

# **Virginia**

Standards of Learning Assessments

**Test Blueprint**

## World Geography

**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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# World Geography 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 World Geography Standards of Learning test is *Human Geography*. Each of the SOL in this reporting category addresses the impact of human activities in a geographic context. 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 Categories

Different parts of a Standard of Learning may be assigned to different reporting categories. For example, World Geography SOL WG.1d, which covers using maps, is assigned to the reporting category *Physical Geography* in the World Geography SOL test. However, SOL WG.1e, which involves explaining how different cultures use maps to reflect their own perspective, is assigned to the reporting category *Regional Geography*.

### 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. In World Geography there are no SOL that 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.

World Geography  
Test Blueprint Summary Table

Reporting Category	World Geography Standards of Learning	Number of Items
<b>Physical Geography</b>	<b>WG.1a-d WG.2a</b>	<b>11</b>
<b>Regional Geography</b>	<b>WG.1e WG.3a-c WG.4</b>	<b>18</b>
<b>Human Geography</b>	<b>WG.2b-c WG.5 WG.6 WG.12b</b>	<b>10</b>
<b>Political and Urban Geography</b>	<b>WG.10a-b WG.11a-c WG.12a</b>	<b>9</b>
<b>Economic Geography</b>	<b>WG.7a-b WG.8 WG.9a-c</b>	<b>12</b>
<b>Excluded from Testing</b>	<b>None</b>	
<b>Number of Operational Items</b>		<b>60</b>
<b>Number of Field-Test Items*</b>		<b>10</b>
<b>Total Number of Items on Test</b>		<b>70</b>

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

## World Geography Expanded Test Blueprint

### **Reporting Category: Physical Geography**

**Number of Items: 11**

#### **Standards of Learning:**

- WG.1 The student will use maps, globes, satellite images, photographs, or diagrams to
- a) obtain geographical information about the world's countries, cities, and environments;
  - b) apply the concepts of location, scale, map projection, or orientation;
  - c) develop and refine mental maps of world regions;
  - d) create and compare political, physical, and thematic maps.
- WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by
- a) identifying regional climatic patterns and weather phenomena and their effects on people and places.

### **Reporting Category: Regional Geography**

**Number of Items: 18**

#### **Standards of Learning:**

- WG.1 The student will use maps, globes, satellite images, photographs, or diagrams to
- e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.
- WG.3 The student will apply the concept of a region by
- a) explaining how characteristics of regions have led to regional labels;
  - b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
  - c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.
- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

**Reporting Category: Human Geography****Number of Items: 10****Standards of Learning:**

- WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by
- b) describing how humans influence the environment and are influenced by it;
  - c) explaining how technology affects one's ability to modify the environment and adapt to it.
- WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
- WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
- b) relating current events to the physical and human characteristics of places and regions.

**Reporting Category: Political and Urban Geography****Number of Items: 9****Standards of Learning:**

- WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
- a) explaining and analyzing reasons for the creation of different political divisions;
  - b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.
- WG.11 The student will analyze the patterns of urban development by
- a) applying the concepts of site and situation to major cities in each region;
  - b) explaining how the functions of towns and cities have changed over time;
  - c) describing the unique influence of urban areas and some challenges they face.
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
- a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions.

**Reporting Category: Economic Geography****Number of Items: 12****Standards of Learning:**

- WG.7 The student will identify types of natural, human, and capital resources and explain their significance by
- showing their influence on patterns of economic activity and land use;
  - evaluating perspectives and consequences regarding the use of resources.
- WG.8 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
- WG.9 The student will analyze the global patterns and networks of economic interdependence by
- identifying factors, including comparative advantage, that influence economic activities and trade;
  - describing ways that economic and social interactions have changed over time;
  - mapping, describing, and evaluating the formation of economic unions.