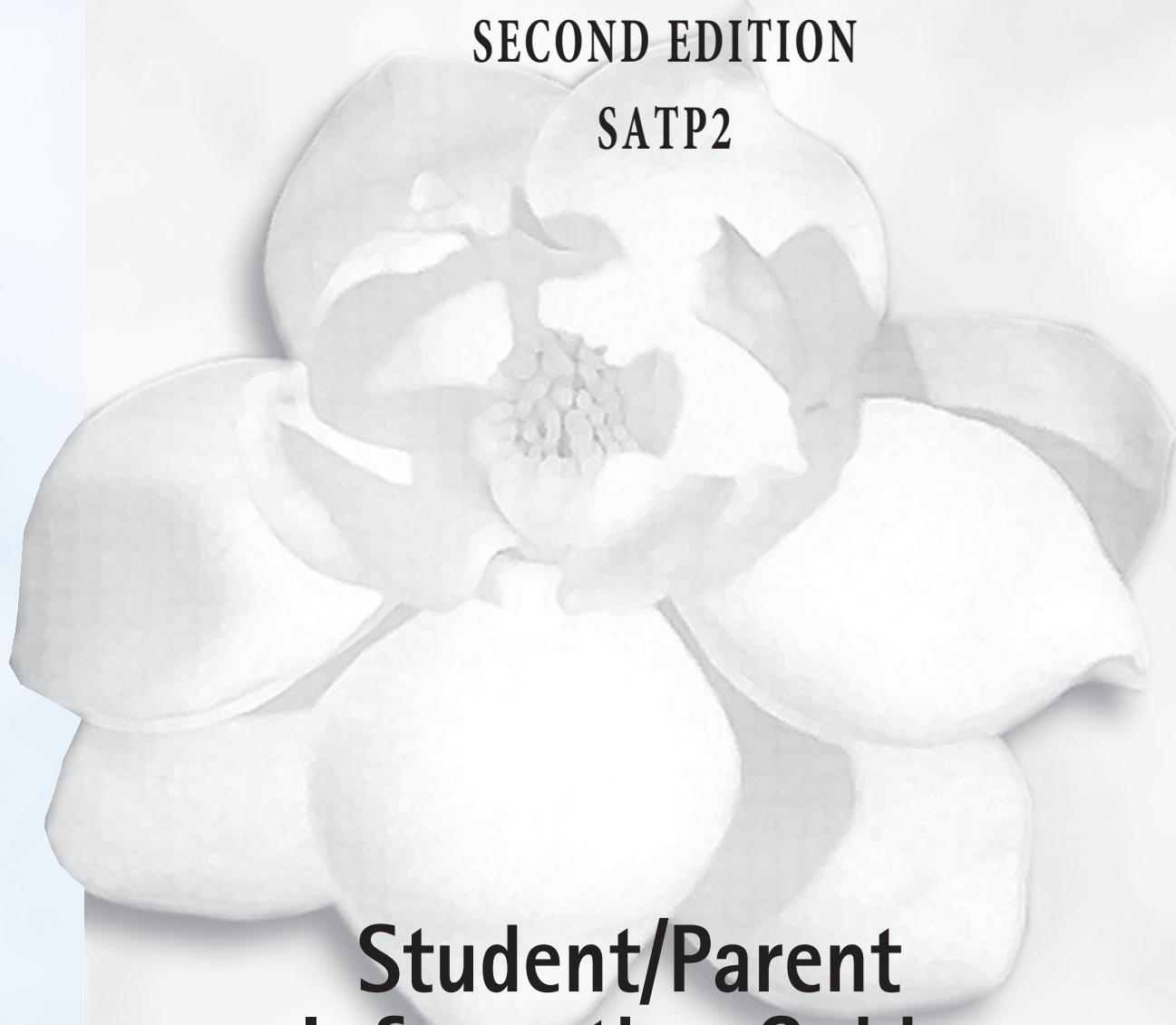


MISSISSIPPI

SUBJECT AREA TESTING PROGRAM,

SECOND EDITION

SATP2



Student/Parent Information Guide

2016–2017 School Year

First-time Testers and Retesters

in Biology I and U.S. History

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What's Important—School Year 2016–2017

Dear Students and Parents,

The purpose of the *Student/Parent Information Guide* is to familiarize you with the SATP2. The Mississippi Department of Education provides more information about the curriculum frameworks and other assessment-related topics on its website: www.mdek12.org/OSA. Additional information and sample items are provided in this guide to educate you about each test. We hope that the material contained in this *Student/Parent Information Guide* will be useful in informing you about the SATP2.

The Mississippi Subject Area Testing Program, Second Edition (SATP2) consists of end-of-course assessments which are administered to students enrolled in Biology I and U.S. History for the first time (First-time Testers) and students who previously took and failed the SATP2 Biology I and/or U.S. History tests (Retesters).

All SATP2 testers will test online in 2016–2017, except for those students with approved accommodations that allow paper/pencil testing.

In order to meet graduation requirements, first-time testers and retesters must receive a passing score on the subject area assessments or meet the requirements using one of the graduation options.

- Students enrolled in Biology I for the first time starting in 2010–2011 and any subsequent year and retesters **MUST** take the tests based on the *2010 Mississippi Science Framework*, and may continue to test until graduation requirements are met.
- Students enrolled in U.S. History for the first time starting in 2011–2012, and any subsequent year and retesters **MUST** take the tests based on the *2011 Mississippi Social Studies Framework*, and may continue to test until graduation requirements are met.



General Information

In 1999 the Mississippi Senate approved the Mississippi Student Achievement Improvement Act, which states that standards for high school graduation shall include student “mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education”. To meet the intent of this legislation subject area, end-of-course assessments were developed in Algebra I, Biology I, U.S. History, and English II.

During the 2016–17 school year, the SATP2 will be administered to first-time testers and retesters in Biology I and U.S. History. Participating in these assessments is a graduation requirement. Students are allowed to retake the assessments during the retest administrations and may also utilize additional Graduation Options that may or may not include the use of the SATP2 assessments in order to meet graduation requirements.

For more information pertaining to graduation policies, requirements, and options, see State Board Policies 3801, 3802, 3803, and 3804 at <http://www.mdek12.org/MDE/manual>.

The blueprint for each content area is designed to assess framework competencies and provide the number of items in each area. Test items are in the form of multiple-choice questions. Advisory committees of Mississippi teachers participated in all parts of the test development process.

Performance Level Descriptors

Performance Levels and Score Reports

The *Student Report* for the Mississippi Subject Area Tests provides information regarding how well a student has demonstrated mastery of the skills and content outlined in the Mississippi Curriculum Frameworks. In addition to numerical scores, the report will specify the student’s performance level, which is based on the student’s scale score. Those levels are as follows: advanced, proficient, basic, and minimal. The range for each level is determined by the standard setting for each subject area.

Purpose of Performance Level Descriptors

The performance level descriptors (PLDs) serve a dual purpose:

1. to guide the development of the assessments, help establish cut scores during standard setting, and act as descriptors, as well as
2. to guide teachers’ instructional efforts to ensure that students reach the proficient level of performance on the content standards.

The PLD for proficient reflects the intended cognitive processes at the appropriate grade level as set forth in the standards. The total description for the PLDs reflects the full range of the content standards in terms of the cognitive challenge, cognitive complexity, and cognitive depth of knowledge (DOK) level. DOK is a measure of the cognitive demand of the task students are being asked to perform.



Content-Specific Performance Level Descriptors

At a specific performance level, the student must demonstrate the performance described at that level. The student may be able to do more, but until the student is able to demonstrate mastery of what is described in the next-higher level of performance, the student is assigned the lower level. The content-specific PLDs for each test appear before the sample items.



Biology I

Specific Information about the Biology I Subject Area Test

The Biology I Subject Area Test measures a student's knowledge of basic biological concepts, the use of science skills (questioning, observing, measuring), and the application of biology to real-world problem solving and decision making. Students will interpret data, apply concepts, and draw conclusions in answering the questions. The test consists of 70 multiple-choice items, which may include charts, diagrams, or graphs. Questions from the following competencies are distributed throughout the test: Inquiry, Biochemical Basis of Life, Living Organisms and Their Environment, Biological Organization, Heredity, and Diversity and Biological Change.

Suggestions for Parents

Science is about asking questions and seeking answers. Parents can stimulate their children's interest in science by exposing them to the practical aspects of science in everyday life. Science is everywhere; take advantage of opportunities to ask questions that stimulate thought and analysis in your children.

Keep in touch with what your children are currently studying in science. Use that information to create additional learning experiences. Let them teach you what they are learning. For example, if you know they are studying plants, get a variety of easily obtained seeds; such as bean, corn, and radish. Have your child plant the seeds in a small glass container. Arrange the seeds so that they may be seen against the glass and held in place by soil. As the seeds sprout and grow, let your child measure the heights of the plants. While they are educating you, they will be learning too. This will also help to instill in them an appreciation for nature.

Encourage your children to watch educational programs on TV and videos related to nature and scientific topics. Watch with your children and discuss the material. Show genuine interest and your children will be encouraged to learn. Encourage them to do some research in the library or on the Internet.

At least once a week, ask your children what they are studying in science. Share with them any special knowledge you may have on the subject. If it is a topic you know little about, let your children know that you would be interested in hearing what they have been learning about it. Think of stimulating questions related to their studies and ask them.

The more you can make science relevant to your children's lives, the more they will appreciate their science courses in school. Making science fun and interesting at home will help to diffuse any science myths they may have picked up from other people. The more interested they are in a variety of science topics, the more likely they are to succeed in their science courses. Success there will pave the way for success on the Biology I Subject Area Test.

Test Blueprint

A test blueprint identifies the reporting categories, or competencies, of a test and the number of items assigned to each. Test items are developed according to the blueprint and the required competencies. Students' scores are derived from these items. The Biology I Test blueprint is based on the Biology I competencies and objectives found in the *2010 Mississippi Science Framework*. The test consists of 60 items that will determine the students' scores and an additional 10 experimental items that will not be scored.

Biology I

Content Strand	Competency	Multiple-Choice Items
Inquiry	1. Inquiry Apply inquiry-based and problem-solving processing and skills to scientific investigations.	7
Physical Science	2. Biochemical Basis of Life Describe the biochemical basis of life and explain how energy flows within and between the living systems.	7
Life Science	3. Living Organisms and Their Environment Investigate and evaluate the interaction between living organisms and their environment.	11
Life Science	4. Biological Organization Analyze and explain the structures and function of the levels of biological organization.	14
Life Science	5. Heredity Demonstrate an understanding of the molecular basis of heredity.	14
Life Science	6. Diversity and Biological Change Demonstrate an understanding of principles that explain the diversity of life and biological evolution.	7
	Total	60



Biology I Content-Specific Performance Level Descriptors

The table below shows the content-specific PLDs for Biology I.

Performance Level	Descriptors for Inquiry Content Strand Competency 1: Inquiry
Advanced	<p>1c. Evaluate a question or hypothesis to develop an experimental design for a scientific investigation.</p> <p>1d. Justify a prediction based upon the analysis of a graph or data.</p>
Proficient	<p>1a. Conduct a scientific investigation with accuracy and precision demonstrating safe procedures and proper use and care of laboratory equipment.</p> <p>1b. Formulate questions that can be answered through research and experimental design.</p> <p>1c. Apply the components of scientific processes and methods in classroom and laboratory investigations.</p> <p>1d. Analyze graphs.</p> <p>1e. Analyze procedures, data, and conclusions to determine the scientific validity of research.</p> <p>1f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge.</p> <p>1g. Defend a scientific argument in oral, written, and graphic form.</p>
Basic	<p>1a. Identify and recognize the following in a scientific investigation: safe procedures (safety rules, chemical use and symbols), proper use and care of laboratory equipment (goggles, aprons, compound light microscope, slides, balance, beaker, thermometers, graduated cylinders and rulers).</p> <p>1c. Recognize the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypothesis, experimental design, observations, data analyses, interpretations, theory development).</p> <p>1d. Construct a graph.</p> <p>1g. Communicate conclusions based on experiments in oral, written, and graphic form using appropriate terminology.</p>
Minimal	Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.
Performance Level	Descriptors for Physical Science Content Strand Competency 2: Biochemical Basis of Life
Advanced	<p>2e. Predict the effect of pH, temperature, and concentration on enzymatic reaction rates.</p> <p>2f. Explain how energy from ATP is made available for specific processes in an organism, such as in the sodium-potassium pump.</p>
Proficient	<p>2a. Explain and compare the types of bonds between atoms based on the subatomic particles and their arrangement; connect the importance of ions to biological process.</p> <p>2b. Utilize the properties of water to defend water as an essential component of living systems.</p> <p>2c. Classify solutions as acidic, basic or neutral and relate the significance of an organism's pH to its survival.</p> <p>2d. Compare and contrast the four major organic macromolecules in terms of structure, and function in living organisms.</p> <p>2e. Explain the role enzymes play in regulating biochemical reactions.</p> <p>2f. Describe the structure and function of ATP and its role in making energy available to the cell.</p> <p>2g. Analyze and connect the roles of reactants and products in the biochemical process of photosynthesis and cellular respiration.</p>
Basic	<p>2a. Identify types of bond formation (e.g., covalent, ionic, hydrogen, etc.).</p> <p>2b. Identify the unique properties of water.</p> <p>2d. Identify examples of carbohydrates, proteins, lipids, and nucleic acids.</p>
Minimal	Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.



Performance Level	Descriptors for Life Science Content Strand Competency 3: Living Organisms and Their Environment Competency 4: Biological Organization Competency 5: Heredity Competency 6: Diversity and Biological Change
Advanced	3a. Evaluate the relationship between the adaptations of organisms to the biome in which they live. 3c. Predict possible adaptations and impacts that will occur when an organism is introduced in a new environment. 4d. Analyze how plant structures and cellular functions are related to the survival of plants. 5b. Predict the results of a given parental dihybrid cross. 5c. Analyze a pedigree to determine unknown traits and genotypes in past or future generations. 6a. Given an organism, predict its evolutionary relationship to other given species.
Proficient	3a. Compare and contrast the characteristics of the world's major biomes. 3b. Provide examples that demonstrate the interdependence of organisms and their environment (biotic and abiotic). 3c. Evaluate the significance of natural events and human activities on the biosphere. 4a. Differentiate among types of cells and describe the functions and structures of major cell organelles including cell parts for mobility. 4b. Differentiate between the types of cellular reproduction and the results of each type. 4c. Differentiate among the organizational levels of organisms. 4d. Explain and describe how vascular and nonvascular plant structures and cellular functions are related to the survival of plants. 5a. Analyze and explain the molecular basis of heredity and the inheritance of traits to successive generations using the Central Dogma of Molecular Biology. 5b. Utilize Mendel's laws and Punnett squares to evaluate results and predict percentage outcomes of monohybrid crosses involving complete dominance, incomplete dominance, codominance, sex-linked, and multiple alleles. 5c. Examine inheritance patterns using current technology. 5d. Describe the characteristics and implications of both chromosomal and gene mutations. 6a. Draw conclusions about how organisms are classified into hierarchy of groups and sub groups based on similarities that reflect their evolutionary relationships (including body plans and methods of reproduction). 6b. Critique data used by scientists (e.g., Redi, Needham, Spallanzani, and Pasteur) to explain evolutionary processes and patterns. 6c. Analyze research in relation to the contributions of scientists whose work led to the development of the theory of evolution. 6d. Analyze and explain the role of natural selection in speciation and applications of speciation. 6e. Differentiate among chemical evolution, organic evolution, and the evolutionary steps along the way to aerobic heterotrophs and photosynthetic autotrophs.
Basic	3a. Identify the major biomes and their characteristics. 4a. Identify function of basic cell organelles. 5a. Label the structure of DNA and explain the differences between DNA and RNA. 5d. Identify types of chromosomal and gene mutations. 6a. List the taxonomic levels from broadest to specific and place organisms into the correct kingdom based on characteristics. 6c. Summarize the contributions of scientists whose work led to the development of the theory of evolution. 6d. Identify examples that demonstrate the role that natural selection, speciation, diversity, adaptation, and extinction play in evolution.
Minimal	Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.



Biology I Sample Test Items

* Indicates correct answer

Competency: 1. Inquiry

Depth of Knowledge Level: 2

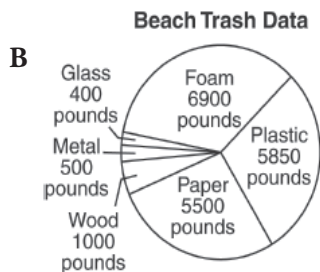
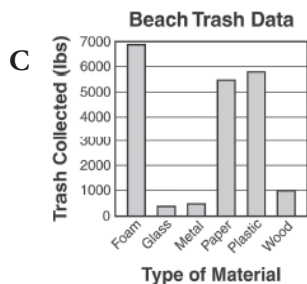
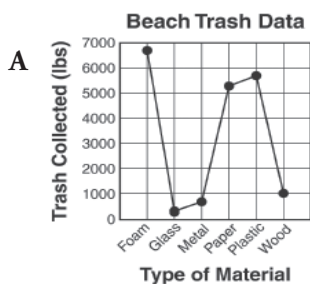
Performance Level: Basic

Sample Item #1

Students collected trash on a beach over a one-year period and organized the data in the table below.

Beach Trash Collection Data	
Type of Material	Amount Collected (lbs)
Foam	6900
Glass	400
Metal	500
Paper	5500
Plastic	5850
Wood	1000

Which graph is best to display the data shown in the table?



Competency: 2. Biochemical Basis of Life

Depth of Knowledge Level: 2

Performance Level: Proficient

Sample Item #2

The structure of which molecule contains a glycerol backbone?

- A Protein
- B Carbohydrate
- C Nucleic acid
- D Lipid *

Competency: 3. Living Organisms and Their Environment

Depth of Knowledge Level: 2

Performance Level: Advanced

Sample Item #3

How do small, narrow leaves help plants survive in hot, dry environments?

- A The leaves reduce water loss of the plants. *
- B The leaves protect the plants from consumers.
- C The leaves absorb more sunlight for the plants.
- D The leaves increase the reproduction rate of the plants.

Competency: 4. Biological Organization

Depth of Knowledge Level: 1

Performance Level: Proficient

Sample Item #4

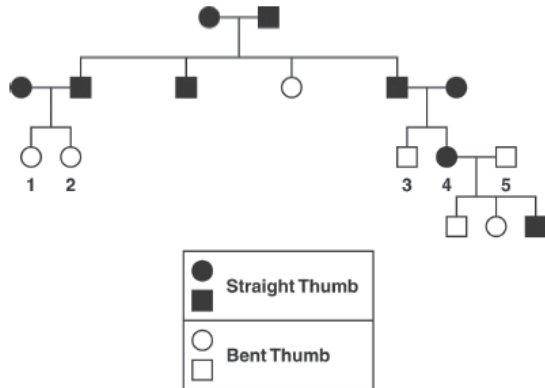
Which process results in offspring that have a combination of genes from two different individuals?

- A Budding
- B Binary fission
- C Pollination *
- D Propagation



Competency: 5. Heredity
Depth of Knowledge Level: 2
Performance Level: Advanced
Sample Item #5

In humans, the allele for straight thumbs (T) is dominant to the allele for bent thumbs (t). A pedigree showing the inheritance of thumb type is shown below.



What are the genotypes of individuals 4 and 5?

- A TT and TT
- B Tt and tt *
- C tt and tt
- D TT and tt

Competency: 6. Diversity and Biological Change
Depth of Knowledge Level: 2
Performance Level: Basic
Sample Item #6

Scientists' decisions on which kingdoms to classify organisms in are based on which of the following?

- A The color of the organism
- B The diet of the organism
- C The size of the organism
- D The structure of the organism *

Additional Biology I sample items can be accessed at www.mdek12.org/OSA.



U.S. History

Specific Information about the U.S. History Subject Area Test

The U.S. History Subject Area Test measures not only important historical knowledge but also real-world skills by having students read and interpret short historical texts, statistical data, maps, charts, and tables. The test consists of 70 multiple-choice questions. Some of the multiple-choice questions include a chart, map, or other stimulus that must be interpreted accurately in order to answer the questions correctly. Questions from the following content strands are distributed throughout the test: Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.

Test Blueprint

A test blueprint identifies the reporting categories, or content strands, of a test and the number of items assigned to each strand. Test items are developed according to the blueprint and the required competencies. Students' scores are derived from these items. The U.S. History Test blueprint is based on the U.S. History competencies and objectives found in the *2011 Mississippi Social Studies Framework*. The test consists of 60 items that will determine the students' scores and an additional 10 experimental items that will not be scored.

U.S. History

Content Strand	Competency	Multiple-Choice Items
Domestic Affairs	1. American political system	7
	2. Major social problems	7
Global Affairs	3. Global position of the United States	12
Civil Rights/Human Rights	4. History of Civil/Human Rights Movements	12
Economics	5. Economic transformation of the United States	7
	6. Government involvement in the economy	7
Culture	7. Culture	8
	Total	60

Suggestions for Parents

The study of history is a study of people, places, and events of the past. It is important because it helps us to relate our heritage to the present, helps us to understand current events in terms of their historical precedent, and gives us an appreciation for how society has progressed from earlier periods of time.

In learning about the history of their own families, children are exposed to how grandparents and great-grandparents helped to form the nation, the state, and the communities in which we live. Parents can help their children to develop family histories. Sometimes family heirlooms, old photograph albums, and family diaries or letters can help to develop a child's interest in family histories.

Parents can also increase their children's interest in history by exposing them to people, places, or events that are of interest to them today. For example, a child who is interested in baseball might enjoy learning about players such as Babe Ruth or Jackie Robinson or about the historical development of the sport in North America. Similarly, a child who is interested in music might enjoy learning about the origins of jazz and rock 'n' roll and the various musicians who are associated with these forms of music.

Many children today are principally visual learners. Through the use of video materials such as those shown on television, events in history "come alive" and are placed into interesting contexts for children of all ages. Parents should encourage their children to watch and learn from fact-based television programs. When traveling around the community or to distant places, parents can point out places and things that have historical significance, such as cemeteries, churches, battlegrounds, government landmarks, and natural landmarks.

By making history fun and exciting at home, you will stimulate an interest in history courses taken at school. This interest will then cause students to strive to be successful in their U.S. History course.



U.S. History Content-Specific Performance Level Descriptors

The table below shows the content-specific PLDs for U.S. History.

U.S. History Performance Level Descriptors

Advanced	<p>Students performing at the advanced level:</p> <p>In Domestic Affairs: Analyze how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. Evaluate the response of American institutions such as government and non-profit organizations to environmental challenges. Analyze how social policies such as welfare reform and public health insurance are influenced by the persistence of poverty.</p> <p>In Global/International Relations/Affairs: Evaluate the effect of America's participation in world wars as it relates to America's rise to world power.</p> <p>In Civil Rights/Human Rights: Evaluate the strategies of the modern Civil Rights Movement and the impact those strategies had on the movement. Evaluate the effectiveness of federal and state government responses to the Civil Rights Movement.</p> <p>In Economics: Analyze the connection between the impact of economic conditions and immigration and migration patterns. Analyze the continuing advancement of government regulations over laissez-faire capitalism.</p> <p>In Culture: Analyze relationships between historical developments and cultural artifacts. Evaluate the effects of modernism and traditionalism on social change.</p>
Proficient	<p>Students performing at the proficient level:</p> <p>In Domestic Affairs: Analyze evidence that the United States Constitution is a "living" document. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. Analyze the expansion of federal powers. Analyze and evaluate the ongoing tension between individual liberty and national security. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. Trace the response of American institutions such as government and non-profit organizations to environmental challenges. Compare and contrast various social policies such as welfare reform and public health insurance.</p> <p>In Global/International Relations/Affairs: Analyze the effects of imperialism on the foreign policy of the United States. Justify why the arguments of the imperialists prevailed in the late 19th century. Draw conclusions about the causes and effects of American involvement in the World Wars. Analyze the origins and the development of the Cold War. Analyze America's role in international organizations, humanitarian relief, and post-reconstruction efforts. Analyze and evaluate the causes and effects of the United States' growing involvement in the Middle East and the Persian Gulf.</p> <p>In Civil Rights/Human Rights: Analyze the issues that gave rise to the Civil Rights Movement. Compare and contrast the strategies and tactics used by leading individuals/groups in the Civil Rights Movement, led predominantly by African Americans and other minority groups. Analyze the response of federal and state governments to the goals of the Civil Rights Movement. Evaluate the impact of the Civil Rights movement in expanding democracy in the U.S. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African Americans. Analyze evidence of political, economic, and social changes which expanded democracy for other minority and immigrant groups.</p> <p>In Economics: Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the U.S. during the late 19th and early 20th centuries. Evaluate labor's effectiveness in achieving its goals during the economic transformation of the United States. Explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. Explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. Analyze and evaluate historical arguments regarding monetary policy. Critique the government's use of tariffs and trade agreements. Evaluate deficit spending as a means of financing government programs.</p> <p>In Culture: Examine cultural artifacts to contextualize historical developments. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. Contrast modernism and traditionalism relating to social change. Explain evidence of the diversity of the United States society.</p>



U.S. History Performance Level Descriptors

Basic	<p>Students performing at the basic level:</p> <p>In Domestic Affairs: Cite evidence that the United States Constitution is a “living” document. Explain the expansion of federal powers. Cite evidence of how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. Identify the response of American institutions such as government and non-profit organizations to environmental challenges. Explain how social policies such as welfare reform and public health insurance are influenced by the persistence of poverty.</p> <p>In Global/International Relations/Affairs: Compare and contrast the arguments between the imperialist and anti-imperialist in the late 19th century. Cite causes and effects of the American involvement in the World Wars. Identify the causes and specific developments of the Cold War, including ideology, technology, economics, and geography. Explain America’s role in international organizations, humanitarian relief, and post-reconstruction efforts.</p> <p>In Civil Rights/Human Rights: Trace the major events of the modern movement. Cite political, economic, and social changes in the U.S. for other minority and immigrant groups.</p> <p>In Economics: Explain the conditions of industrialization that led to the rise of organized labor. Identify the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the U.S. during the late 19th and early 20th centuries. Identify migration and immigration patterns that developed from the push-pull effects of economic circumstances. Cite characteristics of the transition from laissez-faire to an increasingly regulated U.S. economy.</p> <p>In Culture: Cite evidence of the diversity of the United States society.</p>
Minimal	<p>The student performing at the minimal level inconsistently demonstrates knowledge or skills that define basic level performance.</p>



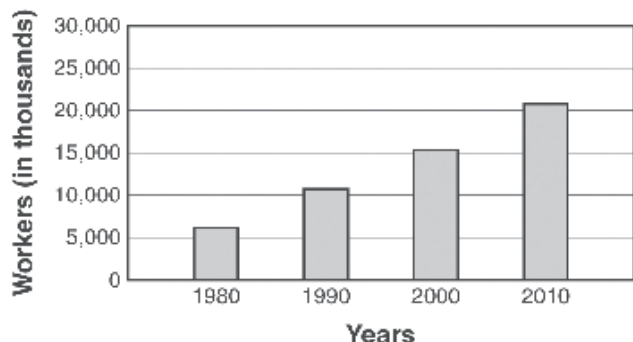
Competency: 2

Depth of Knowledge Level: 2

Performance Level: Proficient

Sample Item #1

The graph shows the number of Hispanic workers in the civilian workforce.



Source: Bureau of Labor Statistics

Which statement explains a social impact of the trend in this graph?

- A The increase in Hispanic workers has contributed to increased use of foreign languages in the workplace.*
- B The increase in Hispanic workers has contributed to job opportunities for other ethnic groups.
- C The growth of job opportunities for Hispanic workers has resulted in increased average wages.
- D The growth of job opportunities for Hispanic workers has resulted in higher levels of education.

Competency: 3

Depth of Knowledge Level: 3

Performance Level: Proficient

Sample Item #2

During World War I, American bankers made loans to European powers.

American loans to the Allies totaled over \$2 billion by 1917 when the United States entered the war.

Based on the information, which conclusion can be drawn about American entry into World War I?

- A The United States had a financial stake in an Allied victory.*
- B Investments in Europe delayed the United States entry into the war.
- C Promises of money from the United States stopped German aggression.
- D Opposition to United States intervention was based on financial concerns.

Competency: 4

Depth of Knowledge Level: 3

Performance Level: Proficient

Sample Item #3

Milestones in the Civil Rights Movement.

1948 — President Harry Truman desegregates the military.

1954 — The Supreme Court overturns school segregation in *Brown v. Board of Education*.

1955 — Civil rights leaders in Montgomery, Alabama, organize a bus boycott.

Which of the following was a factor that gave rise to the events listed above?

- A The Civil Rights Act to outlaw discrimination was introduced in Congress.
- B The Fifteenth Amendment guaranteed voting rights for African Americans.
- C African American veterans from World War II demanded fair treatment.*
- D Civil rights leaders used television to broadcast the message of equality.

Competency: 5

Depth of Knowledge Level: 3

Performance Level: Advanced

Sample Item #4

Which statement analyzes the connection between post-World War II settlement patterns and the government's economic policy?

- A The development of suburban areas was closely linked with the expansion of interstate highway systems.*
- B The decay of urban areas was directly related to the lack of post-war industrial production facilities.
- C The population of industrial areas grew as post-war defense contracts were awarded.
- D The population of agricultural areas declined as farming subsidies were curtailed.



Competency: 7

Depth of Knowledge Level: 2

Performance Level: Proficient

Sample Item #5

This table summarizes cultural characteristics of the 1920s.

Traditionalism 1920s	Modernism 1920s
<ul style="list-style-type: none">• Women as homemakers• Belief in creationism• Support for temperance	<ul style="list-style-type: none">• Women in the workplace• Belief in evolution• ?

Which feature of the 1920s replaces the question mark in the table above?

- A Emphasis on agrarian values
- B Popularity of speakeasies *
- C Support for prohibition
- D Use of referendum

Additional U.S. History sample items can be accessed at www.mdek12.org/OSA.



Student Reports

The school receives two copies of the *Student Report* for each student who took a Mississippi Subject Area Test. The sample *Student Reports* on the following pages illustrate simulated scores for a student who took the Biology I and U.S. History Subject Area Tests.

1. The top-center portion of the *Student Report* displays the student's name, MSIS identification number, and date of birth as recorded on the student's answer sheet at the time of testing.
2. The top-right portion of the *Student Report* displays the class name, school name, district name, and district code.

The first table in the *Student Report* includes the subject area Passing Score and the student's Pass/Fail Status, Your Score (Scale Score), and Performance Level. It also displays a comparison of the student's score to other students testing for the first time within his or her school, district, and state. The bottom table in the *Student Report* includes the student's performance by competency or content strand.

3. The Passing Score is the scale score required to pass the test. The passing score was determined by a committee of educators from Mississippi who recommended a total test raw score to indicate passing. This total test raw score is converted to a scale score, which is displayed as the passing score.
4. The Pass/Fail Status represents the comparison of the student's scale score to the passing score. If the student's scale score is equal to or greater than the passing score, the status is PASS. If the student's scale score is less than the passing score, the status is FAIL.
5. Your Score (Scale Score) represents the student's total test score. The proficient range for Biology I and U.S. History starts at 650 and 647, respectively. The distribution of scores has a standard deviation of 10 so that most scores will fall within the range of 620 to 680. The actual maximum and minimum scores will vary from year to year. The passing score for Biology I is 645 and the U.S. History passing score is 641. A scale score is given only if the student attains a valid raw score. If a valid raw score is not attained, then one of the condition codes (e.g., DNA, INV, INVC, DNF, 0⁴, or 0⁵) is printed instead of the scale score. (Condition codes are explained on the next page.) On another day or with another set of test questions, the student might obtain a slightly different score. For about two out of every three such testing opportunities, a student's score would fall within a range of scores very similar to the reported scale score. The range of possible scores is the scale score plus or minus the Conditional Standard Error of Measurement (CSEM), an index of measurement precision. See page 32 for a more complete explanation of CSEM.
6. The Performance Level is indicated unless the student receives a condition code of DNA, INV, INVC, DNF, 0⁴, or 0⁵. The four performance levels are advanced, proficient, basic, and minimal. The PLDs are provided on the back page of all *Student Reports*. The performance levels for each subject are detailed on page 20.
7. Students who test in the December or May administrations will have *Student Reports* that display a comparison of the student's score to other students testing for the first time within their school, district, and state. Students who are retesters will have *Student Reports* that display a comparison of the student's score to the state's average from the previous Spring administration.
8. The bottom table in the report provides information for the tested competencies from the specific *Mississippi Curriculum Framework* for each subject area test.
9. To the right of this information is the maximum number of points possible, the number of points correct (raw score), and the percentage of correct answers the student achieved for each competency.



Sample Student Report for Biology I

STUDENT REPORT

For the family of
FIRSTNAME I. LASTNAME
MSIS ID: 123456789
Birth Date: mm/dd/yyyy

SATP2 - Mmmm 20YY
Class Name: <CLASS NAME>
School Name: <SCHOOL NAME>
District Name: <DISTRICT NAME>
Code: <####-###>

FIRSTNAME's Biology I Performance

2010 Mississippi Science Framework

This report provides specific information about your performance on the Subject Area Testing Program, Second Edition (SATP2). Students are assessed as first time testers on the Biology I and U.S. History content at the completion of the course. Retesters are assessed on the Biology I and U.S. History content during each retest administration. As part of the requirements of Federal and State policies, eligible students who are or were enrolled in Biology I and U.S. History must be tested. The scores of all first time testers may be included in the Mississippi Statewide Accountability System and annual report cards.

Passing Score 645	Your Score XXX	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		605	639	640	649	650	664	665	695
Pass/Fail Status PASS	Performance Level Proficient	Your Score							
		School							
		District							
		State							

FIRSTNAME's overall performance is shown above. Your score is defined by the total number of questions answered correctly. The graph also provides a comparison of your score to other students within your school, district, and state.

Your score is represented by a solid diamond. On another day or with a different set of questions, you might obtain a slightly different score but still obtain a score within the range represented by the horizontal line. The horizontal line across the diamond represents where your true score should be about two-thirds of the time (standard error of measurement). Any bar crossing performance levels represents equal scale score points even if the length of the bar on either side of the diamond differs.

Performance by Competency			
Content Strand/Competency	Number Possible	Number Correct	Percent Correct
Inquiry Inquiry - Apply inquiry-based and problem-solving processes and skills to scientific investigations.	7	5	71.4%
Physical Science Biochemical Basis of Life - Describe the biochemical basis of life and explain how energy flows within and between the living systems.	7	5	71.4%
Life Science: Living Organisms and Their Environment - Investigate and evaluate the interaction between living organisms and their environment.	11	8	72.7%
Biological Organization - Analyze and explain the structures and function of the levels of biological organization.	14	11	78.6%
Heredity - Demonstrate an understanding of the molecular basis of heredity.	14	10	71.4%
Diversity and Biological Change - Demonstrate an understanding of principles that explain the diversity of life and biological evolution.	7	6	85.7%
Total	60	45	

Performance Level Descriptors (PLDs) are provided on the back of this page.

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CONDITION CODES

The following codes may appear in the Scale Score section of a score report to indicate a special condition. These codes also appear with a brief explanation in a footnote below the first table of the *Student Report*.

0⁴ = Student Refused to Take Test

INV = Invalid Test

0⁵ = Unfair Advantage

INVC = Your score is excluded, and you must retest. Contact your counselor for more information or if you wish to appeal.

DNA = Did Not Attempt

DNF = Did Not Finish

E = Excluded from Summary (will only appear in the footnote without an explanation)

R = Retest, Excluded from Summary (will appear in both the Scale Score and the footnote without an explanation)



Sample Student Report for U.S. History

STUDENT REPORT

For the family of
FIRSTNAME I. LASTNAME
MSIS ID: 123456789
Birth Date: mm/dd/yyyy

SATP2 - Mmmm 20YY

Class Name: <CLASS NAME>
School Name: <SCHOOL NAME>
District Name: <DISTRICT NAME>
Code: <####-####>

FIRSTNAME's U.S. History Performance

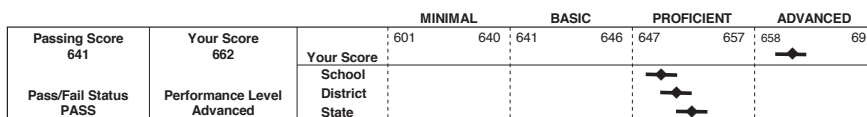
2011 Mississippi Social Studies Framework



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

This report provides specific information about your performance on the Subject Area Testing Program, Second Edition (SATP2). Students are assessed as first time testers on the Biology I and U.S. History content at the completion of the course. Retesters are assessed on the Biology I and U.S. History content during each retest administration. As part of the requirements of Federal and State policies, eligible students who are or were enrolled in Biology I and U.S. History must be tested. The scores of all first time testers may be included in the Mississippi Statewide Accountability System and annual report cards.



FIRSTNAME's overall performance is shown above. Your score is defined by the total number of questions answered correctly. The graph also provides a comparison of your score to other students within your school, district, and state.

Your score is represented by a solid diamond. On another day or with a different set of questions, you might obtain a slightly different score but still obtain a score within the range represented by the horizontal line. The horizontal line across the diamond represents where your true score should be about two-thirds of the time (standard error of measurement). Any bar crossing performance levels represents equal scale score points even if the length of the bar on either side of the diamond differs.

Performance by Competency

Content Strand/Competency	Number Possible	Number Correct	Percent Correct	0	25	50	75	100
Domestic Affairs:								
American Political System								
- Understand the evolution of the American political system.	7	6	85.7%					
Major Social Problems								
- Understand major social problems and domestic policy issues in post-reconstruction American society.	7	7	100.0%					
Global/International Relations/ Affairs								
- Understand how the global position of the United States has evolved.	12	10	83.3%					
Civil Rights/Human Rights								
- Understand how the processes for social change influenced the expansion of democracy in the United States.	12	9	75.0%					
Economics:								
Economic Transformation of the United States								
- Understand the continuing economic transformation of the United States.	7	6	85.7%					
Government Involvement in the Economy								
- Understand the scope of government involvement in the economy.	7	5	71.4%					
Culture								
- Understand cultural trends, religious ideologies, and artistic expressions that contributed to and helped to contextualize the historical development of the United States.	8	8	100.0%					
Total	60	51						

Performance Level Descriptors (PLDs) are provided on the back of this page.

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Mississippi Student Performance Levels and Scale Score Values

Subject	Performance Level	Scale Score Values*
Biology I A passing score is 645 and above.	Advanced	665 and above
	Proficient	650–664
	Basic	640–649
	Minimal	639 and below
U.S. History A passing score is 641 and above.	Advanced	658 and above
	Proficient	647–657
	Basic	641–646
	Minimal	640 and below

* On another day or with another set of test questions, the student might obtain a slightly different score. For about two out of every three such testing opportunities, a student's score would fall within a range of scores very similar to the reported scale score. The range of possible scores is the scale score plus or minus the Conditional Standard Error of Measurement (CSEM), an index of measurement precision. The CSEM does not mean there was any "mistake" in measurement, just that there is some imprecision in any measurement. For example, if you weigh yourself, you will have a different weight in the morning than in the evening, or your home scale will give a different weight than the scale at the doctor's office or the one at the gym. Overall, those different measurements all give a good idea of your true weight, but your true weight might be some other value altogether. If the SEM were 2 and a student's score 100, then one could say that the range of likely scores is 100 ± 2 or that there is a 68% probability that the student's true score is between 98 and 102. For the Mississippi Subject Area Tests in Biology I the CSEMs are about 3 points in the middle of the distribution, where the cut scores for Proficient and Passing are set. As you move to the extremes of the score distribution, the CSEM increases because there are fewer test questions that are very hard or very easy, and there are also fewer students who answer all or no test questions correctly. Overall, the CSEMs on the SATP2 range from 3 in the middle of the distribution to 7 at the tails.



**MISSISSIPPI DEPARTMENT OF EDUCATION (MDE)
OFFICE OF STUDENT ASSESSMENT
www.mdek12.org/OSA
359 NORTH WEST STREET
P.O. Box 771
JACKSON, MS 39201
(601) 359-3052**

Information can also be obtained through the Office of Secondary Education at
www.mdek12.org/ESE



MISSISSIPPI

SUBJECT AREA TESTING PROGRAM,

SECOND EDITION

SATP2

Student/Parent Information Guide

2016–2017

School Year
