

World History 3201 Public Examination Teacher Handbook

Government of Newfoundland and Labrador
Department of Education
Division of Evaluation, Testing, and Certification

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PREAMBLE

World History 3201 is a course that students can use to satisfy their World Studies graduation requirements and their admission requirements to Memorial University. It is also a course that is examined through the Department of Education's shared evaluation policy and public examination process.

The main purpose of the World History 3201 public examination is certification. The mark that a student receives on the examination will account for 50% of the student's final mark in World History 3201. The examination is based on all curriculum outcomes that can be measured through paper and pencil and at the same time reflects the pedagogical model that is advocated in the curriculum guide.

This document outlines the specifications on which each public examination for the course will be designed and also provides the format for each examination. As students participate in the learning process, it is important that they engage in all levels of cognitive thinking as articulated in the table of specifications. Students are expected to acquire knowledge of history, to apply this knowledge to new situations, and to integrate this knowledge to form judgements and to defend a position.

Teachers are encouraged to read this document and to share the information with your students. It is intended to inform your teaching and to help you prepare your students to demonstrate in the public examination that they have achieved the outcomes of the World History 3201.

EVALUATION: NATURE AND PURPOSES

Broadly defined, evaluation is the process of systematically collecting data (i.e., assessment), detecting patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

The evaluation of student learning is an integral part of the planned instructional cycle. Its intent is to determine if the intended outcomes have been achieved, judge the effectiveness of the course and learning environment in meeting the needs of the learner, and assist in designing future learning situations.

The quality of assessment and evaluation has a profound and well-established link to student performance. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued – what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information including, but not limited to,

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questions
- performance assessments
- peer-assessments and self-assessments
- case studies
- interviews
- essay writing
- oral and multimedia presentations
- research

For an examination of the role of these data sources, history teachers may refer to the Department of Education document *The Evaluation of Students in the Classroom: A Handbook and Policy Guide - Second Edition* (2001).

Evaluation is more than the collection of data. It brings interpretation, judgements and decisions to data collected during the assessment phase to address key educational issues. More specifically, how valid and reliable is the data gathered? What does the data suggest about student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need for change? Are students ready to move on to the next phase of the course?

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- providing feedback to improve student learning
- setting goals for future student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- communicating with parents about their children's learning;
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students need to understand the basis on which they will be evaluated and what teachers expect of them.

The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose. Pre-instructional assessment is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* but is not intended to be a measure of what they are capable of doing. The purpose is to analyze the student's progress to date in order to determine the type and depth of instruction needed. Pre-instructional assessment is mostly conducted informally and continuously.

Formative assessment is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made. Formative assessment may be conducted by the teacher, or by the students themselves as they assess their own learning.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report *the degree to which curriculum outcomes have been achieved*.

Instruction and evaluation are centered on outcomes. Not only are outcomes used in providing structure for teaching and learning, but they also provide a framework for assessment and evaluation. However, in any social studies classroom there should be a balanced approach to assessment ensuring that emphasis is given to the learning process as well as the products of learning.

Process outcomes identify the skills that students develop as they come to know, to value, and to be able to do. The emphasis in teaching shifts from a passing on of “*the what*” to “*the how*” - the process by which knowledge is acquired and utilized. Students are taught to find information, to become autonomous thinkers, and to use knowledge to solve new problems and make decisions for themselves.

The product can be thought of as '*the what*' of learning. The *what* is that which students should know and value. The *what* is spelled out in outcomes, which are the base for a program, a course, or a theme of study.

The process is also designed to develop the affective outcomes where students can begin to consider their own personal values, and teachers can help them develop the capabilities and processes they need in order to clarify those values. In fact, the process of having students experience activities and clarify their own values might be the product the teacher is trying to achieve.

ANALYSIS OF THE WORLD HISTORY 3201 CURRICULUM

Historical Literacy

What does it mean to be historically literate? The answer lies in an examination of the contribution of history to education itself. Its distinctive contribution is that it provides an understanding of the past, not only on its own terms, but as a context for the changing events of the present. We are never free from history since institutions, events, traditions, and ideals have their roots in the past. A greater understanding of history provides a strong foundation for meeting the challenges of contemporary life.

Historical literacy, however, is not restricted to the content of history. It also encompasses the process of reasoning as students analyze, synthesize, and evaluate historical evidence. The reasoning process helps students to discover relationships among facts and arrive at logical conclusions and judgements about them.

Finally, these relationships, conclusions and judgments must be effectively communicated, whether it is the presentation of a thesis with informed content or the drawing of a political cartoon.

Program Overview

At the primary, elementary and intermediate levels of schooling, historical knowledge, skills, and values are integrated into the social studies program. At the senior high level, students have the opportunity to subscribe to (1) a two-credit course in Canadian history as part of the required two-credit stream in Canadian studies, and (2) a two-credit course in world history to fulfil the required two-credit stream in world studies. World History 3201 is designed to be one of the options for meeting the world studies requirement.

Within the current perspective of historical literacy, World History 3201 is designed to help students to examine historical and current developments in society, and to make informed decisions as individuals and global citizens. More specifically, students will examine the causes, course, and consequences of ideas, movements and events affecting people throughout the world since 1900.

Curriculum Outcome Goals

Understandings

It is expected that students will understand:

- that historical events are the result of a combination of factors: political, social, intellectual, religious, and economic.

- that current events have a historical context, having been caused or affected by past events.
- the role that significant individuals/leaders have played since 1990.
- how people since 1900 have attempted to solve economic, political and social problems through a variety of events and activities, including movements, revolution, social action, international cooperation, and the democratic process.
- the major scientific and technological developments since 1900 and their impact on the world.
- capitalism and democracy and their impact on the world.
- imperialism, nationalism, socialism, fascism, communism and their relationship to economic and social changes.
- the causes and horrors of war and the necessity of preventing war.
- the role of prejudice and propaganda in influencing events and processes.
- the emergence of the new expanding interdependence of world and cultural communities.

Competencies

It is expected that students will develop abilities in:

- critical thinking, creative thinking, decision-making, and problem-solving skills.
- retrieving, analyzing, evaluating and synthesizing information relevant to 20th century history through listening, reading, viewing, and interviewing.
- using a variety of resources to gather relevant information from textbooks, trade books, reference materials, periodicals, newspapers, primary documents, audio-visual materials, computer software, the world wide web.
- expressing ideas effectively in a variety of formats, such as written reports, oral reports, discussion, debate, dramatization, audio and video productions, multi-media productions, and web-page creations.
- group decision-making, dialogue and social participation through use of democratic skills.

- interpreting and constructing maps, diagrams, time lines and charts, to gain a space and time perspective of the modern world.
- analyzing historical sources.
- detecting cause-and-effect relationships.

Dispositions

It is expected that students will develop an appreciation for:

- the nature of history and its interdisciplinary framework.
- human effort and achievement.
- knowledge of the past as essential for understanding the present.
- the destructiveness of war and the value of peace.
- the value of equal opportunities for people regardless of race, culture and creed.
- significant issues affecting the modern world.
- their own evolving values and those in other societies in the 20th century.
- the arts as a way of understanding historical information.
- cooperation and communication among/between societies.
- universal citizenship.

Relative Emphasis on Themes

The ten outcomes above are organized into six themes; namely, World War I, Challenges and Changes, International Tensions During the 1930's and World War II, Economic Development - The Cold War, Regional Developments in Post War World War II Africa, Asia, Middle East, Challenges of the Modern Era. Each theme is presented in the form of specific curriculum outcomes (SCOs), each of which is detailed in the form of performance expectations (PEs). The themes are not equally weighted and, therefore, require different proportions of instructional time. The weightings are identified in the table of specifications.

It should be noted that the theme, What is History?, does not appear in the table of specifications, since it is integrated throughout the course.

Teachers may choose from a variety of strategies for teaching/learning and student assessment to support the SCOs and PEs. The competency-based and dispositions-based outcome goals are incorporated into the learning outcomes as appropriate.

Since research is an important part of this course, students will use both primary and secondary sources and will draw upon traditional sources of information including reference books, original documents, newspapers, statistics, and illustrations, as well as appropriate sites on the worldwide web.

The program clearly supports resource-based and inquiry-learning approaches to teaching and learning. Cooperative learning strategies, project-base learning, and the use of technology are considered good examples of instructional strategies. Various resources have been identified to support each topic and activity. As well, the student resource will provide a foundation for each topic.

Relative Emphasis on Cognitive Levels

Each learning outcome is designed to be the means by which the student demonstrates the attainment of knowledge, skills and/or attitudes and is classified on a three-level hierarchy of thinking skills – knowing, applying, and integrating.

At the *knowing* level, students engage in the acquisition of knowledge through recall, comprehension and interpretation. Traditionally, the emphasis in history instruction has been largely at this level. In the World History 3201, there is a noticeable shift toward *applying* the knowledge acquired to new situations to solve problems and/or to break an idea or situation into its constituent parts to see relationships among them. At the *integrating* level, students are required to reflect upon knowledge to arrive at new solutions to problems, to form judgements about situations and defend a position.

Implications for Assessment

World History 3201 promotes a balanced approach to product and process, a shift from the sole reliance on the transmission of knowledge toward greater use of approaches that encourage transactional and transformational learning. Key to this shift is the use of methodologies that facilitate inductive learning. Compared to deductive learning, inductive learning is a more open-ended process that guides students through the collection and organization of data, the identification of patterns in the data, and the formulation of generalizations from these patterns.

The following chart contrasts deductive and inductive learning.

DEDUCTIVE LEARNING	INDUCTIVE LEARNING
Teacher-Centered	Student-Centered
<ul style="list-style-type: none"> Teacher presents a rule, principle, or law to explain geographic phenomena. 	<ul style="list-style-type: none"> Teacher presents data or facilitates student collection of data to investigate a particular geographic phenomenon.
<ul style="list-style-type: none"> Teacher provides examples to help students to reinforce their understanding of the rule, principle, or law. 	<ul style="list-style-type: none"> Teacher uses questioning techniques to facilitate students' detection of patterns reflected in the data. Teacher uses questioning techniques to facilitate students' development of conclusions or generalizations based on the patterns.

This approach to instruction has implications for the assessment of student achievement of outcomes. More specifically, instruction and assessment must inform each other. The examination should sample what students know and are able to do according to a set of standards as articulated by the specific curriculum outcomes. Secondly, the learning approaches used to help students to acquire geographic knowledge and the skills used in the instructional setting must be reflected in the assessment phase. The examination should try to reflect the balance between deductive and inductive approaches promoted in the course. The cognitive levels at which the learning outcomes are set should also reflect the same degree on the examination. To achieve this balance, a table of specifications has been constructed to guide the development of the World History 3201 public examination.

Table of Specifications

Students enrolled in World History 3201 are required to write a public examination after the course is completed. It is critical, then, that there is a strong correlation between instruction and evaluation. This congruence must be evidenced at two levels:

- The scope of the course as delineated by the outcome goals/units must be reflected on the assessment instrument.
- The relative emphasis upon thinking skills i.e., knowing, applying, and integrating, during the instructional phase must be reflected in the assessment instrument.

To help achieve this correlation, the following table of specifications is provided for the teacher of World History 3201.

Theme	Cognitive Levels			Totals
	Knowing	Applying	Integrating	
World War I	8.4	10.6	3.9	23
Changes and Challenges	9.7	8.8	3.9	22.6
International Tensions	9.7	10.6	5.3	25.7
Economic Development	4.4	5.3	3.9	13.7
Regional developments in Post War	2.6	1.7	2.6	7
Challenges of the Modern Era	2.6	2.6	2.6	8
Total	37.6	39.8	22.6	100

The table of specifications is a crucial instrument in the construction of items. The weightings in each cell are translated into selected response and/or constructed response items. If a selected response item can accurately reflect the intent of the related learning outcome, it will be the preferred item format. Otherwise, a constructed response item is used. Secondly, the table of specifications helps to ensure congruency between the cognitive level of the outcome and the cognitive level of the item. More specifically, if a learning outcome is cast at the applying level, student achievement of it is not assessed at the knowing level.

DEVELOPMENT PROCESS FOR THE WORLD HISTORY 3201 PUBLIC EXAMINATION

Guiding Principles for Examination Development

Efforts to effectively develop, field test, and refine items must provide an examination that is a valid measure of student achievement of the outcomes for World History 3201. Every attempt is made to adhere to the following principles:

- The test is constructed so that students will be able to select the themes they have studied during the year.
- To the extent that the learning outcomes permit, selected response and constructed response items are arranged by difficulty level (easiest to most difficult).
- There is no choice among questions.
- To help students respond to application and integrating level questions, necessary resources (e.g., original documents, statistics, illustrations) are provided to help ensure that the test reflects the process of learning.
- The general test directions are clear and concise so that students will know what they are to do and how they are to do it.
- The items are selected as dictated by the table of specifications.

Item Development

The Department of Education prepares guidelines, instructions, and sample items to set the task for item writers. The items writers are selected from key teachers of history in the province (see Appendix 6.1 for the selection criteria). This committee analyzes the outcomes, correlates them with the core resource, and then writes, adopts, or adapts items.

After a sufficient number of items have been written, they are validated by a second group of teachers to ensure that they have content validity and that their language is clear and precise. The validation process allows a larger group of teachers to have an opportunity to adapt and/or contribute items.

The items are then field tested, a stratified-random sample (male-female, rural-urban, large school-small school). Student responses are scored by a panel of markers.

Analysis of Field Test Results

The key issue arising out of the field test is whether the examination worked in the way in which it was intended. To answer this question student responses are reviewed and an item analysis is conducted.

Item analysis is a process of collecting and summarizing information about how students responded to each item. Its purpose is to determine which items did not function well and that should be replaced or improved. Item analysis will indicate items that are ambiguous, miskeyed, non-discriminating, or at an inappropriate difficulty level. Item ambiguity can occur when the highest-scoring students are unable able to select the correct answer from one or more of the distractors. An item is likely to be ambiguous if it worded poorly, is written at an extremely high level of difficulty, or if it unintentionally allows for more than one correct answer.

Item difficulty and item discrimination are major concerns for test developers during the item analysis stage. For a selected response item, the difficulty index is the percentage of students who selected the correct response. For constructed response items, it is calculated by dividing the average score on an item by the possible item score range. The lower the index, the more difficult is the item. Ideally, acceptable difficulty levels range from .40 to .90.

Item discrimination indicates how well the item differentiates students who are knowledgeable from students who are not. If the upper and lower groups of students demonstrated the same performance on an item, the discrimination index will be zero. If the upper group got an item correct and the lower group missed it, the item discriminated in the way it should have. The discrimination index for a selected response item is calculated by finding the dividing the difference between the number of students in the upper group who answered it correctly and the number in the lower group who answered it incorrectly by half of the total number of students. For constructed response items, the discrimination index is found by finding the difference between the average item score for the upper group and the average item score for the lower group and dividing it by the range of possible item scores. Ideally, an item should discriminate at or above .20.

Refinement of Test Items

After student performance on each item has been statistically analyzed, test developers for World History 3201 review the results. Items with extremely low or high difficulty levels and/or discrimination indices will be examined more closely and may be revised or replaced. For example, an item that requests students to identify the definition of a simple term may have a difficulty level of .95. The test developers will examine the outcome and if there is a high content validity the item is acceptable. If the same item had a low difficulty index, it would have to be revised because it did not perform in the way that it should have.

ADMINISTRATIVE CONTEXT

The following overview of the administrative context for World History 3201 public examination is drawn from Department of Education document, *The Public Examinations Handbook 2001*. For full details, teachers are advised to consult this document.

School Evaluation Regulations for World History 3201

The school will

- conduct a comprehensive evaluation of student performance in World History 3201 on a 50/50 shared basis with the public examination.
- devise an evaluation plan, based on specific course outcomes, to guide the testing and grading for the course.
- consider no outcomes in the affective domain for summative purposes.
- establish an appeal committee in instances where validity and fairness of marks are in question.
- familiarize students with the evaluation procedures used.
- review (normally by the principal) all final marks before issuance to students and certify them valid and fair before submission to the Department of Education.
- make available to the Department of Education, upon request, any information about school policies and procedures.

Shared Evaluation Regulations for World History 3201

- Unless an exemption has been granted, schools are required to provide a school evaluation in World History 3201.
- Before being combined with public examination marks, raw school marks are adjusted, where necessary (Refer to *The Public Examinations Handbook 2001* for the adjustment formula). System programming controls for aberrant marks.
- The final mark in the shared evaluation arrangement will be the average of the school mark, with adjustments where necessary, and the public examination mark. Decimal marks are rounded to the nearest whole; final combined marks of 48 or 49 will be rounded to 50; and final combined marks of less than 50, when the public exam mark is 50 or more, are rounded to 50.

- To allow for student appeals to the school, final school marks are to be released to students a reasonable period before school closes. After marks have been submitted to the Department, no revisions can be made (except to correct errors).
- Final school marks for World History 3201 are to be forwarded to the Department of Education by the last day of school in June.
- In special circumstances, approval may be obtained to defer a June World History 3201 public examination to November or June immediately following. Such approval is to be requested in writing on an individual basis. In case of shared evaluation deferrals, the school mark for the term missed will be brought forward and used in the calculation of the final result unless a new mark is submitted. Results of a deferred evaluation will be reported for the reporting period to which the public examination has been deferred.

Eligibility and Registration

- A student, or private candidate, may write the World History 3201 public examination only if he or she has received instruction in the course.
- In special circumstances, a student or private candidate who has not received instruction in the course may be granted permission to write.
- For the June public examination, registration will be conducted in November through web application.
- For the November public examination, registration will be conducted in September.
- Private candidate registration is made by candidates through the Department of Education. The deadlines are **September 30** for the November examination and **February 15** for the June examination.

Public Examination Appeals

- Any candidate, or any principal on behalf of his/her students, who is aware of or suspects an error in the results issued, may appeal to the High School Certification Manager for a review and any required correction to the results. In the event of a missing mark, the principal is to contact High School Certification as soon as possible. For rereads, the written request is to be made by September 15 (for the June examination) or by January 15 (for the November examination).
- If the principal deems that a student has been unfairly treated by the adjustment of school marks, an appeal may be made in writing by September 15 (for the June examination) or by January 15 (for the November examination).

- Refer to *The Public Examinations Handbook 2001* for further procedures on public examination appeals.

Special Consideration Policies

- Any candidate, or any principal on the behalf of a student, may request and be granted special consideration related to the writing of the World History 3201 Public Examination.
- Suitable adaptations to the examination will be provided for students who, because of a permanent or temporary incapacity, are unable to perform in the examination in the usual manner. Such adaptations are appropriate to ensure that all students have a fair opportunity to demonstrate their achievement under suitable conditions. Adaptations such as large print, audio tapes, Braille, sign language and interpreting, typing or word processing, student dictation and use of scribes, extended time, private supervision, alternate scheduling, and audio computers and calculators may be used in appropriate cases.
- As necessary and as indicated by the Individual Support Services Plan (ISSP), adaptations during the evaluation may be provided to offset a specific incapacity that has been acknowledged by ISSP team members.
- Students who are provided adaptations to evaluation will be subject to the same evaluation criteria and grading standards as for all other students.
- Oral evaluation and the use of scribes in the World History 3201 public examination shall not place students at an advantage over students who are not receiving these adaptive measures. (Guidelines for oral evaluation and use of scribes are provided in the *Public Examinations Handbook 2001*, page 11).
- Requests for adapted evaluations are to be made on the appropriate form in writing by **February 15** for June and **September 30** for November.
- A student who misses the World History 3201 public examination may be awarded a final mark. The underlying cause must be a temporary incapacity to write the examination as defined by the *Public Examinations Handbook 2001*, page 12.

Student Conduct

- As required, candidates are permitted to bring such personal materials as pencils, pens, erasers, and rulers into the examination room.
- Calculators and other electronic devices are not permitted.
- The use of software packages is not permitted.
- Refer to the *Public Examinations Handbook 2001*, pages 13 and 14, for regulations concerning entrance to and exit from the examination room and writing time.

POST-EXAMINATION ACTIVITIES

Scoring Procedures

Immediately after the completion of public examinations, a marking board is set up to mark all constructed response questions. The marking session extends over a two-week period.

To aid in the scoring process, the following procedures will be followed:

- A marking key for the selected response items will have been prepared as part of the examination development process.
- As well, scoring criteria will have been developed to allocate values to partial and complete answers for constructed response items.
- Before the marking session begins, the Chief marker conducts a session on marking procedures.
- The session also focuses on the scoring criteria for the constructed response items.
- The chief marker conducts intra- and inter-rater reliability checks; where necessary, remediative measures will be taken to ensure that the scores reliably reflect student performance.

Reporting Process

During the two-week scoring period, the results for the constructed response items are manually entered into a computer data base and machine scorable answer sheets for the selected response items are scanned into the data base. The files for the constructed response and selected response items are combined, edited and then sent to X-Wave, where school mark adjustments are made, school and exam marks are combined, provincial statistics produced, and transcripts are generated. After this process is complete, marks are mailed to students.

Use of Results for Formative Purposes

The Department of Education recognizes the vital relationship between instruction and evaluation, and promotes evaluation as a source of information about the effectiveness of the curriculum and related instructional practices. The World History 3201 public examination is a summative instrument: its purpose is to determine the degree to which students have achieved course outcomes for the purpose of satisfying certification requirements. At the same time, however, a summative instrument can be put to formative use.

Practices to enhance the impact of the World History 3201 public examination on instructional approaches and student achievement include:

- the publication of a comprehensive chief marker's report with an analysis of student performance by item.
- the provision of samples of actual student responses to all constructed response items with teacher commentary on strengths and weaknesses.
- the identification of content areas and skill sets that should be given greater focus in the instructional setting.
- the provision of professional development sessions, with input from districts, to focus on item analysis, students' responses to items, and integration of assessment and instruction.

APPENDICES

Criteria for Selection of Item Writers

Teachers that serve on World History 3201 development committees must meet these criteria:

- At least a Grade IV teaching certificate.
- At least a minor in History.
- At least five years experience teaching World History 3201 (including the present year).
- Knowledgeable about current curriculum and evaluation practices.
- Recommendation by their school districts.
- Equivalent combination of academic background and experience.

Constructing Selected Response Items

A selected response item consists of a stem and a number of alternatives. The stem may be a statement or a direct question that poses a problem. The student's task is to respond to the problem by choosing the correct or best alternative. The remaining incorrect or less acceptable alternatives serve as distractors.

The following guidelines may be used to construct selected response items:

- The stem may prompt students for two possible types of answers: a **correct** answer, or the **best** answer.
- Responses should be approximately the same length for any one item.
- The position of the correct answer should be randomized. One way to do this is to arrange the responses alphabetically.
- The stem must not contain grammatical clues to the correct response.
- Responses "all of the above" or "none of the above" should be avoided.
- The stem itself should contain enough information to set the context for the response.

Examples:

- Poor: In a socialist state,
- (A) Businesses own the means of production.
 - (B) Military owns the means of production.
 - (C) State owns the means of production
 - (D) Workers owns the means of production.

Better: Who owns the means of production in a socialist state?

- (A) businesses
- (B) military
- (C) state
- (D) workers

- The stem should pose only one problem.

Examples:

Poor: Nazism, as opposed to socialism, considers the interests of which group to be paramount?

- (A) church
- (B) minorities
- (C) state
- (D) working class

Better: Nazism considers the interests of which group to be paramount?

- (A) church
- (B) minorities
- (C) state
- (D) working class

- Items should have a clearly defensible correct or best option.

Examples:

Poor: Which term **best** reflects the use of force?

- (A) colonialism
- (B) imperialism
- (C) militarism
- (D) nationalism

Better: Which term **best** reflects the use of force to resolve disputes?

- (A) colonialism
- (B) imperialism
- (C) militarism
- (D) nationalism

- Avoid using superfluous information in the stem.

Examples:

Poor: Poland was the first country to experience a new type of warfare developed by the Germans. Which characteristic best describes blitzkrieg?

- (A) air attacks combined with rapid tank movements
- (B) amphibious invasions behind enemy lines
- (C) mass infantry assaults on enemy lines
- (D) massive artillery barrages followed by infantry attacks

Better: Which characteristic best describes blitzkrieg?

- (A) air attacks combined with rapid tank movements
- (B) amphibious invasions behind enemy lines
- (C) mass infantry assaults on enemy lines
- (D) massive artillery barrages followed by infantry attacks

- The question should require a specific single answer.

Examples:

Poor: Which characteristic describes population dynamics in Western European countries early in the twentieth century?

- (A) expanding population
- (B) low birth rates
- (C) declining death rates
- (D) declining urbanization

Better: Which characteristic describes population dynamics in highly developed countries?

- (A) contracting population
- (B) low birth rates
- (C) declining death rates
- (D) declining urbanization

- Where possible, the stem should be stated in positive terms.

Examples:

Poor: Which is **not** a result of Roosevelt's New Deal?

- (A) provision of old age benefits
- (B) provision of unemployment insurance
- (C) introduction of higher tariffs
- (D) stabilization of the banking system

Better Which is a result of Roosevelt's New Deal?

- (A) expansion of the military
- (B) extending civil rights to all Americans
- (C) introduction of higher tariffs
- (D) stabilization of the banking system

- The responses should be equally plausible to the uninformed respondent.

Examples:

Poor: Which event completes the chronology of events that occurred during World War II?

- Allied landing in Normandy
 - Allied liberation of Paris
 - _____
 - Potsdam Conference is convened.

- (A) Battle of Britain
- (B) Battle of Stalingrad
- (C) end of the Cold War
- (D) Red Army capture of Berlin

Better: Which event completes the chronology of events that occurred during World War II?

- Allied landing in Normandy
 - Allied liberation of Paris
 - _____
 - Potsdam Conference is convened.

- (A) Allied victory in North Africa
- (B) Battle of Britain
- (C) Battle of Stalingrad
- (D) Red Army capture of Berlin

Writing Constructed Response Items

- Only use a constructed response item if some other item format, particularly selected response, is not appropriate for the knowledge and skill tested.
- Word the question so that it will elicit the type of response that you wish to measure.
- Use clear, descriptive words to indicate the nature of the task required of the student.
- Indicate the value or weighting of the question so that students can allocate sufficient writing time.
- Use a larger number of questions requiring shorter responses in lieu of fewer questions requiring longer responses.
- To reflect the maturity level of the student, indicate the expected length of the expected response and use an appropriate reading level in the item.
- Use words that ensure that students respond at the cognitive level required by the related outcome.

World History 3201 Public Examination Format

The examination format is determined by (1) the weightings by unit and by cognitive level within units, and (2) selecting the item format most appropriate to the cognitive level of the learning outcome tested. Most knowing outcomes and some applying outcomes are best supported by selected response items, whereas integration level outcomes are best supported by constructed response items. The following chart provides an overview of the structure of the World History 3201 public examination.

Examination Section	Cognitive Level			Total
	Knowing	Applying	Integrating	
A: World War I	8 sr	5 sr 1 cr (5)	1 cr (5)	23
B: Challenges and Changes	10 sr	3 sr 1 cr (10)	0 cr	23
C: International Tensions During the 1930s and World War II	10 sr	6 sr 0 cr	1 cr (10)	26
D: Economic Development- The Cold War	4 sr	0 sr 1 cr (5)	1 cr (5)	14
E: Regional Development in Post War	1 sr	0 sr 1 cr (5)	1 sr	7
F: Challenges of the Modern Era	1 sr	1 cr (5)	1 sr	7
Total	34	44	22	100

Quality of Responses Expected

In addition to the 50 selected response items, there will be 6 constructed responses for 5 marks each (about ½-page each) and 2 longer responses for 10 marks each (about 1-page each).

Each of the 5-mark constructed response items will require a well-written paragraph with a clearly stated topic sentence and supporting details.

Each 10-mark question will require a clearly stated topic sentence in the opening paragraph. The following paragraphs should support the topic sentence with relevant historical content and appropriate evidence from any documents and supporting information provided on the examination.

Candidates are expected to adhere to the following guidelines as they write their 5-mark and 10-mark responses:

- All documents provided should be accurately interpreted and used, but not directly copied.
- Quotations may be used to support answers.
- Knowledge acquired from the course should be combined with information from the documents.
- All aspects of the question should be supported with facts, examples, and/or arguments.
- The organization of the written answer should be clear and logical.
- In case of a 10-mark response, the written answer should have an effective introduction and ending.

A sample examination for World History 3201 may be found at

<http://www.gov.nf.ca/edu/k12/pub/sample.htm>

Sample Items

The following items sample performance expectations from each unit.

Section A: Turn of the Century

Performance Expectation

1.1.1 Define the term mass production. (k)

Item

Which term refers to the method of manufacturing large quantities of goods in standard sizes?

- (A) assembly line
- (B) factory system
- (C) mass production
- (D) multinational corporations

Performance Expectation

2.3.4 Examine the link between nationalism and imperialism. (a)

Item

Which relationship is best reflected in the quotation below?

I contend that we Britons are the first race in the world, and the more of the world we inhabit, the better it is for the human race.

- Cecil Rhodes

- (A) fascism and communism
- (B) fascism and imperialism
- (C) nationalism and communism
- (D) nationalism and imperialism

Section B: World War I (1914-1918)

Performance Expectation

2.3.7. List the reasons for the establishment of the League of Nations. (k)

Item

Why was the League of Nations formed?

- (A) to economically reconstruct Europe
- (B) to monitor German inflation
- (C) to prevent Fascist territorial expansion
- (D) to promote world peace

Performance Expectations

- 2.1.4 Describe life in the trenches; highlight feelings about such conditions as food, leadership, the enemy. (I)
- 2.1.5 Examine a variety of poems, short stories, cartoons, or any other artistic form to show how people expressed their feelings towards the war. (I)

Item

Carefully read the following documents about World War I by a poet, a soldier, and a novelist. Assume you are a soldier in the trenches and one of your buddies has just deserted. Use these documents and your knowledge of World War I to describe three conditions that explain why desertions occurred.

The General

‘Good morning; good morning!’ the General said
When we first met him last week on the way to the line.
Now the soldiers he smiled at are most of ‘em dead.
And we’re cursing his staff for the incompetent swine.
‘He’s a cheery old card’, grunted Harry to Jack
As they slogged up to Arras with rifle and pack.

But he did for them both by his plan of attack.

Siegfried Sassoon, 1886-1967

Captain Hume Gore told us that the German gas is chlorine – he deliberately told us a falsehood in saying that chlorine does not kill ... one of our men returned from hospital next day where he had seen gas stricken men gasping for breath and dying like flies while the medical people could do nothing for them apparently except prop them up against a wall in open air, all black in face – if Hume Gore was educated surely he knew that iron burns in chlorine and that therefore human lungs could not thrive in it.

- *An entry in a soldier's diary*
May 3, 1915

We see men living with their skulls blown open; we see soldiers run with their two feet cut off, they stagger on their splintered stumps into the next shell-hole ...

Still the little piece of convulsed earth in which we lie is held. We have yielded no more than a few yards of it as a prize to the enemy. But on every yard there lies a dead man.

- *Excerpt from Remarque, All Quiet on the Western Front, 1929.*

Section C: Challenges and Changes

Performance Expectation

3.3.5 Analyze the discrepancies between the ideals and practices of the League of Nations. (a)

Item

According to the cartoon depicting the Japanese invasion of China, how did Japan believe the League would respond?

(Use graphic from item 31 of the World History 3201 sample exam)

- (A) labeling China as the aggressor
- (B) not militarily opposing Japan's action
- (C) sending arms for China to defend herself
- (D) taking decisive military action against the invasion

Performance Expectation

3.4.6 List the changes in Bolshevik economic policy up to the establishment of the Soviet Union in 1924. (k)

Item

Which action resulted from Lenin's New Economic Policy?

- (A) Kulaks resisted
- (B) Peasants revolted
- (C) Production decreased
- (D) Production increased

Section D: World War II (1939-1945)

Performance Expectation

5.2.1 Define maginot-line. (k)

Item

Which term refers to the elaborate set of fortifications France built along its border with Germany?

- (A) Berlin Wall
- (B) Iron Curtain
- (C) Maginot Line
- (D) Vichy Wall

Performance Expectation

4.1.5 Evaluate why the policy of appeasement was not effective in containing the expansion of Nazism. (I)

Item

The following agreement was signed by Hitler and Chamberlain on September 30, 1938.

We, the German Fuhrer and Chancellor and the British Prime Minister, have had further meeting today and are agreed in recognizing that the question of Anglo-German relations is of the first importance for the two countries and for Europe.

We regard the agreement signed last night and the Anglo-German Naval Agreement as symbolic of the desire of our two peoples never to go to war with one another again.

We are resolved that the method of consultation shall be the method adopted to deal with any other questions that may concern our two countries, and we are determined to continue our efforts to remove possible sources of difference and thus to contribute to assure the peace of Europe.

Adolf Hitler
Neville Chamberlain

September 30, 1938

Based on your knowledge of this period, to what extent did this agreement work? Use evidence to support your answer.

Section E: Emergence of the New World Order

Performance Expectation

6.2.10 Examine the events that led to the relaxation of the Cold War. (a)

Item

Which policy relates to the message conveyed by the following cartoon?

(Use graphic in item 50 on the World History 3201 sample examination)

Performance Expectation

6.3.7 Describe ways in which conditions in Europe after World War II favoured colonial independence. (I)

Item

It is often said that the British Empire contained within itself the seeds of its own destruction. Is this view reflected in the source below? Support your answer with evidence.

British Colonies: Paths to Independence

It was impossible for a small handful of foreigners to administer such a vast country as India, so the British created a local elite to help them. They set up a system of education to train local leaders in the traditions and values of the West. As these leaders grasped the concepts of democracy, individual freedom and equality, they eventually forged them into a struggle for freedom from a common foreign oppressor.

The consequence of World War II can be regarded as a key turning point in the path to independence among British colonies. Britain was devastated by the war. The British had been subjected to suffering and violence. The country was heavily in debt because it had to borrow money to pay for its military operations during the war. It lacked the resources to keep its economy strong. The colonies themselves experienced economic decline since their raw materials, so needed during the war, fetched low prices. As a result, they had to depend all the more on their weakened colonial master.

Gandhi was one of the most powerful of his time in his quest to make anti-colonialism a popular cause. He shaped non-violent resistance and hunger strikes into a powerful weapon against Britain who feared that his death would cause a national uprising in India. The British were in a “no win” situation: when they arrested and imprisoned resisters, they were made to appear as aggressors. As well, widespread arrests only got in the way of keeping the economy and political system stable.

Section F: History in the Making

Performance Expectation

7.1.2 Outline the evolution of the European Union – its mandate, arguments, disagreements, future direction. (a)

Item

Carefully examine the source below.

Together we could tackle the problems of ... development which would be far too big for any one of us.

Together we could compete more effectively overseas.

... For the first time since the war a united Europe would have the means of recovering the position in the world which divided Europe has lost.

Excerpts from a British Government pamphlet, 1971.

From your knowledge of this period, how is the Economic Union trying to achieve the goals described in the source above?

Task Words for World History 3201 Public Examination

Some students write inadequate responses in examinations because they are unable to interpret the nature of the task expected of them. They may write a response according to what they think the question is rather than the one that is actually intended by the item writer. The difficulty may result from an incorrect interpretation of the task word used in the item. To help remedy this problem, the following task words are provided below. It should be noted that these words are arranged from the simple to the complex.

List

This verb merely requires the identification, cataloguing, or naming of elements in a concept; for example, list the problems faced by nations of Eastern Europe after World War II.. No explanation or description is necessary. Similar verbs include name, identify, label.

State

This verb requires a short statement of a definition, principle, concept or relationship. For example, “State the relationship between rising nationalism and the level of tensions in Europe before the outbreak of World War I.”

Illustrate

This verb is asking for the use of specific examples to clarify a point or idea. For example, “Illustrate that rising nationalism in Europe at the turn of the twentieth century led to the outbreak of World War I.” A similar verb is show.

Outline

Students are expected to give the framework of the main features of a thing, idea, or event. For example, “Outline Roosevelt’s approach to combat the Great Depression.”

Contrast

This verb asks for an account of the differences between two items, phenomena, ideas, or principles. For example, “Contrast fascism and communism.”

Compare

This verb requires an account of the similarities and differences between two items, phenomena, ideas, or principles. In responding to this task, students often give the similarities and not the differences; and/or provide two definitions. For example, “Compare the reaction of the United States and Britain toward Hitler’s concept of Anschluss.”

Describe

This verb requires a factual account of the distinctive features of an item or phenomena; no explanation is necessary. Usually the aspects to be described are specified. For example, “Describe the relationship between conditions in Europe after World War II and the movement toward independence in colonial possessions.”

Explain

This verb asks an account of the make-up of something; how something works; or why something is the way it is. For example, “Explain why Italy recovered from World War II more slowly than other Western European nations.” Similar verb phrases include “Give reasons for ...”, “Account for ...”.

Discuss

Students only vaguely understand this verb although it is one of more commonly used ones. This verb is always used within a context. If an argument is presented, “discuss” means to present various points for and/or against the argument. If a principle is stated, “discuss” would involve the extension of the meaning of the principle and how it applies to a given situation. For example, “Political instability has contributed to human rights violations in Eastern Europe. Discuss.”

Assess

This verb requires an examination of the value or validity of something according to some criteria; it involves making an informed judgement. This process may involve weighing the merit of two different points of view. Students could be asked, for example, to assess the validity of the statement, “Colonialism was at the expense of the development of their possessions.”

Support

In response to this verb, students are expected to defend a particular point of view with a well-reasoned argument with evidence and examples. For example, “The modernization of Japan is a testament to the creativity and hard work of its people. Do you agree or disagree? Support your position with evidence.”

RESOURCES

Division of Evaluation, Testing, and Certification. *Public Examinations Handbook – High School Certification*. Department of Education, Government of Newfoundland and Labrador, 2001.

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Division of Program Development. *World History 3201 Curriculum Guide*. Department of Education, Government of Newfoundland and Labrador, 1997.

Joint Advisory Committee. *Principles for Fair Assessment Practices for Education in Canada*. Edmonton: Centre for Research in Applied Measurement and Evaluation, 1993.