General Information
- Administered biennially in grades 6 and 8 beginning spring 2008.
- Available to be administered annually in high school (opportunity to learn) beginning spring 2008.
- Results are NOT used to calculate AYP.
- Results are used as a part of OPA beginning in 2008.
- New standards implemented in the fall of 2005.
- New tests implemented in the spring of 2008.
- Link to tested indicators: http://www.ksde.org/outcomes/sunassessment.html
- Item specifications table in development.

Test Format
- Two or more forms.
- All multiple-choice questions.
- No multiple mark answers.
- Two items per indicator.
- Grade 6, maximum of 48 items.
- Grade 8, maximum of 60 items.
- H.S., maximum of 60 total items in combined two part assessment, or 30 items in each part.
- Accommodations allowed.
- Number of session not yet determined.

Testing Window
- Not yet determined.

Scores Reported
- Student performance level.
- Results by indicator for building, district, and state.
- Other scores reports have not been determined.

Computerized Assessments (KCA)
- All grade levels will be available online.
- Use of the KCA (online testing) will be optional.
- No score reports will be available until the summer of 2008.
- Beginning in 2009 score reports will be available as soon as students complete the assessment.

Released Items
- Released items will be made available.
- Estimated date for the release of exemplars is Fall 2006.

Alternate Assessments
- Social Studies will not be a part of the alternate assessment in 2006 and 2007.
- Beginning in 2008, Social Studies will be a part of the annual alternate assessment for students in grades 6, 8 and H.S.

Modified Assessments
- There will be a KAMM assessment in 2008 with only a multiple-choice section. Multiple-mark will be added in 2010.
- Only 2% of the student population may score “Meets Expectations” or higher using the KAMM.

ELL Testing
- All ELL students will be tested.

Performance Levels
- Five levels: Exemplary, Exceeds Expectations, Meets Expectations, Approaches Expectations, and Academic Warning.
- Cut scores for levels will be determined in summer 2008.
Middle School

**SS.7.2.5.1a**

**Standard: Economics**

1. \( \pi (A) - (S) \) compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services.

**Explanation of Indicator:**

Cognitive Level (A); Three Story Intellect (3) explains (how/why), evaluates, concludes, problem solves

**Main Concept:**

Compares benefit/costs of products and services

**Embedded Concepts:**

Opportunity cost

Trade-off

Scarcity

**Instructional Examples/Resources:**

Scenarios (i.e., costs of participating in sports; entertainment)

Role play opportunity cost – using items (e.g., candy bar, pencil, homework passes, lunch with teacher, soda pop), students individually rank items, randomly draw 5 student names, student picks item; do not allow him to have and explain why; student picks a second item and explain why; work to end 5th person gets left

**Item Specifications:**

- Multiple choice, one correct answer
- Items written to this indicator should provide personal experience scenarios and should not focus on abstract economic principles.
- Items written to this indicator should demonstrate a comparison between the costs and benefits of spending, saving, and borrowing decisions.
- Visual stimuli are acceptable under this indicator (e.g., two-column charts).
- Comparative shopping models of a product between stores and comparative unit pricing are acceptable for assessment.
- The term “opportunity cost” is acceptable.
- Item scenarios should be appropriate to the daily experiences of seventh- and eighth-grade students (e.g., scenarios should not discuss decisions about buying houses).

**Formative Performance Suggestions:**

Compare and contrast of an item if bought on a credit card or through earning and saving the money and comparison shopping

**State Assessment Practice Items:**

29. Which would **most likely** be a benefit of buying a 64-ounce bottle of pop for $2.00 instead of a 12-ounce bottle of pop for $1.00?

   A) The sales tax on the 64-ounce bottle is less.
   B) X The price per ounce of the 64-ounce bottle is less.
   C) The cost of buying the 64-ounce bottle is less.
   D) The time spent buying the 64-ounce bottle is less

---

Question Id: 30011. Standard 2 "2-Economics", Benchmark 5 "5", Indicator "1", Sub Indicator "1a"
# Standards for History and Government; Economics and Geography

## Recommended

### Scope and Sequence

*For Alignment*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Focus</th>
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<tbody>
<tr>
<td>K</td>
<td>Self</td>
</tr>
<tr>
<td>1</td>
<td>Families</td>
</tr>
<tr>
<td>2</td>
<td>Then and Now (Past and Present)</td>
</tr>
<tr>
<td>3</td>
<td>Communities (Local History)</td>
</tr>
<tr>
<td>4</td>
<td>Kansas and Regions of the United States</td>
</tr>
<tr>
<td>5</td>
<td>United States History (Beginnings to 1800)</td>
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<tr>
<td>6</td>
<td>World History (Ancient and Medieval Civilizations)</td>
</tr>
<tr>
<td>7</td>
<td>Semester 1 – World Geography</td>
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<td>Semester 2 – Kansas History and Government</td>
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<tr>
<td>8</td>
<td>United States History (1800 – 1900)</td>
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<td>High School</td>
<td>World History (Renaissance to present)</td>
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<tr>
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<td>- and -</td>
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<tr>
<td></td>
<td>United States History with Kansas History integrated into coursework (1900 to present)</td>
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<tr>
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<td>- and -</td>
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<tr>
<td></td>
<td>Civics-Government</td>
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<td><strong>Underlying Principle:</strong> historical and comparative examples of civics-government, geography, and economics are integrated into coursework K-12</td>
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**Module 4**

**Social Studies**
# Kansas Assessment in Social Studies

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total # of Assessed History Indicators</th>
<th>Total # of Assessed Civics-Government Indicators</th>
<th>Total # of Assessed Economics Indicators</th>
<th>Total # of Assessed Geography Indicators</th>
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Kansas Standards for History and Government; Economics and Geography

Kansas State Board of Education
Approved December 2004

Module 4 Social Studies
## Kansas Assessment in Social Studies

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Kansas Assessment in Social Studies

The percentage of Knowledge/Application of the assessed indicators at each grade level is as follows:

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<thead>
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<th>Grade Level</th>
<th>Knowledge</th>
<th>Application</th>
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