

3rd Grade Social Studies Blueprint

Part I (Extended Response) – 12 points total

	# of items	# of Score
Content		8
<ul style="list-style-type: none"> • Geography 	1 Extended Response item will be drawn from these standards	
<ul style="list-style-type: none"> • North and South America 		
<ul style="list-style-type: none"> • Europe, Africa, Australia, and Asia 		
<ul style="list-style-type: none"> • Antarctica* 		
Literacy		4
<ul style="list-style-type: none"> • Literacy in Social Studies 	The 1 Extended Response item listed above will be scored for both content and literacy	
Total	1	12

*Not applicable for the 2015-2016 Extended Response. See below for exact standards that are included.

Part II (Selected Response) - 48 points total

	# of items	% of Part II
Content		
<ul style="list-style-type: none"> • Geography 	10-12	19-25%
<ul style="list-style-type: none"> • North and South America 	16-18	33-39%
<ul style="list-style-type: none"> • Europe, Africa, Australia, and Asia 	16-18	33-39%
<ul style="list-style-type: none"> • Antarctica 	2-4	3-9%
Literacy		
<ul style="list-style-type: none"> • Literacy in Social Studies 	0	0%
Total	48	100%

Overall (Part I and Part II) – 60 points total

	# of items	% of Test
Content		90-95%
<ul style="list-style-type: none"> • Geography 	10-12	19-25%
<ul style="list-style-type: none"> • North and South America 	16-18	33-39%
<ul style="list-style-type: none"> • Europe, Africa, Australia, and Asia 	16-18	33-39%
<ul style="list-style-type: none"> • Antarctica 	2-4	3-9%
Literacy		
<ul style="list-style-type: none"> • Literacy in Social Studies 	1	5-10%
Total	49	100%

Additional Notes:

*Part I will consist of an extended response item which will ask students to write an essay based on stimuli such as maps, primary source documents and informational texts. These items will be scored using the rubrics that were created by Tennessee teachers and content area experts, and based on scoring guidelines established by teachers during the rangefinding process.

*Part II will consist of 58 selected response items. Selected response items for the 2015-2016 year will consist of multiple choice items, but in the future may include having multiple answers. 48 of these items will be operational items that will be scored, and will be worth 1 point each. 10 items will be field test items for use on future forms and will not be factored into student scores.

*The assessment will have 60 score points total. The Part I extended response item is worth 12 points (approx. 20%), with 8 points based on content and 4 points based on literacy. Part II consists of 48 operational selected response items that are worth 1 point each, for a total of 48 points (approx. 80%). Students will receive 1 comprehensive score that includes information about their performance on both parts of the assessment.

* Even if a standard is covered in the Extended Response section, it can still be covered in the Selected Response section.

3rd Grade Blueprint for Part I
(1 Extended Response Item)

Note: In response to feedback from educators, extended response items for the 2015-16 assessment will be drawn from the first 50% of all 3rd grade standards and will stop at standard 3.34. A decision about including additional standards in future years will be made and communicated based on feedback and review of student performance.

Category	Standards		# of Items	# of Score Points
Content/Literacy: (For the 2015-16 operational assessment, Extended response item will align to one standard drawn from this list. In future years items may align to multiple standards, and this will be clearly indicated in all design documents)	3.7	Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).	1	12 (8 points from content, 4 points from literacy)
	3.8	Interpret digital sources and informational text to describe how humans interact with their environment.		
	3.11	Analyze how natural resources have impacted the economy of each region and their connections to global trade.		
	3.13	Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.		
	3.14	Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music.		
	3.17	Compare and contrast a primary source and secondary source of the same event or topic.		
	3.38	Summarize the differences between a dictatorship and democratic forms of government.		
	3.39	Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music.		
	3.46	Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.		
	3.50	Explain how people depend on the physical environment and its natural resources to satisfy their basic needs.		

	3.53	Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.		
TOTALS			1	12

3rd Grade Blueprint for Part II

Category	Standards		# of Items
Reporting Category 1: Geography	3.1	Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies.	10-12
	3.2	Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.	
	3.3	Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.	
	3.4	Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.	
	3.5	Explain the difference between relative and absolute location.	
	3.6	Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.	
	3.7	Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).	
	3.8	Interpret digital sources and informational text to describe how humans interact with their environment.	
	3.10	Trace the development of a product from its natural resource state to a finished product.	
	3.11	Analyze how natural resources have impacted the economy of each region and their connections to global trade.	
	3.12	Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).	
	3.13	Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.	

Reporting Category 2: North and South America	3.14	Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music.	16-18
	3.17	Compare and contrast a primary source and secondary source of the same event or topic.	
	3.18	Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S.	
	3.19	Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states.	
	3.20	Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.).	
	3.22	Identify major physical features on a map: Rivers—Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee; Mountains—Alaska Range, Appalachian, Cascade, Rockies; Bodies of Water—Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific; Deserts—Death Valley, Great Basin; Landforms—Grand Canyon.	
	3.23	Identify examples of scarcity in and around specific regions.	
	3.24	Interpret a chart, graph, or resource map of major imports and exports.	
	3.25	Define supply and demand and describe how changes in supply and demand affect prices of specific products.	
	3.26	Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange.	
	3.27	Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee.	
	3.28	Discuss the structure and purpose of government.	
	3.29	Compare and contrast the national governments of Canada, Mexico, and the United States.	
	3.30	Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.	
	3.33	Identify on a map major countries of the continent (Brazil, Colombia, Cuba, Peru, and Argentina).	
	3.34	Identify major physical features of the continent: Rivers—Amazon; Mountains—Andes; Bodies of Water—Straits of Magellan, Lake Titicaca; Landforms—Caribbean Islands, Galápagos Islands.	
	3.35	Identify examples of scarcity in and around specific regions.	

	3.36	Interpret a chart, graph, or resource map of major imports and exports.	
	3.37	Define supply and demand and describe how changes in supply and demand affect prices of specific products.	
	3.38	Summarize the differences between a dictatorship and democratic forms of government.	
Reporting Category 3: Europe, Africa, Australia and Asia	3.39	Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music.	16-18
	3.41	Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom).	
	3.42	Identify major physical features of the continent: Mountains—Alps, Gibraltar; Bodies of Water—Arctic Ocean, Mediterranean Sea.	
	3.43	Identify examples of scarcity in and around specific regions.	
	3.44	Interpret a chart, graph, or resource map of major imports and exports.	
	3.45	Compare and contrast a monarchy and a democratic form of government.	
	3.46	Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.	
	3.48	Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa).	
	3.49	Identify major physical features of the continent: Rivers—Congo, Niger, Nile; Mountains—Kilimanjaro, Mt. Kenya, Atlas Mountains; Deserts—Sahara; Bodies of Water— Indian Ocean, Lake Victoria, Southern Ocean; Landforms—Cape of Good Hope.	
	3.50	Explain how people depend on the physical environment and its natural resources to satisfy their basic needs.	
	3.51	Identify examples of scarcity in and around specific regions.	
	3.52	Interpret a chart, graph, or resource map of major imports and exports.	
	3.53	Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.	
3.55	Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania.		
3.56	Interpret a chart, graph, or resource map of major imports and exports.		

	3.57	Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.	
	3.59	Identify the major countries of the continent (China, India, Israel, and Japan).	
	3.60	Identify the Himalayas, Mount Everest, and Mesopotamia.	
	3.61	Interpret a chart, graph, or resource map of major imports and exports.	
	3.62	Describe how goods and services are exchanged on local and international levels.	
Reporting Category 4: Antarctica	3.66	Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met.	2-4
	3.67	Read and interpret information about the impact of people on the environment.	
	3.68	Identify McMurdo Station.	
TOTALS			48

Note: Following field testing and a review of student performance by Tennessee teachers in summer 2015, it was determined that the following standards at this grade level will not be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent important content for students to master. Standards in bold can be assessed via extended response on Part I:

3.9, 3.15, 3.16, 3.21, 3.31, 3.32, 3.40, 3.47, 3.54, 3.58, 3.63, 3.64, 3.65