



KANSAS SOCIAL STUDIES ASSESSMENT OVERVIEW



General Information

- Not tested in 2006 and 2007.
- Administered biennially in grades 6 and 8 beginning spring 2008.
- Available to be administered annually in high school (opportunity to learn) beginning spring 2008.
- High school assessment, two part: World Focus (includes world history, global economics, and world geography) & U.S. Focus (includes U.S. and Kansas history, civics-government, and U.S. related economics)
- Results are NOT used to calculate AYP.
- Results are used as a part of QPA 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/ssassessment.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 score 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. π (A) - (\$ 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 5 th person gets left
Item Specifications: <ul style="list-style-type: none"> 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. QuestionId: 30011, Standard 2 "2-Economics", Benchmark 5 "5", Indicator "1", Sub Indicator "1a"

				ECONOMICS
				SS.7.2.5.1a



Standards for History and Government; Economics and Geography

Recommended Scope and Sequence For Alignment

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



Kansas Assessment in Social Studies

Grade Level	Total # of Assessed History Indicators	Total # of Assessed Civics-Government Indicators	Total # of Assessed Economics Indicators	Total # of Assessed Geography Indicators	Total # of Assessed Indicators	Actual # of Test Questions
Grade 6	12	4	4	4	24	48
Grade 8	15	5	5	5	30	60
High School	U.S. 7 World 7	5	3 3	5	30	60



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

Grade Level	Total # of Assessed History Indicators	Total # of Assessed Civics-Government Indicators	Total # of Assessed Economics Indicators	Total # of Assessed Geography Indicators	Total # of Assessed Indicators	Actual # of Test Questions
Grade 6	12	4	4	4	24	48
Grade 8	15	5	5	5	30	60
High School	U.S. 7 World 7	5	3 3	5	30	60



Kansas Assessment in Social Studies

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

Grade Level	Knowledge	Application
Grade 6	60%	40%
Grade 8	50%	50%
High School	40%	60%

