or infer causes; predict consequences

Sample Verbs: convert, describe, differentiate, discuss, estimate, explain, extend, interpret, predict, restate, summarize, trace

- **Application:** use previously learned information in new and concrete situations to complete a problem or task; use methods, concepts, theories in new situations; solve problems using required skills or knowledge

Sample Verbs: apply, complete, compute, demonstrate, discover, examine, illustrate, modify, relate, show, solve

- **Analysis:** break down informational materials into component parts; identification of components; organization of parts; seeing patterns; recognition of hidden meanings

Sample Verbs: analyze, categorize, compare, contrast, determine, differentiate, divide, examine, infer, separate

- **Synthesis:** apply prior knowledge and skills to produce a new or original whole; use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict or draw conclusions

Sample Verbs: combine, compose, create, design, devise, formulate, generalize, hypothesize, invent, integrate, modify, plan, rearrange, rewrite, what if?

- **Evaluation:** judge the value of material or methods for a given purpose; compare and discriminate between ideas; assess value of theories or presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity

Sample Verbs: assess, compare and contrast, conclude, convince, critique, decide, discriminate, explain, judge, justify, rank, recommend, select, summarize, support

Our goal is to balance items that call for lower level thinking skills (e.g., knowledge and comprehension) with items that call for higher level thinking skills (e.g., application, analysis, and synthesis). Since an important objective of K-12 instruction is to help students acquire and use higher level thinking skills, our items must assess the higher skills as well as the lower. Unless requested, items submitted should reflect a range of thinking skills. Item writers who submit items that utilize the higher order thinking skills are most useful in the test development process.

Avoid creating any items that could be labeled “so-what” items. This kind of item, which is usually at the lowest level of thinking, asks for knowledge that has little or no value for assessing a student’s mastery of a particular content standard. For example, in a reading comprehension test, items are not written that ask the student to recognize facts or details that are not relevant to a larger understanding of the text. An item that asks the student to identify the color of a person’s jacket, for instance, would not be acceptable unless this fact is related to other ideas in the text. In other content areas, such as science and social studies, items are avoided that call for simple recall of unimportant facts. Occasionally, however, a particular content standard may require students to demonstrate recall of very specific information.

Guidelines for Item Writers (Maryland)

Avoid using mathematics items that call for computation without a relevant context or purpose related to the standard. For example, if a content standard requires students to understand the concept of perimeter, any required computation of perimeter should be simple rather than complicated, so that the item is testing the student's understanding of how to compute knowledge of perimeter rather than complex computation.

Many times, a low-level item can be rewritten so that it calls for higher levels of thinking. The following illustration of this process may help writers create items across the range of the taxonomy.

Acceptable low-level item:

Which of the following colors from the visible spectrum has wavelengths with the highest frequency?

- A red
- B violet
- C orange
- D blue

Acceptable higher-level item:

When visible light is passed through a glass prism, which color is refracted the most?

- A red
- B violet
- C orange
- D blue

The level of thinking required to answer a particular test item is not the same as the difficulty of that item. An item that calls for a student to make an analysis of an easy text or a familiar concept may be easier than one that calls for a student to demonstrate comprehension of a difficult text or a challenging concept.

Selecting Previously Published Passages

- Care should be taken to select passages for which the selection is self-contained. Each passage should function as a whole, having a beginning, middle, and an end.
- Passages should be well-written and contain accurate facts. It is also best to avoid passages containing nonstandard English.
- Passages should not come from textbooks or works that are frequently taught or highly anthologized.
- At each grade level, passages should represent a range of topics. Passages should be of probable interest to students at the target grade.
- Passages must contain enough information or ideas to serve as the basis for 10 to 12 test items.
- Select passages from the Internet ONLY if they were previously published elsewhere as well.
- Passages must be of grade-appropriate length, depending upon the specifications of each program. The following general guidelines may be helpful:

K-2	100 to 400 words
3-4	200 to 600 words
5-6	200 to 800 words
7-8	200 to 900 words
9-12	300 to 1200 words
- Passages should be drawn from a variety of sources, including both magazines and books, unless the test specifications require otherwise. Do NOT locate passages exclusively from popular children's magazines.
- Passages should be selected to represent a variety of ethnic and cultural groups and include students from a variety of socioeconomic backgrounds.

Guidelines for Item Writers (Maryland)

- Passages should not contain content that suggests that the test developers are delving into personal values.
- Passages should not seek to advocate a particular value that may not be appropriate to all students taking the test.
- It is crucial that passages be free from problems of bias or sensitivity. Content should show males and females, various ethnic and cultural groups, the elderly, and the disabled in a variety of positive roles. Passages should not contain words that might be demeaning to a particular group or references that might tend to stereotype. See the section of this document titled “Item and Stimulus Fairness.”

Guidelines for Specific Kinds of Passages

Narratives and folktales must have

- a recognizable theme
- round characters with sufficient motivation
- literary value (imagery, developing characters, theme, and suitable style)
- suitable setting (safe and supervised for younger children)
- appropriate vocabulary
- sufficient descriptive details
- some conflict and action (conflict should be resolved at the end)
- an attention-getting beginning and a satisfying ending

Personal narratives must have

- a recognizable theme
- a character with sufficient motivation
- literary value (imagery, developing characters, theme, and suitable style)

- suitable setting (safe and supervised for younger children)
- appropriate vocabulary
- sufficient descriptive details
- some conflict (either external or internal) and action (conflict should be resolved at the end)
- an attention-getting beginning and a satisfying ending

Informational, science, biography, persuasive, and multicultural stimuli must have

- an appropriate topic that is clearly presented
- connected thoughts with specific support
- a strong sense of order (chronological, cause/effect, comparison/contrast, classification or division), where appropriate
- appropriate vocabulary, focus, and accurate details
- for commissioned pieces: two supporting documents (no more than one from the world wide web) with information used underlined and coded to text
- interesting and compelling information
- information focused on specific concepts, not scattershot
- source document citations for inclusion on item cards

“How to” articles must have

- detailed and specific information
- appropriate sequential order
- a list of materials, where appropriate
- appropriate vocabulary and concepts for the grade level
- excellent organization

Bias and Sensitivity Issues

Educational Testing Service is committed to producing tests that provide equal opportunities for all students to demonstrate their knowledge and skills. Item writers must be keenly aware of potential issues of bias or sensitivity. Several important issues have been identified, as discussed below:

Stereotypical Representation

Items must avoid reinforcing stereotypes about specific groups. Examples include:

- Women should not always be shown in domestic situations, nor should they be portrayed as emotional, fearful, or incapable of making decisions.
- Items should not represent the assumption that minority populations are poor and uneducated.
- Native Americans should not be portrayed as more closely attuned to the natural world.
- Elderly individuals should not be represented as weak, hard-of-hearing, or muddled.
- Specific occupations should not be associated with certain groups (e.g., Chinese laundry).

Inclusion of Groups

Inclusion of the many cultural, ethnic, religious, and other groups in our society is extremely important in standards-based testing. Students should be able to “see themselves” in a test. Representation of groups can take several forms, including:

- illustrations that clearly show representations of genders and ethnic groups
- passages and other stimuli that illustrate and discuss multicultural topics
- use of passages and other stimuli whose authors are known to be or are identified as members of specific groups
- names in items that tend to be identified with specific ethnic groups

Bias Against Groups

An item may be biased if it contains content or language that is not familiar to specific groups of students. Examples include:

- geographical bias: Items cannot assume, for example, that students will know that it is customary to wear a scarf in cold weather.
- socioeconomic bias: Items should not expect that students can afford tickets to professional ball games or possess a computer.
- religious bias: Items should not assume that all students will have been to a Christian church or attend religious services.
- gender bias: Items should recognize that not all students are familiar with activities or concepts that have traditionally been associated with male or female members of society, including, for example, sports, cooking, clothing types, construction tools.

Use of Language

Some of the most subtle forms of bias occur in the use of language in testing. It is important to avoid terms that represent stereotypes and other demeaning assumptions about specific groups. Examples include:

- use of terms like lower class, housewife, red man
- use of occupational terms ending in *man*
- use of *he* or *mankind* to designate both genders

In addition, care must be taken that references to women or men or members of ethnic groups indicate the same level of respect in use of first names and titles.

Another form of bias in language use is sometimes termed “linguistic bias.” Items that use idiomatic expressions or figurative language unnecessarily may be unfair to students whose first language is not English.

Topics or Concepts to Avoid

- Violence (including violence toward animals)
- Dying, death, disease
- Natural disasters with loss of life
- Drugs (illegal, prescription, alcohol, tobacco)
- Junk food
- Abuse, poverty, running away
- Divorce
- Socio-economic advantages (e.g., swimming pools, home computers, expensive vacations and purchases, etc.)
- Religion (including religious holidays: Halloween, Christmas, etc. Also do not write about birthdays)
- Complex discussions about sports
- Rap music, rock concerts
- Extra sensory perception, witchcraft, the supernatural
- Anything disrespectful, demeaning, moralistic, or chauvinistic
- Children coping with adult situations or decisions
- Unsafe practices or situations
- Losing a job, being fired
- Rats, roaches, lice
- Slavery
- Pornography
- War

- Evolution may be an appropriate topic to address when writing items for Biology Expectation 4; use professional discretion. Do not use human evolution as an example.
- Dinosaurs and prehistoric times may be appropriate to show evolutionary relationships among species; use professional discretion.
- Experimentation with animals may be appropriate to provide scenario for Biology Goal 1 items, (e.g. brine shrimp or goldfish); use professional discretion.

Writers should avoid any topic that is likely to upset, or unduly distract, students and affect their performance on the test.

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Glossary of Terms

Assessment Limits—Clarify what a student will be asked to know, what a teacher will be asked to teach, and the content from which test items will be drawn.

Constructed Response Item — Test item that requires the student to create an individual response rather than to select an option from given responses. Constructed Response items may also be called short answer items, short response items, extended response items, open-ended items, performance items, or performance tasks.

Core Learning Goals — The overall classification for the content standards within a subject area.

Distracters — Incorrect answers to a Selected Response item.

Item — A test question written in one of several possible item formats.

Item Format — The basic design of an item (e.g., Selected Response, Constructed Response).

Key — The correct answer.

Selected Response Item — A stem plus (usually) four response options or answer choices.

Response Options — The four choices in a Selected Response item, consisting of one correct answer (the key) and three distracters.

Rubric — The guidelines that indicate the range of responses and the score points used to score Constructed Response items.

Standard — The statement that details what a student is expected to learn.

Stem — The initial part of the item in which the task is given. The stem may be an item, an incomplete statement, or a set of directions.

Stimulus — A passage, picture, graph, map, chart, quotation, or other text that students are asked to interpret when answering a test item.

Submission Checklist

When you are ready to submit your materials, please be sure you have completed the following:

- Read and understand the project's guiding documents (e.g., test and item specifications).
- Follow the guidelines in this Item Writer's Guide.
- Create original, interesting, grade-appropriate items that measure the standards.
- Use the review checklists for each item you are submitting to ensure it is of the highest quality.
- Complete the template provided for each item and follow submission guidelines.
- Submit source materials to verify factual information (if applicable).
- Follow appropriate security measures.
- Send items to ETS in a Word document via e-mail.

Helpful Resources

Graded Word Lists

Harris, A. J. & Jacobson, M. D. (1988). *Basic Reading Vocabularies*. New York: Macmillan.

Mogilner, A. (1992). *Children's Writer's Word Book*. Cincinnati, OH: Writer's Digest Books.

Taylor, S. E., Frackenpohl, H., White, C., Nieroroda, B., Browning, C., & Birsner, E. P. (1989). *EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies*. Austin, TX: Steck-Vaughn Company.

Bias and Sensitivity Information

Bias Issues in Test Development. (1991). Amherst, MA: National Evaluation Systems, Inc.

Maggio, R. (1991). *The Bias-Free Word Finder: A Dictionary of Nondiscriminatory Language*. Boston: Beacon Press.

Testing

ETS Standards for Quality and Fairness. (2000). Princeton, NJ: Educational Testing Service.

Standards for Educational and Psychological Testing. (1999). Washington, DC: American Educational Research Association.

Wilde, S. (2002). *Testing and Standards: A Brief Encyclopedia*. Portsmouth, NH: Heinemann.

Thinking Skills

Bloom, B. S. (Ed.) (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain*. New York; Toronto: Longmans, Green.

Guidelines for Item Writers (Maryland)

Marzano, R. J., Brandt, R. S., Hughes, C. S., Jones, B. F., Presseisen, B. Z., Rankin, S. C., & Suhor, C. (1988). *Dimensions of Thinking: A Framework for Curriculum and Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, R. J., Rubel, E., Quellmalz, E. (1988). *Measuring Thinking Skills in the Classroom*. Washington, DC: National Education Association.

Style Concerns

University of Chicago Press. (1993). *The Chicago Manual of Style* (14th ed.). Chicago: Author.

Notes

Supplemental Glossary

Description of Item Types

The Selected Response (SR) item type can be used to test a wide range of knowledge, skills, and applications. This item type asks students to discriminate among a variety of alternatives and to identify the most appropriate option in response to an item stem. Conventional SR items consist of a *stem* phrased as a question or an incomplete statement and *response options* consisting of the correct response or answer and *distracters*. Frequently, a set of SR items can be organized to probe a single stimulus such as a table of data, a graphical figure, or a technical passage. A response to these questions usually takes about 1 minute.

The Brief Constructed Response (BCR) item type is an open-ended format that provides students with the opportunity to generate and integrate ideas into a short written response. The BCR item evaluates 1 or more indicators. Student responses may be in the form of a few sentences, and may be accompanied by a graphic organizer, or simple drawing/diagram. It is estimated that it would take an average student 5-8 minutes to answer the question.

The Extended Constructed Response (ECR) item can be used to measure a student's ability to analyze and respond to complex situations. Student responses may be in the form of a paragraph of prose or a display of visual and/or verbal material, graphs/drawings, geometric transformations, an explanation of work or a process. The ECR item may evaluate 2 indicators within the same expectation. An ECR requires 10-15 minutes for completion.

The Student-Produced Response (SPR) item requires students to mark their responses on a special bubble grid. An SPR item requires approximately 2 minutes to complete.

Time estimates (minutes)

<i>Content</i>	SR	BCR	ECR	SPR
Government	1	6	30	--
Algebra/Data Analysis, Geometry	1.5	5	10	2

Appropriate grade level for vocabulary and reading skills

<i>Content</i>	<i>Level</i>
Government	1 level below test administration grade
Algebra/Data Analysis, Geometry	1 level below test administration grade

Levels of Cognitive Demand

<u>Competence</u>	<u>Skills Demonstrated</u>	<u>Question Cues</u>
Knowledge Comprehension	<ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Interpret facts • Compare or contrast simple concepts/ideas • Translate from one representation to another • Identify relationships 	<ul style="list-style-type: none"> • Tell what... when... where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Compare; contrast • Express as • Read from data displays • Order
Application Analysis	<ul style="list-style-type: none"> • Apply learned information to abstract and real life situations • Use methods, concepts, theories in abstract and real life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions, make inferences 	<ul style="list-style-type: none"> • Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange
Synthesis Evaluation	<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new context • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, formulas • Make choices based on reasoned argument • Verify the value of evidence, information, numbers, data 	<ul style="list-style-type: none"> • Plan; prepare • Predict • Create; design • Ask "what if?" questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Higher-Order Thinking: How to Do It

If you want your students to:

- I. Analyze (divide into components), then make sure they know how to:
 - A. Identify the “whole” (e.g. object, idea, event) to be analyzed
 - B. Gather information about it
 - C. Categorize information into significant and distinctive elements (e.g. attributes or components)
 - D. Explain why the element are significant (i.e. answer the question, “so what”)

- II. Compare (identify similarities and differences), then make sure they know how to:
 - A. Name the things that are to be compared
 - B. List and explain examples of how they are alike or different
 - C. Group and name the examples
 - D. Explain why these groups are important (i.e. answer the question “so what”)

- III. Infer
 - A. Deductively (applying generalizations to specific examples), then make sure they know how to:
 1. identify the generalization
 2. identify the given information and any other information needed
 3. explain why the generalization applies to the example(s)
 4. use the generalization to reach a conclusion
 5. recognize plausible alternative interpretations or consequences

 - B. Inductively (reaching generalizations from specific examples), then make sure they know how to:
 1. identify the type of generalization (e.g. principle, character trait, theme, outcome)
 2. identify the given information and any information needed
 3. state the generalization
 4. sort and judge information that leads to or supports the generalization
 5. recognize plausible alternative interpretations or consequences

- IV. Evaluate (judge worth – e.g. quality, credibility or practicality), then make sure they know how to:
 - A. Identify the issue or problem
 - B. Tentatively identify initial positions (pros and cons) or conclusions (construct their own or critique or describe someone else’s)
 - C. Identify the given information and any information needed to form a new judgment
 - D. Judge the quality (e.g. credibility) of the information (set and apply criteria)
 - E. Describe their position or conclusion, combine data and other evidence, and explain the reasoning used to support it
 - F. Recognize alternative criteria and/or interpretations and/or conclusions

Active Verbs¹
(to consider for use in indicator and objective statements)

analyze*	generate
anticipate	give examples*
apply	identify*
articulate	interpret
choose	list
classify	locate
collect	make
compare*	match
conclude	name
consider	observe
construct	organize
create	plan
define	practice
demonstrate	predict
describe*	propose
develop	provide
distinguish	recognize
draft	select
draw	show
evaluate	solve
examine	speculate
explain*	suggest
explore	summarize
find	trace
frame	use

¹The active verbs listed are found in the national standards of the different social studies organizations and in the current Maryland Content Standards.

*One of the active verbs more commonly used

Some Active Verb Definitions

analyze	to examine the parts of a whole; to examine something in great detail in order to understand it better or discover more about it
apply	to put into use
classify	to group items into categories based on their common characteristics
compare	to identify similarities and differences between or among people, events, or objects
conclude	to reach a decision or form an opinion by the process of reasoning
describe	to give an account of something in speech or writing using details
distinguish	to perceive or indicate differences; discriminate
evaluate	to find out or decide the value or worth of; judge
explain	to make understandable the meaning of something by providing details, reasons, or evidence
generate	to construct or produce
identify	to show or state in words
interpret	to understand and explain the meaning of
observe	to gather information through one or more senses
organize	to arrange or place according to a system
predict	to state, tell about, or make known in advance, esp. on the basis of special knowledge
propose	to suggest or recommend
summarize	to combine information efficiently to retell the main points of an event/action
trace	to identify the successive stages in the development or progress of

What Instructional Strategies Support Success on HSA?

Government/Instructional Strategies

Instructional Strategies

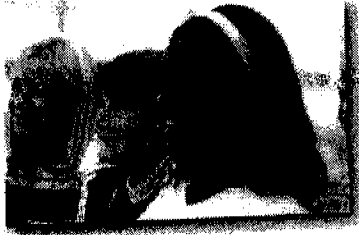
Assessment

Support Resources

Content Standards

Core Learning Goals

Ask the Experts



- Critical Thinking Strategies
- What Instruction for the HSA Looks Like
- Core Learning Goal Teaching Strategies: Government
- Observations From The 2000 Government Field Testing
- Teacher Created Performance Task
- Connections Between the HSA in Government and the MSPAP Grades K-8th

Web Sites for Teaching Government and History

Skills and Resources

<http://www.thegateway.org/>

This resource on the Internet is made available by the U.S. Department of Education as part of the Educational Digital Library Initiative; The Gateway to Educational Materials has over 27,000 thousand lesson plans, activities, projects, and Web sites that span the curriculum. Users can browse resources, search by subject, keyword, title or grade level.

<http://www.firstgov.gov/>

The official Web portal of the U.S. federal government, this site offers access to more than 51 million government Web pages and is a good first step for government information. Search a wealth of state and federal government resources for helpful information and guidance. Users can choose from a directory of services for citizens, businesses and government employees. *FirstGov* for Kids (<http://www.kids.gov>) is a government interagency portal designed especially for young children.

<http://edsitement.neh.fed.us/>

EDSITEment (National Endowment for the Humanities)

<http://www.ed.gov/free>

Federal Resources for Educational Excellence (FREE)

<http://americanstrategy.org>

American Strategy

<http://www.ucomics.com/editorials/>

Political cartoons from over 20 of today's top cartoonists.

http://www.boondocksnet.com/gallery/political_cartoons.html

Political Cartoons

<http://Cagle.slate.msn.com/politicalcartoons>

Political Cartoons updated daily from over 90 American Editorial Cartoonists.

<http://www.hpol.org/>

History and Politics Out Loud- Speeches from American History

<http://teams.lacoe.edu/documentation/news/news.html>

This web site includes links under the headings: Student Current Event Resources, Online News Articles and Journals, Online Newspapers to current event articles about national and world events.

<http://newslink.org/mdnews.html>

Online Newspaper Links in Maryland

<http://stats.bls.gov/>

Bureau of Labor Statistics

Social Studies Web Links

<http://www.whitehouse.gov/news/fsbr.html>

Latest Federal Government statistics

<http://www.fedstats.gov/>

The gateway to statistics from over 100 U.S. Federal agencies

Primary Sources

<http://www.ourdocuments.gov/>

A National Initiative on American History, Civics, and Service sponsored web site. The Our Documents initiative is a cooperative effort among National History Day, The National Archives and Records Administration, USA Freedom Corps, and The Corporation for National and Community Service. You can download Adobe files of each document, read transcripts, access the teacher source book with lesson plans using the documents, and links to the National History Day web site.

<http://www.archives.gov>

The National Archives and Records Administration

The following Web sites contain additional information about primary sources and links to digitized images and documents.

http://www.archives.gov/digital_classroom

The National Archives and Records Administration

The Digital classroom has links to Teaching with Documents lesson plans, copies of primary sources, links to www.ourdocuments.gov, document analysis worksheets, and details about professional development workshops offered to teachers and school systems.

<http://memory.loc.gov/ammem/bdsds/bdsdhome.html>

Documents from the Continental Congress and the Constitutional Convention (1774-1789)

<http://www.gwu.edu/~nsarchiv/>

National Security Archive

<http://www.law.ou.edu/hist/>

The University of Oklahoma Law Center: A Chronology of US Historical Documents

<http://www.politicalresource.net/historical.html>

The Political Resource Page contains political cartoons and primary sources

<http://lcweb2.loc.gov/const/mdbquery.html>

Conduct online searches for any historical document.

<http://www.vote-smart.org/reference/histdocs/?checking=>

This site includes links to Historic Documents, Speeches and Other sources of Historical information concerning Government.

Social Studies Web Links

Supreme Court/Law links

<http://oyez.org>

Multimedia Database including Supreme Court Cases (searchable by Date, Subject, Title or Citation), Court Justices, A Virtual Tour of the Supreme Court, Case Lists from the Current Docket, links to www.appellate.net, and an interactive game called Oyez baseball.

http://www.abanet.org/publiced/lawday/schools/lessons/hs_equality.html

Equal protection lessons

http://www.abanet.org/publiced/lawday/schools/lessons/hs_jury.html

Trial by Jury lessons and links from the American Bar Association

http://www.abanet.org/publiced/lawday/schools/lessons/hs_dueprocess.html

Due process freedoms and human rights American Bar Association

<http://www.courts.wa.gov/education/lessons/Tortmt.cfm>

Mock trial on TORTS- includes handouts and witness statements

<http://www.courts.wa.gov/education/lessons/Pleabarg.cfm>

Plea bargaining lesson

Political Systems

<http://www.historyplace.com/unitedstates/impeachments/index.html>

The History Place's collection on impeachment, both the process and the history

<http://gi.grolier.com/presidents/results/restable.html>

Historical election results 1789-1996

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/conintro.html>

[constitu/conintro.html](http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/conintro.html)

Lesson plans and activities that use primary resources to examine "continuity and change in the governing of the United States".

<http://www.vote-smart.org>

This web site is a collection of easy explanations about various processes of government. Contents include: How a Bill becomes a law, information about Congress, Congressional leadership, the President, the Constitution, Elections, Campaign Finance, the Federal Budget (statistics) and State Government.

<http://www.courts.wa.gov/education/lessons/Freeexp.cfm>

First amendment rights lesson

http://www.constitutioncenter.org/sections/teacher/lesson_plans/states_federal.asp

Federalism lessons

<http://www.vote-smart.org/index.phtml>

Find out where your candidates stand on issues in Maryland! This web site offers a plethora of materials and links to government web sites with statistics on elections, national, state and local

Social Studies Web Links

elections, Congressional information, etc.

<http://www.civiced.org/>

This is an excellent site with lessons at every grade level to answer the basic question, why do we need rules and a government? Related resources and publications are available.

The Legislative Branch

<http://www.house.gov/>

U.S. House of Representatives web site-Students learn about who makes our laws and the process they go through. They can also study current laws and bills being introduced and read about the daily progress

<http://www.senate.gov/>

United States Senate web site-Students can visit the web pages of individual Senators or send them emails. This site is also a virtual tour of the United States Senate Building.

<http://www.loc.gov/>

The Library of Congress

<http://thomas.loc.gov/>

Thomas: Legislative Information on the Internet

<http://thomas.loc.gov/home/legbranch/legbranch.html>

Legislative Branch Internet Resources. Links to directories for the U.S. Congress, Legislative agencies and Commissions and legislative research sources.

<http://memory.loc.gov/ammem/amlaw/lawhome.html>

A Century of Law Making

<http://www.kn.pacbell.com/wired/democracy/debtquest.html>

This simulation encourages student team to draft letters to their Congressional representatives and senators presenting their case on how the budget should be allocated.

The Executive Branch

<http://www.whitehouse.gov>

The White House

<http://www.whitehouse.gov/history/life/>

To celebrate the West Wing's 100th anniversary, the White House presents *Life in the White House*, an exclusive presentation of the rich history of the White House and West Wing.

<http://www.loc.gov/global/executive/fed.html>

Official U.S. Executive Branch Web Sites. Provided by the Library of Congress with open links to the offices in the Executive Office of the President, Executive Agencies, Independent Agencies, Quasi-official Agencies, and Boards, Commissions and Committees.

<http://gi.grolier.com/presidents/preshome.html>

This site has a lot of information about the Presidents and their First Ladies. Some sound clips and historical documents.

Social Studies Web Links

<http://lcweb2.loc.gov/ammem/pihtml/pihome.html>

"I do Solemnly swear" Presidential Inaugurations

<http://www.whitehouse.gov/kids/holiday/index.html>

Great site where elementary kids can check out interesting facts about the White House.

<http://www.usdoj.gov/kidspage/index.html>

Department of Justice: Just for Kids

<http://www.usais.org/>

U.S.A. Immigration Services – This website helps students find out how to become a citizen of the United States. In the Green Card Lottery section, you can find out about this program, which makes 50,000 immigrant visas available each year through a lottery system. Under Visas, you can read about the difference between temporary and permanent visas and obtain the addresses of U.S. embassies.

<http://www.ssa.gov/history/reports/briefhistory.html#developmentofssa> Social Security history with charts, quotes, etc...

The Presidential Libraries

http://www.archives.gov/presidential_libraries/index.html

Herbert Hoover Library

<http://hoover.archives.gov/education/index.html>

Harry S. Truman Library

<http://www.trumanlibrary.org/>

Project Whistlestop: <http://www.trumanlibrary.org/educatio.htm>

The Franklin D. Roosevelt Library and Museum

<http://www.fdrlibrary.marist.edu/>

Dwight D. Eisenhower Presidential Library

<http://www.eisenhower.utexas.edu/dl/hd.htm>

John F. Kennedy library

<http://www.jfklibrary.org>

(Look under "Student resources" for audio and motion clips).

Lyndon B. Johnson Library

<http://www.lbjlib.utexas.edu/> (Research: online holdings)

Gerald Ford Library

<http://www.ford.utexas.edu/> (See Online Historical Materials: photographs and documents)

Geography/Demographics/Land use

<http://www.census.gov/geo/www/mapGallery/2kpopden.html>

Map of the census data – 2000

Social Studies Web Links

<http://factfinder.census.gov>

Search this database of materials related to the U.S. Census. Maps and Tables are available for quick reference or you can do a comprehensive search for materials relating to your region, state, county, city, etc.

<http://www.census.gov/main/www/popclock.html>

This website uses real census data to make population projections. Lots of graphs and maps.

http://www.census.gov/dmd/www/maps_1790to2000.html

PDF-formatted maps of the growth of cities in the United States from 1790 to 2000.

<http://www.fedstats.gov/mapstats/thememaps/>

Site of a variety of statistical maps for the United States or any of the fifty states.

State Issues

<http://www.cfpa.org/cpa/index.cfm>

This web site, sponsored by the Center for Policy Alternatives, allows users to navigate issues by state and view economic data.

<http://www.mdp.state.md.us/smartintro.htm>

Maryland Department of Planning web site highlighting Smart Growth. Users can use links to resources, ten principles of Smart Growth, Rural legacy maps and background, and Picture Maryland <http://www.sunspot.net/ads/dnr/>.

<http://dnrweb.dnr.state.md.us/smartgrowth/home.htm>

Where do we grow from here? A Maryland Department of Natural Resources resource for teachers to discuss growth and its impact on Maryland.

<http://ltpwebx.gsfc.nasa.gov/ltp/temp/growsmart/website/>

NASA- How can we grow smarter? A good resource with lesson plans and satellite images to analyze growth and urban sprawl.

Regulatory Agencies

<http://www.faa.gov/apa/history/overview.htm>

Federal Aviation Administration

<http://www.ftc.gov>

Federal Trade Commission

<http://www.fda.gov/>

Food and Drug Administration

<http://www.fcc.gov/>

Federal Communications Commission

<http://www.epa.gov/teachers>

EPA website including links to Curriculum materials, workshops and conferences, and much more. Excellent resource for students and teachers to examine the various ways that government plays a part in land management issues

Social Studies Web Links

International Organizations

<http://www.worldbank.org/html/schools/>

The World Bank's website for students and teachers

<http://www.imf.org/external/pubs/ft/exrp/what.htm#box2>

Purposes of the IMF

<http://www.imf.org/external/np/exr/facts/howlend.htm>

How does the IMF lend?

<http://www.imf.org/external/np/exr/facts/glance.htm>

IMF Fact sheet

<http://www.imf.org/external/np/exr/center/action/eng/index.htm>

The IMF in action!

<http://www.imf.org/external/np/exr/center/quiz/mm/eng/index.htm>

Monetary mania

<http://www.un.org/News/>

United Nations News Center with links to the UN home page <http://www.un.org>

http://www.abanet.org/publiced/lawday/schools/lessons/hs_humanrights.html

UN universal Declaration of Human Rights lesson

<http://www.nato.int/>

North Atlantic Treaty Organization

<http://www.fas.usda.gov/itp/policy/nafta/nafta.html>

North American Free Trade Agreement. This web site (sponsored by the USDA Foreign Agricultural Service) contains a fact sheet and benefits of NAFTA with visuals.

<http://www.citizen.org/trade/nafta/index.cfm>

North American Free Trade Agreement. Public Citizen, a national non-profit public interest organization, compiled this web site devoted to a discussion of NAFTA. Students can search the Trade Adjustment Assistance database to calculate the job losses due to NAFTA by state or by company. There are also related links to documents discussing NAFTA and democracy, the environment, health, agriculture, and worker's rights and jobs.

Economics

<http://www.kc.frb.org/fed101/indexflash.cfm>

Federal Reserve today

<http://www.kc.frb.org/fed101/policy/money.cfm>

The FED and inflation- interactive site.

Social Studies Web Links

<http://www.kc.frb.org/fed101/scavengerhunt>

FED scavenger hunt- very cool site for teams of kids to "accept the missions" and learn about the FED.

<http://www.kc.frb.org/Pubaffrs/moneystory.htm#EarlyFormsMoney>
History of money

<http://www.federalreserveeducation.org>
The education site for the Federal Reserve

<http://www.bos.frb.org/peanuts/leadpgs/intro.htm#signin> Peanuts and crackerjacks baseball game- Federal Reserve Bank of Boston.

Economics continued...

<http://app.ny.frb.org/cfpicnic/frame1.cfm>
Federal Reserve System's Public Information Catalog

<http://minneapolisfed.org/economy/calc/cpihome.html>
Calculate the CPI! This is a cool site to have kids check out for a homework assignment or even in class if you have access to a computer!

http://www.brillig.com/debt_clock
National Debt clock

http://abcnews.go.com/onair/CloserLook/wnt_000308_CL_Debt_feature.html
Debt reduction- good or bad???

<http://www.peacecorps.gov/www/guides/kyrgyzstan/econ.html>
Lesson: Kyrgyzstan's Transition from a Centrally-Planned Economy to a Market-Driven Economy

<http://www.fte.org/teachers/connect/unempmeas.htm>
Foundation for Teaching Economics. This Foundation provides free teacher workshops every year on economics topic with free resources and lesson plans. The lessons and articles on economic topics can be found on their web site.

- Job jungle lesson for employment: (labor market game)
<http://www.fte.org/teachers/lessons/efl/thurs/eflthurs1.htm>
- Lesson Plans: <http://www.fte.org/teachers/lessons/lessons.htm>
- Teenage Consumer Price Index project online:
<http://www.fte.org/teachers/connect/tcpi.htm>

<http://205.146.39.13/success/lessons/Lesson4/ISSd3%5FL.HTM>
An interdisciplinary lesson using the Internet that helps students understand the logic behind currency and coinage and how currency and coins are made. They graphically present their findings.

<http://ecedweb.unomaha.edu/gang1.htm>
This is a fun site for students to develop skills to understanding international exchange rates and their relationship to U.S. currency. Students trace international criminals by tracking down their credit cards.

Social Studies Web Links

<http://www.pbs.org/wgbh/nova/moolah/>

This site will give students the history of money and how it is made. There is a game and teacher guided activities.

<http://www.money.org/index.shtml>

Students will love learning about money that their grandparents once used. This site includes an exhibit with money and some audios.

<http://www.consumerworld.org/>

This is an easy to use collection of over 1,400 consumer related web sites. Great resource for kids to conduct their own research.

<http://www.dismal.com>

Current statistics and economic analysis. Teachers can join free with a letter on school stationary.

Sources that Divide Maryland into Four Geographic Regions (Western, Central, Southern, and Eastern)

- Maryland Its Past and Present, Md Historical Press, by Richard Wilson and Jack Bridner, 1999
- America The Beautiful Series: Maryland, Childrens Press, 1990
- MSPAP tasks

Sources that Divide Maryland into Three Landform Regions (Appalachian, Piedmont Plateau, Coastal Plain)

- The Maryland Adventure, Gibbs-Smith Publisher, by Suzanne Ellery Chapelle, 2001
- Maryland Today: A Geography, Md Historical Press, by Rollo, 1999
- Maryland, My State: Teacher's Resources Blackline Masters, Houghton Mifflin, 1990
- Maryland: A History of Its People, John Hopkins Univ Press, 1986

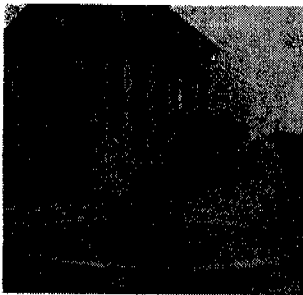
WEBSITES

for

Supreme Court Cases

U.S. Supreme Court (Official Website) : <http://www.supremecourtus.gov>

- About the Court
- Court Docket
- Oral Arguments
- Official Slip Opinions etc.



American Bar Association: www.abanet.org
(Want to use the Public Education section.)

- Court Cases
- Brown v Board of Education Booklet
- Court Docket

Citizenship/ Law-Related Education Programs for the Schools of MD:
www.clrep.org



- Links to ABA
- Mock Trial Cases

FindLaw : www.findlaw.com or www.findlaw.com/casecode/supreme.html

- Court Cases – actual court decision (Enclosed a copy of Miranda v Arizona)

- | |
|---|
| <ol style="list-style-type: none">1. From Home Page. Go to Legal Professionals2. Click on to U.S. Law, Cases, and Codes3. Scroll down to Case Law4. Click on to Supreme Court Decisions5. Type in the Case name and search. |
|---|

- Legal News
- Frequently Asked Questions

Law.com: www.law.com/index.shtml

- Legal News and information
- This is a resource for teachers for legal news.

National Association of Criminal Defense Lawyers: www.nacdl.org

- Lesson Plan: Gideon At 40 (enclosed in packet)
- Legal News – analysis by NACDL

Oyez, Oyez: <http://oyez.nwu.edu>

(This is a great website.)

- Court Cases – 1 page description (enclosed a copy of Miranda v Arizona)
- How the Justices voted
- Top 20 Court Cases (enclosed in packet)
- Virtual Tour of the Supreme Court

Street Law : www.streetlaw.com

(Lesson Plans are excellent.)

- Court Cases
- Landmark Supreme Court Cases Lesson Plans (20 Lessons)
(Great lesson plans. Approximately 35 pages. Each lesson includes background, process through the court system, comparison to other cases, political cartoons regarding the cases, etc.)
- U.S. Supreme Court Institute (June each year) Enclosed copy.

Tinker v. Des Moines School District (1969)

SITUATION:

In December of 1965, some public school students planned to wear black armbands to publicize their objections to the hostilities in Vietnam and to show their support for a truce. School officials learned of the plans and passed a ruling that students wearing an armband would be asked to remove it or, if they refused, be suspended. Three students, including John and Mary Beth Tinker, with full knowledge of the regulation, chose to wear armbands. Mary Beth removed hers when asked to do so. The three students were suspended. Their parents filed a complaint seeking an injunction against the suspensions.

The District Court's opinion agreed with the school officials. The decision was upheld on appeal. The case was then appealed to the United States Supreme Court.

CONSTITUTIONAL QUESTION:

Was the wearing of armbands protesting a political issue protected within the Free Speech Clause of the First Amendment?

DECISION (7 to 2):

The United States Supreme Court held that wearing armbands protesting a political issue was protected by the First Amendment's freedom of speech.

The Court agreed that schools have the authority "to prescribe and control conduct in the schools." The Court pointed out that there was no evidence of disruption of classes or interference with the rights of other students. Furthermore, in responding to the point that school officials feared there would be a disturbance in the school, the justices believed the Constitution requires that we must take such risks. Finally, in coming to the decision, the Court pointed out that the school system's policy did not prohibit the wearing of all political or controversial symbols—only armbands. Such selective prohibition is unconstitutional. Justice Fortas emphasized that, "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." Fortas continued to say that students are "persons" protected by the Constitution, whether in or out of school, and they have fundamental rights that must be respected. Students, therefore, "may not be confined to the expression of those sentiments that are officially approved."

Gideon v. Wainwright (1963)

SITUATION:

Clarence Earl Gideon was arrested after breaking into a pool hall, intending to rob it. He requested that an attorney be appointed to represent him at the trial, but the Florida court refused because state law only provided for lawyers in cases involving capital offenses. Gideon pleaded not guilty and conducted his own defense. He was found guilty and sentenced to five years in prison. While in prison, Gideon appealed his guilty decision to the United States Supreme Court. He stated that he did not have the money to afford a lawyer and was not allowed the legal representation he was promised by the Constitution, whether his was a capital case or not.

CONSTITUTIONAL QUESTION:

Does the Constitutional guarantee of a fair trial require that a lawyer be made available to those defendants who are too poor to afford one, and, if so, does that guarantee extend beyond capital crimes?

DECISION (9 to 0):

The United States Supreme Court decided that the Bill of Rights provision for fair trials extends to the States through the Fourteenth Amendment and that the requirement for counsel extends to all criminal cases, not just those involving capital crimes. Justice Hugo Black, writing for the Court, emphasized that “any person . . . who is too poor to hire a lawyer, cannot be assured a fair trial unless counsel is provided for him.” Black believed that all citizens, rich and poor, are entitled to counsel. He pointed to the widespread use of the best counsel possible, by defendants and governments alike, to prove that lawyers are considered necessities—not luxuries—in all criminal actions. He concluded that if we truly believe all defendants stand equally before the law, then we must protect that belief by guaranteeing that a poor man, charged with a crime, can face his accusers with a lawyer to assist him. “Without it,” Black concluded, quoting Justice Sutherland in *Powell v. Alabama*, “though he be not guilty, he faces the danger of conviction because he does not know how to establish his innocence.”

Gideon won a retrial and was assisted by a court-appointed attorney. Before the same judge, in the same courtroom, he was acquitted.

Miranda v. Arizona (1963)

SITUATION:

Two police officers went to the home of Ernest Miranda and took him to the police station for questioning. The officers did not inform him of his right to remain silent or of his right to an attorney before they questioned him. At the end of a two-hour interrogation, he confessed to kidnapping and rape. At the trial he was found guilty and sentenced to prison. He appealed to the Supreme Court. [Note that the Court combined four cases in this decision; Miranda is the title case. All four cases dealt with the rights of individuals taken into police custody.]

CONSTITUTIONAL QUESTION:

What does the Constitution require of an interrogation for the resulting confession to be admissible in a court of law?

DECISION (5 to 4):

The United States Supreme Court held that no confession may be admitted into evidence unless procedural safeguards were used to ensure that the suspect would not incriminate himself or herself in the course of an interrogation. Justice Warren, writing the majority opinion, stated that "procedural safeguards must be employed" to protect a suspect's rights. The suspect "must be warned prior to any investigation that he has the right to remain silent, that anything he says may be used against him in a court of law, that he has the right to the presence of an attorney, and that, if he cannot afford an attorney, one will be appointed for him prior to any questioning if he so desires." Once a suspect has been given these warnings, the suspect may choose to stop answering questions until an attorney is present. The Court believed that such safeguards would not hamper police officers in doing their jobs and that fact-finding on the scene was permissible. Furthermore, if a suspect volunteers statements, they are not barred by the Fifth Amendment.

Plessy v. Ferguson (1896)

SITUATION:

In 1890 Louisiana passed a statute that required railroads to provide “separate but equal accommodations for the white and colored races. . . . No person or persons shall be permitted to occupy seats . . . other than the ones assigned to them, on account of the race they belong to. . . . [S]hould any passenger refuse to occupy the coach . . . to which he or she is assigned, . . . the officer [of the railroad] shall have the power to refuse to carry such passenger . . . [and] for such refusal neither he nor the railway company . . . shall be liable for damages. . . .”

In 1892, Plessy, who was one-eighth African American, attempted to sit in the white section of a train. When a conductor ordered Plessy to give up the seat, Plessy refused and was kicked off of the train. He was then arrested and sentenced by the local magistrate, Judge Ferguson, to serve time in jail. On appeal, the Louisiana State Supreme Court found that the 1890 statute and the conviction were valid.

CONSTITUTIONAL QUESTION:

Was the Louisiana law unconstitutional under the Thirteenth Amendment, prohibiting slavery, and the Fourteenth Amendment, demanding equal protection under the law?

DECISION (7 to 1; one justice absent):

In his 1896 decision, Justice Henry Brown first dismissed the Thirteenth Amendment question, stating that “a legal distinction between the white and colored races . . . has no tendency to destroy the legal equality of the two races.” In addressing the Fourteenth Amendment issue, Justice Brown stated that segregation laws “do not necessarily imply the inferiority of either race to the other.” Therefore, the appeal must rest on whether the Louisiana law was “reasonable.” According to that majority, segregation laws “have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power.” Finally, Justice Brown rejected any ideas that “social prejudices [could] be overcome by legislation.”

Brown v. Board of Education of Topeka, Kansas (1954)

SITUATION:

Brown v. Board of Education of Topeka, Kansas is actually a collection of cases. All involved refusing to admit African-American children to segregated white public schools. All reached the Supreme Court after having lower court decisions, based on *Plessy v. Ferguson*, appealed.

CONSTITUTIONAL QUESTION:

Do “separate but equal” schools, or public facilities of any type, violate the equal protection clause of the Fourteenth Amendment?

DECISION (9 to 0):

Justice Earl Warren wrote the opinion for the unanimous Court. He began by stating that the original intent of the authors of the Fourteenth Amendment could not honestly be determined and surely could not be applied to public education, since there were so few public schools in 1868. Justice Warren went on to explain that public education had to be considered in terms of the current American society because only then would the question of equal protection be honestly answered.

Justice Warren cited a decision from a court in the state of Kansas itself, which held that segregated schools create a feeling of inferiority in the hearts and minds of the African-American children. The decision of the lower Kansas court was based on a psychological study that found that “segregation of white and colored children has a detrimental effect upon the colored children . . . Segregation with the sanction of law has the tendency to retard the education . . . of the Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.” Agreeing with the statement, Justice Warren then concluded that “[a]ny language in *Plessy v. Ferguson* contrary to this finding is rejected. . . . In the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal . . . [and thus the plaintiffs had been] deprived of the equal protection of the law guaranteed by the Fourteenth Amendment.”

Marbury v. Madison (1803)

SITUATION:

In the elections of 1800, the races were between the Federalist incumbents and the Republican candidates. More Republicans won, as did Thomas Jefferson in the presidential race, changing the balance of power to the Republicans. There were several months between the November elections and the date when the Republican winners would take office. During that time, the Federalists passed a law, called the Judiciary Act of 1789, that created many new jobs. The Federalists appointed other Federalists to fill those positions. William Marbury was appointed as a justice of the peace for the District of Columbia. Marbury's commission for his new job was signed, but the papers were not delivered. When Jefferson and the Republicans took office, they repealed the Judiciary Act of 1789. Jefferson told his Secretary of State, James Madison, not to deliver the papers. Marbury asked the Supreme Court to order that his commission be delivered to him and that he be sworn in as a justice of the peace.

CONSTITUTIONAL QUESTIONS:

Was Marbury entitled to the commission? If he was, was he entitled to a remedy under the law? If so, was that remedy a Supreme Court order, according to the Judiciary Act of 1789? [At first glance these questions may not seem that important. But, by asking the constitutional questions in this way, Chief Justice John Marshall was able to establish the principle of "judicial review" and thus determine whether an act of Congress was constitutional or not.]

DECISION (9 to 0):

Justice Marshall decided that, in answer to the first question, the appointment was effective once the commission papers had been signed. Therefore, Marbury had been legally appointed. As to the second question, a long established legal principle holds that where there is a right, so too must there be a remedy, if that right is violated. Therefore, Marbury was entitled to some remedy. Regarding the final question, Marshall began by reasoning that there can be a difference between someone acting according to the order of the President and some acting as directed by law. If the action is of the first type, the Supreme Court could *not* play a part because it would be a political issue, and not a legal issue, which is the Court's responsibility.

Now, if Marbury had no other way to get a remedy but to have the Court order it as part of their abilities defined in the Judiciary Act of 1789, then this was what a law passed by Congress gave to him. But, is that law passed by Congress allowed to force upon the Court a political action? Under Article III of the Constitution, the Supreme Court must hear certain cases directly, but in all other situations it can only hear a case on appeal. Thus, the Constitution itself does not give the Court the right to issue such an order, and the Constitution itself does not give

Congress the right to amend it so that other types of cases can be heard directly. But Congress had indeed passed such a law. Must the Court follow it? Justice Marshall said that it could not and should not because the law itself reached beyond the powers granted to Congress by the Constitution. Therefore, the law itself was unconstitutional. But, Marshall concluded, who can determine if this and other laws are unconstitutional? It is the constitutional responsibility of the judicial branch of the government to do so with the Supreme Court as the final authority. [As a matter of interest, it would be more than 50 years before the Court would consider the constitutionality of another law. By then, the concept of 'judicial review' was accepted.]

McCulloch v. Maryland (1819)

SITUATION:

This was the first time the Supreme Court was called on to decide a disagreement between a state law and a national law. In 1816 Congress passed a law creating the Second Bank of the United States. It applied credit policies in such a rigid fashion that a depression was caused. Many states tried to find ways to ease these problems. Some would not even let the bank operate in their states. Six states, including Maryland, passed bills taxing the banking operations. In Baltimore, James McCulloch, a cashier with the Second Bank of the United States, issued bank notes without paying the Maryland state tax. After the state courts held that the state law was constitutional, McCulloch appealed his case to the United States Supreme Court.

CONSTITUTIONAL QUESTIONS:

Does the Constitution allow Congress to create a bank? If so, does a state have the power to tax such a federal operation? [The questions, while important in themselves, allowed the Supreme Court to define a larger issue. In this case the larger issue was the meaning of the Constitution's "necessary and proper" clause in Article I, Section 8.]

DECISION (9 to 0):

Chief Justice John Marshall wrote the decision for the unanimous Court. Marshall began by holding that the Constitution is a creation *not* of the states but of the people acting through the constitutional conventions held in the states. Thus, "[t]he states have no power to retard, impede, burden, or in any manner control the operation of the constitutional laws enacted by Congress." Therefore, although the Constitution did not specifically mention the word *bank*, the powers related to the "sword and the purse" are entrusted to the government. The Court concluded that Congress could create the bank and that states could not burden its operations with taxes. Therefore, in this conflict between a national law and a state law, the national law wins.

New Jersey v. T.L.O. (1985)

SITUATION:

T.L.O. was a 14-year-old minor and a student at a New Jersey public high school. The school had specific rules prohibiting smoking in school buildings or on school property. A teacher found T.L.O. smoking in the bathroom and sent her to the office of the Assistant Principal. T.L.O. denied that she had been smoking; the Assistant Principal then searched her purse for cigarettes. In the search, rolling papers, marijuana, a pipe, plastic bags, and other incriminating evidence was found. The mother of T.L.O. was called and told that the evidence would be turned over to the police. At that point T.L.O. was charged. The attorneys for T.L.O. claimed that the evidence was not admissible because it had been found during an illegal search and seizure. They maintained that the Constitution required that there be probable cause and a warrant to admit any evidence beyond the cigarettes.

CONSTITUTIONAL QUESTION:

Are school officials held to the same strict standards as police officers regarding probable cause and obtaining search warrants? Is the evidence taken from T.L.O.'s purse admissible in court?

DECISION (7 to 2):

Justice Byron White wrote the opinion for the Court. He found that while the Fourth Amendment's ban on unreasonable searches and seizures does apply to public schools, the search of T.L.O. was reasonable. Furthermore, Justice White held that officials for public schools do not have to meet the same standards as the police when conducting searches. (The police must have solid information leading to the search; schools must have 'reasonable' grounds to believe that a rule of the school is being violated.) The Court saw this as balancing students' right to privacy with the responsibilities of the schools to maintain order and discipline so that learning can occur. To achieve this balance, the court devised a two-part plan for conducting legal searches: (1) public school officials do not have to obtain a search warrant before searching a student under their responsibility, but, (2) public school officials must meet a 'reasonableness' requirement to conduct the search.

“Item Writing Refresher Session”

December 7, 2002

Agenda

- 8:30-9:00 Continental Breakfast
- 9:00-9:30 Welcome and Introductions
Expense Forms and Non-Disclosure Forms
- 9:30-11:00 Writing Constructed Response Items
- Item Types & Rubric Criteria
 - ECR Rubrics
 - ECR Items
 - BCR Rubrics
 - BCR Items
 - Basic Format Sheet
 - Item Template for CR Items
 - Rewrite Text book Items
 - Checklist for Constructed Response Items
 - Pair Writing of an ECR or BCR Item
 - Group Sharing of Items
- 11:00-11:30 Important Pages of Item Development Manual
- Algebra/Data Analysis
 - Geometry
- 11:30-12:00 Lunch
- 12:00-1:00 Writing Selected Response and Student Produced Response Items
- Selected Response Items that need changes
 - Checklist for SR and SPR Items
 - Item Template for SR and SPR Items
 - Pair Writing of SR or SPR Item
 - Group Sharing of Items
- 1:00-2:00 ETS Policies and Procedures & Writing Assignments
- 2:00 Adjourn

HSA Quiz

1. What are the 3 mathematics goals assessed by the HSA?
2. What are the 4 items types on the HSA?
3. What are the differences between an ECR and BCR?
4. What are the 5 rubric criteria?
5. What is the cue for explanation?
6. What is the cue for justification?
7. How are explanation and justification different?
8. How many score levels are on the ECR rubrics? BCR rubrics?
9. What are 2 descriptors for the HSA rubrics?
10. What are student anchor papers?

Levels of Cognitive Demand

<u>Competence</u>	<u>Skills Demonstrated</u>	<u>Question Cues</u>
Knowledge Comprehension	<ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Interpret facts • Compare or contrast simple concepts/ideas • Translate from one representation to another • Identify relationships 	<ul style="list-style-type: none"> • Tell what... when... where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Compare; contrast • Express as • Read from data displays • Order
Application Analysis	<ul style="list-style-type: none"> • Apply learned information to abstract and real life situations • Use methods, concepts, theories in abstract and real life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions, make inferences 	<ul style="list-style-type: none"> • Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange
Synthesis Evaluation	<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new context • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, formulas • Make choices based on reasoned argument • Verify the value of evidence, information, numbers, data 	<ul style="list-style-type: none"> • Plan; prepare • Predict • Create; design • Ask "what if?" questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Lifetime of an Item

Core Learning Goals

You Write an Item

Reviewed and Edited

Approval by Committee

Field Test

Operational

Guidelines for Community Review for Bias and Sensitivity Issues

Bias Review

The issue of bias in items is extremely important in ensuring that the CAHSEE meets the highest standards of fairness in testing. Bias can take several forms, including:

- 1) use of language and terms;
- 2) presentation of stereotypes; and
- 3) inclusion of concepts that are insensitive, offensive, or negative toward any group.

- 1) Some of the most subtle forms of bias occur in the use of **language and terms**. It is important to avoid terms that represent demeaning assumptions about specific groups.

Examples include:

- use of terms like “lower class,” “housewife,” “red man”
- use of occupational terms ending in man (e.g., “fireman” instead of “fire fighter”)
- use of “he” or “mankind” to designate both genders

In addition, care must be taken that references to women or men or members of ethnic groups indicate the same level of respect in use of first names and titles.

Regional bias may emerge in the use of terms that are not commonly used nationwide or have different meanings in different parts of the country. A “brown paper bag” may be termed a “sack,” a “tote,” or a “pack” in different parts of the country or even within a given state. A “grinder” or a “submarine” will not connote a sandwich in many regions of the country.

Another form of bias in language use is sometimes termed “linguistic bias.” Items that use idiomatic expressions or figurative language when the content standard does not require it may be unfair to students whose first language is not English.

- 2) It is important that items avoid reinforcing **stereotypes** about specific groups.

Examples include:

- Women should not always be shown in domestic situations, nor should they be portrayed as emotional, fearful, or incapable of making decisions.
- Items and passages should not represent the assumption that minority populations are poor and uneducated.
- Native Americans should not be portrayed as more closely attuned to the natural world or as militaristic or violent.
- Elderly individuals should not be represented as weak, hard-of-hearing, or muddled.
- Specific occupations should not be associated with certain groups (e.g., Chinese laundry, men as doctors and women as nurses).

- 3) Items may be biased if they contain **concepts** that are not familiar to specific groups of students.

Examples include:

- Geographical bias: An item cannot assume, for example, that students will know that it is customary to wear snow boots in cold weather.
- Socioeconomic bias: An item should not imply that students understand “throwaway cameras,” CD players, or similar items.
- Religious bias: An item should not assume that there is one dominant religion or that all students will have been to a Christian church or attend religious services.
- Gender bias: An item should recognize that not all students are familiar with activities or concepts that have traditionally been associated with male or female members of society, including, for example, sports, cooking, clothing types, and construction tools.

• *Language bias - math 2 grades below level*

Sensitive Topics

Another important aspect of fairness is a focus on topics that may be sensitive to groups of students who are taking the test. When reviewing items for sensitivity issues, consider carefully the following topics. Usually, these topics are not appropriate for standards-based tests, even though they may be discussed in the local classroom.

- Violence (including graphical animal violence)
- Dying, death
- Natural disasters with loss of life
- Drugs (including prescription drugs), alcohol, tobacco, smoking
- Junk food
- Abuse, poverty, running away
- Divorce
- Socio-economic advantages (e.g., video games, swimming pools, computers in the home, expensive vacations)
- Sex
- Religion
- Complex discussions of sports
- Rap music, rock concerts
- Extrasensory perception, witchcraft
- Halloween, religious holidays
- Anything disrespectful, demeaning, moralistic, chauvinistic
- Children coping with adult situations or decisions
- Mention of individuals who may be associated with drug use or with advertising of substances such as cigarettes or alcohol
- Losing a job, being fired
- Rats, roaches, lice, spiders
- Any topic that is likely to upset students and affect their performance on the rest of the test

**Maryland Mathematics Assessments
Item Writer Seminar
December 13, 2003**

Agenda

- 8:00 Continental Breakfast
- 8:30 Welcome and Introductions
Expense Forms, W-9s, and Confidentiality Forms
Item Review Checklists
Bias and Sensitivity Concerns
Statistical Review of Items
- 10:00 AM Break
- 10:20 New Item Writer Training
OR
Evolution of Items: Newly written to committee approved
- 12:00 Lunch
- 1:00 Revision of Items from 2000-2001
- 3:00 PM Break
- 3:20 Item Writing Logistics
Contracts/Process for submitting and editing items/
Due dates/Communication protocol/Payment policies
Writing Assignments for 2005 Development
- 4:00 Adjournment

BIAS AND SENSITIVITY CONCERNS

Two Misconceptions:

1.

2.

Two Truths:

1.

2.

Sensitivity Concerns

Are the stem, options, and graphics free from:

- Emotionally-charged content?
- Offensive content?
- Controversial topics?
- References to inappropriate behavior?
- Words with suggestive meaning?

Bias Concerns

Are the stem, options, and graphics free from:

- Geographical bias?
- Socioeconomic bias?
- Religious bias?
- Gender bias?
- Linguistic bias?
- Disability bias?

Stereotyping Concerns

Are the stem, options, and graphics free from:

- Gender stereotypes?
- Ethnic stereotypes?
- Religious stereotypes?
- Political stereotypes?
- Age stereotypes?
- Socioeconomic stereotypes?

Task List for Maryland Item Development Sessions

- Introductions, brief summary of purpose, agenda review
- Review procedures for filling out the following forms
 - Expense Reports
 - W-9s
 - Confidentiality Agreements
- Collect Confidentiality Agreements
- Provide brief overview of the Maryland HSA and value of Maryland item writers
- Begin training session presentation
 - Briefly review characteristics of good items and examples
 - Discuss item alignment with Core Learning Goals
 - Introduce Maryland Item Writer Guidelines and Style Manual
 - Re-review sample items
 - Guided practice: writing an item
 - Discuss item writing logistics:
 - Contract Process
 - Process for submitting and editing items
 - Due dates
 - Communication protocol
 - Payment policies
- Item writers individually review Core Learning Goals, Item Writer Guidelines, and Style Manual
- Draft items on templates
- Exchange draft items with others for review and feedback
- Group discussion of selected items
- Collect items produced at workshop
- Closing remarks and next steps
- Make sure all administrative forms have been returned
- Soon after session, inventory all items produced by Maryland educators and put through review and editorial procedures

Materials List for Maryland Item Development Sessions

- Agenda
- Expense Reports
- Sign-in Sheet
- W-9s
- Evaluation Form
- Confidentiality Agreements
- Procedure list for filling out forms
- Item Templates
- Reference Materials

Presentation Materials:

- Guidelines for Item Writing (Maryland)
- Maryland Style Guide (or parts of)
- Item writing procedures (Document that describes processes for writing item, submitting it to content lead, editorial process, etc.)
- Core Learning Goals for each content area
- Samples from Maryland release forms
- Passages and stimuli if needed