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How to Use This Book

*AYP Monitoring Assessments* provides a clear path to *adequate yearly progress* through systematic testing and recommendations for remediation. Progress monitoring at regular intervals ensures that students understand key content before moving on in the course. With the results of these tests, you will know when to modify instruction because a class is having difficulty and when to assign remediation because individual students need more help.

Beginning the Year: Establishing the Baseline

Teaching for adequate yearly progress (AYP) begins with evaluating student strengths and weaknesses. Before launching into the curriculum, you need to know how well your students read and how proficient they are in social studies skills. Use the following tests to measure student readiness for your course.

**Reading Screening Test (pages vi–5)**

Administer the Reading Screening Test to evaluate students’ ability to read the textbook. This test identifies students who are reading two or more years below grade level. You may wish to consider placing them in intensive intervention, or you may consider having these students use the *Adapted Reading and Note Taking Study Guide* as their primary text. For more able students, you can use the recommendations for universal access in the Teacher’s Edition of your textbook.

**Diagnostic Readiness Tests (pages 6–26)**

The Diagnostic Readiness Tests measure your students’ abilities in skills essential to success in social studies. There are tests in each of the following categories:

- Geographic Literacy
- Visual Analysis
- Critical Thinking and Reading
- Vocabulary
- Writing

Once you have test results, consult the correlation table in this book to locate program resources for instruction and practice in individual skills. Repeat these tests at least once more during the year to gauge student progress and identify skills needing improvement.
Monitoring Progress Over the Year

The section and chapter assessments in the Student Edition and All-in-One Teaching Resources measure understanding of what students have learned on a short-term basis. To measure student retention over time, it is important to administer Benchmark Tests and refocus instruction based on test results.

Benchmark Tests (pages 43–48, 53–58)

Benchmark testing is at the heart of progress monitoring and student achievement. At specified intervals throughout the year, give Benchmark Tests to evaluate student progress toward mastery of essential content. All questions on the Benchmark Tests correlate to core standards established for this course.

Critical to student achievement is analyzing Benchmark Tests results to adapt your teaching to student needs. Item tallies will show you areas where the whole class is having difficulty and thus merit reteaching. Items with just a few incorrect answers indicate that only certain students need remediation assignments.

Report Sheets (pages 63–66)

The student Benchmark Test report sheet identifies
- test items by number
- correlated standards
- student performance on each test item
- relevant assignments in the Reading and Note Taking Study Guide for remediation of items that students have missed.

Ending the Year

Modifying your teaching as indicated by the results of the Reading Screening, Diagnostic, and Benchmark tests throughout the school year sets the stage for your students to achieve adequate yearly progress.

Midyear and Final Outcome Tests (pages 49–52, 59–62)

Administer the Outcome Tests to see how well students have mastered course content. Like the Benchmark Tests, Outcome Test items are correlated to course standards.
Benchmark Test 3

Directions: Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.

1. Which of the following became an important source of power for the Industrial Revolution?
   A steam  
   B animals  
   C wind  
   D nuclear fission

2. Which newly independent country experienced a revolution in 1848?
   A Italy  
   B Prussia  
   C Greece  
   D Belgium

3. Which of the following was a direct result of the discovery that germs cause disease?
   A the development of anesthesia  
   B higher death rates  
   C the beginning of nursing  
   D improved sanitation

4. “A woman’s place is in the home” reflects the values of which of the following groups during the Victorian age?
   A the working class  
   B farm workers  
   C miners  
   D the middle class

5. Which of the following contributed to Germany’s growth as an industrial power under Bismarck?
   A tight state control over industry  
   B a large overseas empire  
   C substantial iron and coal reserves  
   D Prussia’s victory over the French in the Franco-Prussian War

6. Mazzini, Cavour, and Garibaldi were
   A German socialists.  
   B Russian communists.  
   C Italian nationalists.  
   D Turkish separatists.

Use the map to answer Question 2.

2. Which newly independent country experienced a revolution in 1848?
   A Italy  
   B Prussia  
   C Greece  
   D Belgium

3. Which of the following was a direct result of the discovery that germs cause disease?
   A the development of anesthesia  
   B higher death rates  
   C the beginning of nursing  
   D improved sanitation


Benchmark Test 3 (continued)

Use the graph to answer Question 7.

7. Which decade saw the smallest number of emigrants from Ireland?
   A 1911–1921  
   B 1901–1910  
   C 1891–1900  
   D 1871–1880

8. Which of the following was used as a justification for imperialism?
   A genocide   
   B Social Darwinism   
   C respect for cultural diversity   
   D resistance to expansion

9. Western imperialist nations tried to modernize the lands they conquered by
   A adopting the cultural traditions of subject people.  
   B imposing Western culture on subject people.  
   C encouraging subject people to keep their own traditions.  
   D showing no interest in the cultures of subject people.

10. At the Berlin Conference of 1884,
   A African leaders voted on which European countries they wanted to rule their homelands.  
   B Germany decided how to divide Africa among the Europeans.  
   C Asian leaders urged Europeans to colonize Africa.  
   D Europeans decided to colonize Africa and divide it among themselves.

11. Why were the British able to conquer India’s vast territory?
   A Britain exploited the diversity of the nation.  
   B Most Indians did not speak or write English.  
   C India was a vast territory with a small population.  
   D The Indian people were attracted to the British way of life.

12. Which of the following was true of Japan under the Tokugawa shogunate?
   A It had good trade relations with Europe.  
   B It was isolated from the rest of the world.  
   C It was a haven for Christians.  
   D It was the center of a flourishing Pacific trade.

13. Which Asian countries used modern technological and industrial innovations to successfully prevent takeover by foreign imperialists?
   A Japan and Siam  
   B Vietnam and Korea  
   C the Philippines and Burma  
   D Hawaii and Cambodia

14. The United States intervened in Latin American countries in the early 1900s to
   A spread Western civilization.  
   B gain additional colonies.  
   C protect U.S. investments.  
   D grant independence.
**Benchmark Test 3 (continued)**

15. What led to the assassination of Archduke Francis Ferdinand by a Serbian terrorist and started World War I?
   A. A militant Serbian faction viewed Russia as a major political threat.
   B. The Serbians viewed the Austrians as foreign oppressors.
   C. Serbian nationalists were planning to join Russia.
   D. Germany saw the Archduke’s planned visit as an outright declaration of war.

16. World War I was more destructive than earlier wars because
   A. modern weapons were deadlier.
   B. the armies were more ruthless.
   C. it lasted longer.
   D. airplanes could drop huge bombs.

17. Which of the following statements is true regarding the role of women during World War I?
   A. They contributed little to the war effort.
   B. Their role during the war differed very little from their peacetime role.
   C. They kept their nations’ economies going.
   D. They focused their efforts on ending the war.

18. The League of Nations might have been more successful if
   A. it did not have to compete with the United Nations.
   B. the stock market had not crashed.
   C. President Wilson had supported it.
   D. the United States had joined it.

19. Which of the following was a result of the Bolshevik Revolution?
   A. civil war in Russia
   B. World War I
   C. war between Russia and Japan
   D. fighting between the Bolsheviks and the Red Army

20. Lenin’s New Economic Policy was designed to
   A. end all traces of capitalism.
   B. rebuild the Soviet economy.
   C. make the Soviet Union into an industrial state.
   D. end state control over farms and industry.