

# **Virginia**

**Standards of Learning Assessments**

**Test Blueprint**

## **Grade 3 History and Social Science**

**2008 History and Social Science  
Standards of Learning**

**This revised test blueprint will be effective with the  
administration of the 2010-2011 History and Social Science  
Standards of Learning (SOL) tests.**

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# Grade 3 History and Social Science Standards of Learning

## Test Blueprint

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## General Test Information

### Test Blueprint

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas that will be addressed by the test and the number of items that will be included by content area and for the test as a whole. There is a blueprint for each test (e.g., grade 3 reading, grade 5 mathematics, grade 8 science, Virginia and United States History).

### Reporting Categories

Each test covers a number of Standards of Learning. In the test blueprint, the SOL are grouped into categories that address related content and skills. These categories are labeled as reporting categories. For example, a reporting category for the Grade 3 History and Social Science Standards of Learning test is *Geography*. Each of the SOL in this reporting category addresses location, map skills and adaptation to the environment. When the results of the SOL tests are reported, the scores will be presented for each reporting category and as a total test score.

### Assignment of Standards of Learning to Reporting Category

In the Grade 3 History and Social Science SOL test, all letters under a particular Standard of Learning are assigned to the same reporting category. Each standard, as well as each letter under a standard, is assigned to only one reporting category. Some lower grade level standards are subsumed and tested under another standard at a higher grade level which has similar or overlapping content. All content in a subsumed standard will be tested. See the Expanded Test Blueprint for details.

### Standards of Learning Excluded from Testing

In some content areas, there are SOL that do not lend themselves to multiple-choice testing. The SOL not tested are listed as *Excluded from Testing* at the end of the blueprint for each test. For example, in Grade 3 History and Social Science, SOL K.3 cannot be appropriately assessed in a multiple-choice format.

### Coverage of Standards of Learning

Due to the large number of SOL in each grade level content area, *every* Standard of Learning will not be assessed on every version (form) of an SOL test. By necessity, to keep the length of a test reasonable, each version will sample from the SOL within a reporting category. Every SOL in the blueprint will be tested within a three year period, and *all of these* SOL are eligible for inclusion on each version of an SOL test.

### Use of the Curriculum Framework

The History and Social Science Standards of Learning, amplified by the Curriculum Framework, define the essential understandings, knowledge, and skills that are measured by the Standards of Learning tests. The Curriculum Framework asks essential questions, identifies essential understandings, defines essential content knowledge, and describes essential skills students need to master.

Grade 3 History and Social Science  
Test Blueprint Summary Table

Reporting Category	Kindergarten SOL	Grade 1 SOL	Grade 2 SOL	Grade 3 SOL	Number of Items
History	K.1a-b	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3a-b	12
Geography		1.4a-d 1.6	2.4a-d 2.5a-b	3.4a-c 3.5a-e 3.6	12
Economics	K.6 K.7b	1.8 1.9	2.8 2.9	3.7 3.8 3.9	8
Civics		1.10f 1.11a-b 1.12a-c	2.11 2.12a-b	3.10a-c 3.11a-d 3.12	8
Subsumed SOL*	K.2 K.4a-c K.5a-c K.7a K.9	1.5 1.7	2.6 2.7		
Excluded from Testing	K.3 K.8a-g	1.10a-e	2.10a-e		
<b>Number of Operational Items</b>					<b>40</b>
<b>Number of Field-Test Items**</b>					<b>10</b>
<b>Total Number of Items on Test</b>					<b>50</b>

\*Some SOL are subsumed and tested under another SOL which has similar or overlapping content. All content in a subsumed SOL will be tested. See Expanded Test Blueprint for details.

\*\*Field-test items are being tried out with students for potential use on subsequent tests and will not be used to compute students' scores on the test.

## Grade 3 History and Social Science Expanded Test Blueprint

**Reporting Category: History**  
**Number of Items: 12**

### Kindergarten Standards of Learning:

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents' Day; and Independence Day (Fourth of July).

### Grade One Standards of Learning:

- 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

### Grade Two Standards of Learning:

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- 2.2 The student will compare the lives and contributions of three American Indians cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

**Grade Three Standards of Learning:**

- 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).
- 3.3 The student will study the exploration of the Americas by
  - a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
  - b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

**Reporting Category: Geography****Number of Items: 12**

Kindergarten Standards of Learning – Subsumed (see pages 7 and 8)

**Grade One Standards of Learning:**

- 1.4 The student will develop map skills by
  - a) recognizing basic map symbols, including references to land, water, cities, and roads;
  - b) using cardinal directions on maps;
  - c) identifying the shapes of the United States and Virginia on maps and globes;
  - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

**Grade Two Standards of Learning:**

- 2.4 The student will develop map skills by
  - a) locating the United States, China, and Egypt on world maps;
  - b) understanding the relationship between the environment and the culture of ancient China and Egypt;
  - c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
  - d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

- 2.5 The student will develop map skills by
- locating the equator, the seven continents, and the five oceans on maps and globes;
  - locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.

### Grade Three Standards of Learning:

- 3.4 The student will develop map skills by
- locating Greece, Rome, and West Africa;
  - describing the physical and human characteristics of Greece, Rome, and West Africa;
  - explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.
- 3.5 The student will develop map skills by
- positioning and labeling the seven continents and five oceans to create a world map;
  - using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
  - locating the countries of Spain, England, and France;
  - locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
  - locating specific places, using a simple letter-number grid system.
- 3.6 The student will read and construct maps, tables, graphs, and/or charts.

### **Reporting Category: Economics**

**Number of Items: 8**

### Kindergarten Standards of Learning:

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
- K.7 The student will
- explain that people work to earn money to buy the things they want.

### Grade One Standards of Learning:

- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

**Grade Two Standards of Learning:**

- 2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

**Grade Three Standards of Learning:**

- 3.7 The student will explain how producers in ancient Greece, Rome and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.
- 3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- 3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

**Reporting Category: Civics****Number of Items: 8**

Kindergarten Standards of Learning - Subsumed or Excluded (see pages 7 and 8)

**Grade One Standards of Learning:**

- 1.10 The student will apply the traits of a good citizen by
- f) participating in classroom decision making through voting.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
  - b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- 1.12 The student will recognize that communities in Virginia
- a) have local governments;
  - b) benefit from people who volunteer in their communities;
  - c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

**Grade Two Standards of Learning:**

- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.
- 2.12 The student will understand that the people of Virginia
- have state and local government officials who are elected by voters;
  - have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

**Grade Three Standards of Learning:**

- 3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by
- explaining the purpose of rules and laws;
  - explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
  - explaining that government protects the rights and property of individuals.
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
  - identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
  - recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
  - describing how people can serve the community, state, and nation.
- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

**Standards of Learning Subsumed by Another History and Social Science SOL:**

- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time. **(Subsumed by 1.1)**
- K.4 The student will use simple maps and globes to
- develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;
  - describe places referenced in stories and real-life situations;
  - locate land and water features. **(Subsumed by 3.6)**

- K.5 The student will develop an awareness that maps and globes
- show a view from above;
  - show things in smaller size;
  - show the position of objects. **(Subsumed by 3.6)**
- K.7 The student will
- recognize that people make choices because they cannot have everything they want. **(Subsumed by 1.8)**
- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States. **(Subsumed by 1.11a-b)**
- 1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend. **(Subsumed by 3.6)**
- 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services. **(Subsumed by 2.9)**
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose. **(Subsumed by 3.6)**
- 2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings). **(Subsumed by 3.7)**

### **Standards of Learning Excluded from Testing:**

- K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- K.8 The student will demonstrate that being a good citizen involves
- taking turns and sharing;
  - taking responsibility for certain classroom chores;
  - taking care of personal belongings and respecting what belongs to others;
  - following rules and understanding the consequence of breaking rules;
  - practicing honesty, self-control, and kindness to others;
  - participating in decision making in the classroom;
  - participating successfully in group settings.
- 1.10 The student will apply the traits of a good citizen by
- focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
  - recognizing the purpose of rules and practicing self-control;

- c) working hard in school;
- d) taking responsibility for one's own actions;
- e) valuing honesty and truthfulness in oneself and others.

2.10 The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.