

Item Specifications Summary

7th grade World Geography Assessment

2013-14

Structure:

- 65 multiple choice questions (15 field test items)
- Minimum of 6 questions per standard
- At least 75% of objectives have a question
- Depth of knowledge
 - Level 1- 10-15% Level 2- 65-70% Level 3- 15-25%
- Vocabulary level ~6th grade reading level, except content vocabulary
- 60-80 minutes to administer the assessment
- At least 50% of questions have pictorial and graphical representations
- All stems worded positively (the word "not" is avoided)
- Responses "both of the above, none of the above, all the above" not used
- Items under "content limits" are definitely tested
- Items do not require memorization of dates
- Items require students to make conclusions based on knowledge and from readings, graphs, charts, and other source material
- Multiple stimuli are required to answer some questions
- Stimuli/Attributes (pictorial and graphical representations):

Chart	Table
Diagram	Graph (Bar and Line)
Political Cartoon	Advertisement
Pie Charts	Thematic Maps
Diary	GIS systems
Journal	Newspaper
Magazine	Quote
Speech	Letter
Map	Globe
Atlas	Almanac
Population pyramid	Cartogram
Piece of Art	Photograph
Timeline	Satellite image
Almanac	Climograph
Contour/relief map	

Standard 1 (~6 questions, 12% of the assessment)

Geographic Tools/Skills and Freedom Week:

The student will analyze data from a geographic perspective using the skills and tools of geography.

1.1 Emphasis:

Analyze geographic information from given data.

Content Limits:

- Item should contain informational text from a source below to support information garnered from primary and secondary sources: newspaper, magazine articles, journals, political cartoon, online news site, chart, graph, table, map, atlas, and almanac
- Two stimuli

1.2 Emphasis:

- Draw conclusions and make predictions from geographic data
- Analyze spatial distribution and pattern

Content Limits:

All questions should have at least one stimuli

1.3 Emphasis

Assess map reading and orientation skills (scale, distance, direction, relative location, absolute location, latitude, longitude)

Content Limits:

All questions should have at least one stimuli
Maps: physical, political, thematic

1.4 Emphasis:

Apply mental mapping skills to identify physical and cultural regions

Content Limits:

All questions should have at least one stimuli
Maps: physical, political, thematic

1.5 Emphasis:

Understand, compare and contrast contemporary events and issue from political, economic, social or geographic data

Content Limits:

All questions should have at least one stimuli

1.6 Emphasis

- Understand and recall the social contract found in the Declaration of Independence
- Understand how the social contract has been preserved and protected by the American military when necessary.

Content Limits:

- Contemporary involvement in the Eastern Hemisphere
- Items to this standard should focus on geographic issues relating to the content and NOT history

Standard 2 (~12 questions, 24% of the assessment)

The students will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

2.1 Emphasis:

Identify major political regions, countries and major urban centers of the Eastern Hemisphere including Europe, Southwest Asia, East and Southeast Asia, Africa and Oceania.

Content Limits:

- All questions require at least one stimuli
- Political maps of the Eastern Hemisphere
- Maps of major urban areas of Eastern Hemisphere
- Correct responses should be limited to the examples listed in the standards (ie: Europe-London/United Kingdom, Paris/France, Rome/Italy, and Berlin/Germany)

2.2 Emphasis:

- Locate and describe the relative location of physical and cultural regions of the Eastern Hemisphere
- Use geographic tools to describe human and physical characteristics of specific regions of the Eastern Hemisphere

Content Limits:

- All questions require at least one stimuli
- Maps, atlas, globe depicting the regions in the Eastern Hemisphere
- Correct responses should be limited to examples in the standards (ie: Physical Regions - Sub-Saharan savannas and rainforests)

2.3 Emphasis:

Explain and summarize how common physical or human characteristics can link as well as divide regions

Content Limits:

- All questions require at least one stimuli
- Correct responses should be limited to examples in the standards (Ural Mountains that physically divide Europe and Asia)

2.4 Emphasis

- Analyze reasons for conflict and cooperation among groups, societies, countries and regions.
- Explain the involvement of the United Nations and the North Atlantic Treaty Organization

Content Limits:

- All questions require at least one stimuli
- Correct responses should be limited to examples in the standards (ie: Multinational peace keeping efforts to stabilize Arab-Israeli relations)

2.5 Emphasis

Explain human and physical processes that transform the Earth's surface

Content Limits:

Correct responses should be limited to examples in the standards (ie: Results of the Green Revolution in Central Asia)

Standard 3 (~6 questions, 12% of the assessment)

The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.

3.1 Emphasis:

Identify major landforms and bodies of water

Content Limits:

- All questions require at least one stimuli
- Correct responses should be limited to examples in the standards (ie: Landforms- the Iberian, Scandinavian and Indochina Peninsulas)

3.2 Emphasis:

Analyze the impact of natural disasters on human populations

Content Limits:

Correct responses should be limited to examples in the standards (ie: The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Ring of Fire)

Standard 4 (~16 questions, 32% of the assessment)

The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere

4.1 Emphasis:

- Describe the significance or impact of historical and cultural influences
- Compare/contrast movement of people (ex: push/pull factors related to cultural diffusion), common cultural traits of people and/or how cultural diffusion impact societies
- Identify common cultural traits belonging to various regions
- Draw conclusions about the development or changes to culture (or lack thereof) caused by cultural diffusion

Content Limits:

- Colonization- significance v. impact or influence of colonization only, do not assess basic identification of colonies
- Culture: Language, ethnicity, religion
- Social Systems
- Cultural diffusion

4.2 Emphasis:

- Describe the world's six major religions and their geographic origins, major beliefs, and customs (Buddhism, Christianity, Daoism, Hinduism, Islam and Judaism)
- Describe the significance of religion in contemporary societies

Content Limits:

The major beliefs, areas of origins, customs and significance in society

4.3 Emphasis:

Analyze data from various types of visual information to identify and determine the difference between developed and developing nations

Content Limits:

- All items require multiple stimuli
- Literacy rates, life expectancy, infant mortality rate, GNP, per capita income, definition and characteristics of developing and developed nations

4.4 Emphasis:

Compare and contrast market and command economic systems and how governments affect economic activities

Content Limits:

Correct responses should be limited to examples in the standards (ex: Economic reforms in China that are moving China from a command system toward a market system)

4.5 Emphasis:

Compare and contrast guaranteed liberties and methods of selecting government officials in major political systems (democracy, republic, constitutional monarchy, dictatorship, absolute monarchy)

Content Limits:

- Correct responses should be limited to examples in the standards (The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia)
- Focus of questions should be on nations using government systems, not on identification of what government system each country uses
- Countries used will be limited to those listed in the standards

4.6 Emphasis:

Explain patterns of global economic interdependence and world trade (focus on concepts of imports, exports, supply and demand, GNP and balance of trade)

Content Limits:

- Questions written to this standard require at least one stimuli
- Correct responses should be limited to examples in the standards (The European Union's single currency and open single market that link economies and governments)

4.7 Emphasis:

- Describe/compare/evaluate how geography affects population
- Describe/compare/evaluate how geography and the availability of resources affects the movement of people

Content Limits

- Questions written to this standard require at least one stimuli

- Correct responses should be limited to examples in the standards (Impact of push and pull factors on the rural migration to overcrowded urban centers in India)

Standard 5 (~10 questions, 20% of the assessment)
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5.1 Emphasis:

- Identify and describe the relationship between the distribution of renewable and nonrenewable sources
- Evaluate the three levels of economic activity and how they contribute to a country's development
- Identify primary, secondary and tertiary economic activities

Content Limits:

- Correct responses should be limited to examples in the standards (ex: Abundant energy resources driving China's rapid development)
- Primary, secondary and tertiary economic activities
- Questions require at least one stimuli

5.2 Emphasis:

- Explain and evaluate human population growth - cause and effect
- Understand and analyze human interaction with and adaptation to physical environments

Content Limits:

- Questions require at least one stimuli
- Correct responses should be limited to examples in the standards
- Desertification, pollution, deforestation, recycling, irrigation

5.3 Emphasis:

Analyze visual information to explain regional problems and policies having spatial dimensions

Content Limits:

- Questions require at least one stimuli
- Correct responses should be limited to examples in the standards (Management of the Aral Sea's water resources)