

Test Information
Guide:
College-Level
Examination
Program[®]

2015-16

History of the
United States II

CLEP TEST INFORMATION GUIDE FOR HISTORY OF THE UNITED STATES II

History of CLEP

Since 1967, the College-Level Examination Program (CLEP®) has provided over six million people with the opportunity to reach their educational goals. CLEP participants have received college credit for knowledge and expertise they have gained through prior course work, independent study or work and life experience.

Over the years, the CLEP examinations have evolved to keep pace with changing curricula and pedagogy. Typically, the examinations represent material taught in introductory college-level courses from all areas of the college curriculum. Students may choose from 33 different subject areas in which to demonstrate their mastery of college-level material.

Today, more than 2,900 colleges and universities recognize and grant credit for CLEP.

Philosophy of CLEP

Promoting access to higher education is CLEP's foundation. CLEP offers students an opportunity to demonstrate and receive validation of their college-level skills and knowledge. Students who achieve an appropriate score on a CLEP exam can enrich their college experience with higher-level courses in their major field of study, expand their horizons by taking a wider array of electives and avoid repetition of material that they already know.

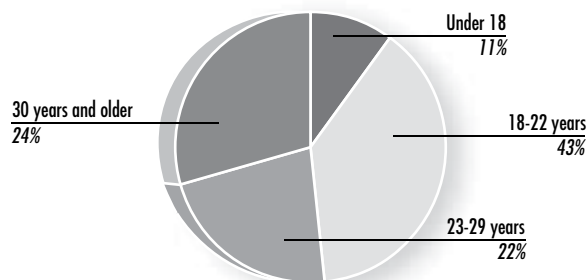
CLEP Participants

CLEP's test-taking population includes people of all ages and walks of life. Traditional 18- to 22-year-old students, adults just entering or returning to school, high-school students, home-schoolers and international students who need to quantify their knowledge have all been assisted by CLEP in earning their college degrees. Currently, 59 percent of CLEP's National (civilian) test-takers are women and 46 percent are 23 years of age or older.

For over 30 years, the College Board has worked to provide government-funded credit-by-exam opportunities to the military through CLEP. Military service members are fully funded for their CLEP exam

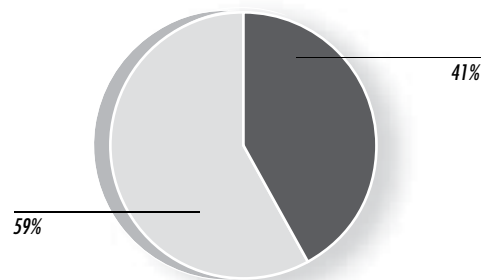
fees. Exams are administered at military installations worldwide through computer-based testing programs. Approximately one-third of all CLEP candidates are military service members.

2014-15 National CLEP Candidates by Age*



* These data are based on 100% of CLEP test-takers who responded to this survey question during their examinations.

2014-15 National CLEP Candidates by Gender



Computer-Based CLEP Testing

The computer-based format of CLEP exams allows for a number of key features. These include:

- a variety of question formats that ensure effective assessment
- real-time score reporting that gives students and colleges the ability to make immediate credit-granting decisions (except College Composition, which requires faculty scoring of essays twice a month)
- a uniform recommended credit-granting score of 50 for all exams
- “rights-only” scoring, which awards one point per correct answer
- pretest questions that are not scored but provide current candidate population data and allow for rapid expansion of question pools

CLEP Exam Development

Content development for each of the CLEP exams is directed by a test development committee. Each committee is composed of faculty from a wide variety of institutions who are currently teaching the relevant college undergraduate courses. The committee members establish the test specifications based on feedback from a national curriculum survey; recommend credit-granting scores and standards; develop and select test questions; review statistical data and prepare descriptive material for use by faculty (*Test Information Guides*) and students planning to take the tests (*CLEP Official Study Guide*).

College faculty also participate in CLEP in other ways: they convene periodically as part of standard-setting panels to determine the recommended level of student competency for the granting of college credit; they are called upon to write exam questions and to review exam forms; and they help to ensure the continuing relevance of the CLEP examinations through the curriculum surveys.

The Curriculum Survey

The first step in the construction of a CLEP exam is a curriculum survey. Its main purpose is to obtain information needed to develop test-content specifications that reflect the current college curriculum and to recognize anticipated changes in the field. The surveys of college faculty are conducted in each subject every few years depending on the discipline. Specifically, the survey gathers information on:

- the major content and skill areas covered in the equivalent course and the proportion of the course devoted to each area
- specific topics taught and the emphasis given to each topic
- specific skills students are expected to acquire and the relative emphasis given to them
- recent and anticipated changes in course content, skills and topics
- the primary textbooks and supplementary learning resources used
- titles and lengths of college courses that correspond to the CLEP exam

The Committee

The College Board appoints standing committees of college faculty for each test title in the CLEP battery. Committee members usually serve a term of up to four years. Each committee works with content specialists at Educational Testing Service to establish test specifications and develop the tests. Listed below are the current committee members and their institutional affiliations.

Yanek Mieczkowski, <i>Chair</i>	Dowling College
William Carter	The College of New Jersey
Diana Di Stefano	University of Alaska — Fairbanks
Lisa Beth Hill	Tuskegee University

The primary objective of the committee is to produce tests with good content validity. CLEP tests must be rigorous and relevant to the discipline and the appropriate courses. While the consensus of the committee members is that this test has high content validity for a typical introductory History of the United States II course or curriculum, the validity of the content for a specific course or curriculum is best determined locally through careful review and comparison of test content, with instructional content covered in a particular course or curriculum.

The Committee Meeting

The exam is developed from a pool of questions written by committee members and outside question writers. All questions that will be scored on a CLEP exam have been pretested; those that pass a rigorous statistical analysis for content relevance, difficulty, fairness and correlation with assessment criteria are added to the pool. These questions are compiled by test development specialists according to the test specifications, and are presented to all the committee members for a final review. Before convening at a two- or three-day committee meeting, the members have a chance to review the test specifications and the pool of questions available for possible inclusion in the exam.

At the meeting, the committee determines whether the questions are appropriate for the test and, if not, whether they need to be reworked and pretested again to ensure that they are accurate and unambiguous. Finally, draft forms of the exam are reviewed to ensure comparable levels of difficulty and content specifications on the various test forms. The committee is also responsible for writing and developing pretest questions. These questions are administered to candidates who take the examination and provide valuable statistical feedback on student performance under operational conditions.

Once the questions are developed and pretested, tests are assembled in one of two ways. In some cases, test forms are assembled in their entirety. These forms are of comparable difficulty and are therefore interchangeable. More commonly, questions are assembled into smaller, content-specific units called testlets, which can then be combined in different ways to create multiple test forms. This method allows many different forms to be assembled from a pool of questions.

Test Specifications

Test content specifications are determined primarily through the curriculum survey, the expertise of the committee and test development specialists, the recommendations of appropriate councils and conferences, textbook reviews and other appropriate sources of information. Content specifications take into account:

- the purpose of the test
- the intended test-taker population
- the titles and descriptions of courses the test is designed to reflect
- the specific subject matter and abilities to be tested
- the length of the test, types of questions and instructions to be used

Recommendation of the American Council on Education (ACE)

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated CLEP processes and procedures for developing, administering and scoring the exams. Effective July 2001, ACE recommended a uniform credit-granting score of 50 across all subjects (with additional Level-2 recommendations for the world language examinations), representing the performance of students who earn a grade of C in the corresponding course. Every test title has a minimum score of **20**, a maximum score of **80** and a cut score of **50**. However, these score values cannot be compared across exams. The score scale is set so that a score of **50** represents the performance expected of a typical C student, which may differ from one subject to another. The score scale is not based on actual performance of test-takers. It is derived from the judgment of a panel of experts (college faculty who teach an equivalent course) who provide information on the level of student performance that would be necessary to receive college credit in the course.

Over the years, the CLEP examinations have been adapted to adjust to changes in curricula and pedagogy. As academic disciplines evolve, college faculty incorporate new methods and theory into their courses. CLEP examinations are revised to reflect those changes so the examinations continue to meet the needs of colleges and students. The CLEP program's most recent ACE CREDIT review was held in June 2015.

The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/acecredit.

CLEP Credit Granting

CLEP uses a common recommended credit-granting score of 50 for all CLEP exams.

This common credit-granting score does not mean, however, that the standards for all CLEP exams are the same. When a new or revised version of a test is introduced, the program conducts a standard setting to determine the recommended credit-granting score (“cut score”).

A standard-setting panel, consisting of 15–20 faculty members from colleges and universities across the country who are currently teaching the course, is appointed to give its expert judgment on the level of student performance that would be necessary to receive college credit in the course. The panel reviews the test and test specifications and defines

the capabilities of the typical A student, as well as those of the typical B, C and D students.* Expected individual student performance is rated by each panelist on each question. The combined average of the ratings is used to determine a recommended number of examination questions that must be answered correctly to mirror classroom performance of typical B and C students in the related course. The panel’s findings are given to members of the test development committee who, with the help of Educational Testing Service and College Board psychometric specialists, make a final determination on which raw scores are equivalent to B and C levels of performance.

*Student performance for the language exams (French, German and Spanish) is defined only at the B and C levels.

History of the United States II

Description of the Examination

The History of the United States II: 1865 to the Present examination covers material that is usually taught in the second semester of what is often a two-semester course in United States history. The examination covers the period of United States history from the end of the Civil War to the present, with the majority of the questions on the twentieth century.

The examination contains approximately 120 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored. Any time candidates spend on tutorials and providing personal information is in addition to the actual testing time.

Knowledge and Skills Required

Questions on the History of the United States II examination require candidates to demonstrate one or more of the following abilities:

- Identify and describe historical phenomena
- Analyze and interpret historical phenomena
- Compare and contrast historical phenomena

The subject matter of the History of the United States II examination is drawn from the following topics. The percentages next to the main topics indicate the approximate percentage of exam questions on that topic.

Topical Specifications

35%	Political institutions and public policy
25%	Social developments
10%	Economic developments
15%	Cultural and intellectual developments
15%	Diplomacy and international relations

Chronological Specifications

30%	1865–1914
70%	1915–present

The following are among the specific topics tested:

- The impact of the Civil War and Reconstruction upon the South
- The motivations and character of American expansionism
- The content of constitutional amendments and their interpretations by the United States Supreme Court
- The changing nature of agricultural life
- The development of American political parties
- The emergence of regulatory and welfare-state legislation
- The intellectual and political expressions of liberalism, conservatism and other such movements
- Long-term demographic trends
- The process of economic growth and development
- The changing occupational structure, nature of work and labor organization
- Immigration and the history of racial and ethnic minorities
- Urbanization and industrialization
- The causes and impacts of major wars in American history
- Major movements and individual figures in the history of American arts and letters
- Trends in the history of women and the family

Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination and to provide content for practice and review. Knowing the correct answers to all of the sample questions is not a guarantee of satisfactory performance on the exam.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case. Some questions will require you to place events in chronological order.

- Which of the following best describes the experiences of most recently freed people following Reconstruction?
 - They obtained land from the Freedmen's Bureau.
 - They were forced back onto the plantations as sharecroppers.
 - They established large cooperative farms.
 - They migrated to Northern urban areas and worked as unskilled laborers.
 - They were forced to migrate to marginally fertile lands in the western territories.
- The Reconstruction Acts of 1867 provided for
 - temporary Union military supervision of the former Confederacy
 - federal monetary support for the resettlement of African Americans in Africa
 - property-holding and voting rights for African Americans
 - implementation of anti-African American vagrancy laws in the South
 - lenient readmission of the formerly Confederate states to the Union
- The second Sioux war (1876–1877), in which Custer was defeated at the Battle of Little Bighorn, was caused by all of the following EXCEPT
 - the extension of the route of the Northern Pacific Railroad
 - a concentrated effort on the part of the major Protestant denominations to convert the Sioux to Christianity
 - the gold rush in the Black Hills
 - corruption within the Department of the Interior
 - overland migration of settlers to the Pacific Northwest
- “This, then, is held to be the duty of the man of wealth: to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community.”

The sentiments expressed above are most characteristic of

 - transcendentalism
 - pragmatism
 - the Gospel of Wealth
 - the Social Gospel
 - Social Darwinism

5. Reformers of the Progressive Era proposed all of the following changes in city government and politics at the turn of the century EXCEPT
- (A) a large city council elected by wards
 - (B) civil service
 - (C) home rule for cities
 - (D) city manager and commission governments
 - (E) nonpartisan elections
6. The anticompetition laws passed by numerous states in the late 1880s were a response to which of the following organizational innovations?
- (A) The creation and growth of international cartels
 - (B) The development of industry-wide trade associations
 - (C) The joining of skilled and unskilled workers in industrial unions
 - (D) The formation of agricultural marketing cooperatives
 - (E) The use of stockholding trusts to create business monopolies
7. Which of the following constituted a significant change in the treatment of American Indians during the last half of the nineteenth century?
- (A) The beginning of negotiations with individual Indian tribal groups
 - (B) The start of a removal policy
 - (C) The abandonment of the reservation system
 - (D) The admission of American Indians to United States citizenship
 - (E) The division of lands traditionally owned by Indian tribal groups among individual members



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8. The late-nineteenth-century photograph shown above was intended to serve which of the following purposes?
- (A) To advocate social reform
 - (B) To arouse anti-immigrant sentiments
 - (C) To encourage the purchase of cameras
 - (D) To document the need for prohibition
 - (E) To encourage immigration to the cities

9. Which of the following would have been most likely to vote for William Jennings Bryan in 1896 ?
- (A) A Kansas farmer
 - (B) A Chicago industrial worker
 - (C) A department store clerk
 - (D) A university professor of economics
 - (E) A New York Republican Party member
10. Unionization efforts in the late-nineteenth century were countered by the
- (A) establishment of the eight-hour workday
 - (B) passage of right-to-work laws
 - (C) increasing use of skilled labor
 - (D) use of federal troops to help end strikes
 - (E) establishment of factories in foreign countries by United States corporations
11. Which of the following best states the goals of the “pure and simple unionism” advocated by Samuel Gompers?
- (A) Labor unions should concentrate on increasing wages and benefits.
 - (B) Labor should organize industry’s skilled and unskilled workers into a single union.
 - (C) Labor unions should compete directly with large industries in producing and distributing consumer products.
 - (D) Industrial workers should form a political party to achieve their goals.
 - (E) The defective capitalist system should be replaced by labor cooperatives.
12. During the late-nineteenth century, urban political machines were organizations that
- (A) were created by native-born Americans to combat the political influence of immigrants
 - (B) were controlled by politicians who dispensed jobs and other patronage in return for political support
 - (C) worked for civil service reform to ensure sound municipal government
 - (D) consisted of reformers working to combat urban poverty by establishing settlement houses
 - (E) consisted of conservative elites seeking to maintain control of politics
13. In his interpretation of the historical development of the United States, Frederick Jackson Turner focused on the importance of the
- (A) traditions of western European culture
 - (B) role of women in socializing children to become good citizens
 - (C) historical consequences of the enslavement of African American people
 - (D) conflict between capitalists and workers
 - (E) frontier experience in fostering democracy
14. The 1896 presidential election was significant in United States history because it
- (A) marked the rise of the Populist Party
 - (B) signaled the return of free silver coinage
 - (C) strengthened the image of the Republican Party as the party of prosperity and national greatness
 - (D) set a new pattern of vigorous two-party participation in national politics
 - (E) secured national Democratic Party dominance that lasted until the 1930s



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15. The 1907 painting shown above is representative of the
- (A) Impressionist painting of Mary Cassatt
 - (B) Hudson River School art of Asher B. Durand
 - (C) Surrealism of Giorgio de Chirico
 - (D) Abstract Expressionist work of Jackson Pollock
 - (E) Ashcan School art of John Sloan

16. In the period 1890–1915, all of the following were generally true about African Americans EXCEPT
- (A) Voting rights previously gained were denied through changes in state laws and constitutions.
 - (B) The federal government passed legislation protecting the voting rights of African Americans.
 - (C) African American leaders disagreed on the principal strategy for attaining equal rights.
 - (D) Numerous physical attacks on African American individuals occurred in both the North and the South.
 - (E) African American people from the rural South migrated to both southern and northern cities.
17. Between 1890 and 1914, most immigrants to the United States came from
- (A) southern and eastern Europe
 - (B) northern and western Europe
 - (C) Latin America
 - (D) Southeast Asia
 - (E) Canada
18. Which of the following is a correct statement about the United States at the close of the First World War?
- (A) It joined the League of Nations.
 - (B) It emerged as the world's leading creditor nation.
 - (C) It accorded diplomatic recognition to the Soviet Union.
 - (D) It repealed the amendment to the Constitution that allowed Prohibition.
 - (E) It received large reparations payments from Germany.

19. Which of the following is a literary work that is associated with the Lost Generation after the First World War?
- (A) Ernest Hemingway’s *The Sun Also Rises*
 - (B) Sylvia Plath’s *The Bell Jar*
 - (C) T. S. Eliot’s “The Love Song of J. Alfred Prufrock”
 - (D) Sinclair Lewis’ *Babbitt*
 - (E) Theodore Dreiser’s *An American Tragedy*
20. Many Mexicans migrated to the United States during the First World War because
- (A) revolution in Mexico had caused social upheaval and dislocation
 - (B) the United States offered special homestead rights to relatives of Mexican Americans serving in the armed forces
 - (C) the war in Europe had disrupted the Mexican economy
 - (D) American Progressives generally held liberal views on the issue of racial assimilation
 - (E) the United States government recruited Mexican workers to accelerate the settlement of the Southwest
21. All of the following were among Woodrow Wilson’s Fourteen Points EXCEPT
- (A) a general association of nations
 - (B) freedom to navigate the high seas in peace and war
 - (C) an independent Poland
 - (D) a partitioned Germany
 - (E) an end to secret treaties
22. A direct consequence of Henry Ford’s assembly-line process was that it
- (A) raised the price of automobiles
 - (B) resulted in small cuts in workers’ wages
 - (C) decreased the need for skilled workers
 - (D) made the working environment safer
 - (E) increased the number of women employed in industrial work
23. All of the following help to explain the presence of large numbers of expatriate American intellectuals in Europe during the 1920s EXCEPT the
- (A) repressive effects of Prohibition and the resurgence of conservatism in the United States
 - (B) attraction of European cities, especially Paris, as centers of innovation and creativity
 - (C) tradition among American writers of taking up temporary residence in Europe
 - (D) claims of young American writers and critics that American culture was materialistic and hostile to the development of their art
 - (E) European tradition of wealthy patrons supporting struggling American artists and writers

The Cash Register Chorus



The Granger Collection, NYC — All rights reserved.

24. The political cartoonist who drew the picture above probably believed that

- (A) European nations were pleased with aid given them by the Coolidge administration
- (B) governmental agencies were receiving too much financial support from the Coolidge administration
- (C) American industrial and commercial leaders approved of the Coolidge administration's business policies
- (D) consumers had benefited from the Federal Reserve's tight money policy from 1925 through 1928
- (E) Congress was pleased by President Coolidge's accommodating stance toward pork-barrel legislation

25. A number of changes took place in the intellectual life of college-educated Americans between 1880 and 1930. Which of the following changes is LEAST characteristic of this group during this period?

- (A) Expanded popularity of Freudian psychology
- (B) Rise of pluralistic and relativistic worldviews
- (C) More rigorous training for academic professions
- (D) Growth in the influence of religious fundamentalism
- (E) Increased attention to the methods and outlook of the sciences

26. In its 1932 march on Washington, the Bonus Army demanded which of the following?

- (A) Federal unemployment insurance for workers who had lost their jobs
- (B) Federal loans to farmers, with surplus grain used as collateral
- (C) Early payment to veterans of a promised reward for service in the First World War
- (D) A substantial increase in the military budget
- (E) A refund to investors who lost money in the stock market crash of 1929

27. Franklin D. Roosevelt was successful in securing congressional support for all of the following EXCEPT

- (A) negotiation of tariff agreements by the executive department
- (B) reduction of the gold content of the dollar
- (C) removal of the restraints of the antitrust acts to permit voluntary trade associations
- (D) adoption of processing taxes on agricultural products
- (E) reform of the judiciary to permit the enlargement of the Supreme Court

28. Franklin D. Roosevelt’s farm policy was primarily designed to
- (A) reduce farm prices to make food cheaper for the consumer
 - (B) increase production by opening new lands to farmers
 - (C) reduce production in order to boost farm prices
 - (D) use price and wage controls to stabilize farm prices
 - (E) end federal controls over agriculture
29. The main purpose of the Wagner Act (National Labor Relations Act) of 1935 was to
- (A) end the sit-down strike in Flint, Michigan
 - (B) settle the struggle between the American Federation of Labor and the Congress of Industrial Workers
 - (C) guarantee workers a minimum wage
 - (D) ensure workers’ right to organize and bargain collectively
 - (E) exempt organized labor from the Sherman Antitrust Act
30. The National Woman’s Party, which lobbied Congress to pass woman suffrage legislation, was founded in 1916 by
- (A) Jane Addams
 - (B) Eleanor Roosevelt
 - (C) Alice Paul
 - (D) Margaret Sanger
 - (E) Carrie Nation
31. The Reagan Revolution in politics refers to his
- (A) strong support of rapprochement with liberals
 - (B) ability to unite traditional Republicans with working-class Democrats
 - (C) shifting responsibility for the poor to religious organizations
 - (D) support of United States military intervention in the Caribbean
 - (E) lukewarm support of the peace initiative in the Middle East
32. American participation in the Second World War had which of the following major effects on the home front?
- (A) A temporary movement of women into heavy industry
 - (B) The elimination of racial segregation in the South
 - (C) The growth of isolationism in the Midwest
 - (D) The introduction of a system of national health insurance
 - (E) A decline in farmers’ income
33. “I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.”
- The statement above is taken from
- (A) Woodrow Wilson’s request for a declaration of war against Germany
 - (B) Herbert Hoover’s statement on Japanese aggression in China
 - (C) Franklin D. Roosevelt’s request for a declaration of war against Japan
 - (D) Harry S. Truman’s request for funds to support Greece and Turkey against communism
 - (E) an address by United Nations ambassador Jeane Kirkpatrick on Central American conflict

34. Which of the following is true of the forced relocation of Japanese Americans from the West Coast during the Second World War?
- (A) President Roosevelt claimed that military necessity justified the action.
 - (B) The Supreme Court immediately declared the action unconstitutional.
 - (C) The relocation was implemented according to congressional provisions for the internment of dissidents.
 - (D) The Japanese Americans received the same treatment as that accorded German Americans and Italian Americans.
 - (E) Few of those relocated were actually United States citizens.
35. During the Second World War, the federal government pursued all of the following economic policies EXCEPT
- (A) rationing consumer goods
 - (B) limiting wartime wages
 - (C) limiting agricultural prices
 - (D) selling war bonds
 - (E) increasing the prime interest rate
36. The presidential election of 1928, which pitted Herbert Hoover against Al Smith, was the first presidential election that
- (A) featured a Roman Catholic as a presidential candidate
 - (B) was decided by less than 1 percent of the popular vote
 - (C) featured a southern candidate and a western candidate
 - (D) had two candidates who were self-made millionaires
 - (E) involved two candidates with strong rural constituencies
37. Following the Second World War, President Truman was unable to expand significantly his predecessor's New Deal programs primarily because of
- (A) the continuation of the Great Depression
 - (B) the need to maintain a large military force in Asia
 - (C) budget expenditures required to rebuild Europe
 - (D) controversy surrounding the Truman Doctrine
 - (E) the domination of Congress by Republicans and conservative Democrats
38. President Truman's decision to recall General MacArthur from his command of United Nations forces in Korea was primarily based on the principle of
- (A) containment of communism
 - (B) limited rather than total warfare
 - (C) isolationism rather than interventionism
 - (D) civilian control of the military
 - (E) self-determination for all free people
39. In the decade after the Civil War, the federal government's policy toward the Plains Indians focused on the
- (A) creation of a network of churches to convert them to Christianity
 - (B) establishment of schools to promote tribal culture
 - (C) establishment of reservations
 - (D) forced migration of most Indian tribal groups to urban areas
 - (E) forced migration of Indian tribal groups from the Southeast to Oklahoma

40. The purpose of the Geneva Accords (1954) was to
- (A) divide Vietnam into temporary sectors and lay the groundwork for free elections
 - (B) devise plans for arms reductions between the Soviet Union and the United States
 - (C) establish the boundaries for permanent North and South Korea
 - (D) establish an international peacekeeping force in the Middle East
 - (E) resolve disagreements between the Guatemalan government of Jacobo Arbenz Guzmán and the United States
41. Allen Ginsberg was well-known as
- (A) a founder of the Black Panther Party
 - (B) a key adviser to President Eisenhower
 - (C) a poet of the Beat Generation
 - (D) an anticommunist senator from California
 - (E) an Abstract Expressionist painter
42. *Brown v. Board of Education of Topeka* was a Supreme Court decision that
- (A) was a forerunner of the Kansas-Nebraska Act
 - (B) established free public colleges in the United States
 - (C) declared racially segregated public schools inherently unequal
 - (D) established free public elementary and secondary schools in the United States
 - (E) provided for federal support of parochial schools
43. “The problem with hatred and violence is that they intensify the fears of the white majority, and leave them less ashamed of their prejudices toward Negroes. In the guilt and confusion confronting our society, violence only adds to the chaos. It deepens the brutality of the oppressor and increases the bitterness of the oppressed. Violence is the antithesis of creativity and wholeness. It destroys community and makes brotherhood impossible.”
- During the 1960s all the following African American leaders would probably have supported the view expressed above EXCEPT
- (A) Roy Wilkins
 - (B) Martin Luther King, Jr.
 - (C) James Farmer
 - (D) Stokely Carmichael
 - (E) Whitney M. Young, Jr.
44. Reform activity during the Progressive Era was similar to that of the 1960s in all of the following ways EXCEPT
- (A) The federal government supported civil rights for African Americans.
 - (B) Reform activity was encouraged by strong and active presidents.
 - (C) Many reformers advocated changes in the area of women’s rights.
 - (D) Some governmental reform initiatives were curtailed by war.
 - (E) Reform occurred despite the absence of severe economic depression.

45. What contribution did Ngo Dinh Diem make toward the escalation of hostilities between the United States and North Vietnam?
- (A) He proclaimed himself commander in chief of Viet Cong armies and organized guerrilla attacks on United States military installations.
 - (B) He was appointed by the French government to serve as a temporary president of Vietnam.
 - (C) He refused to carry out political reforms in South Vietnam.
 - (D) He advocated an alliance between himself and Ho Chi Minh to prevent United States intervention in Vietnam.
 - (E) He wrote articles in the Vietnamese popular press encouraging the public to support Marxism.
46. Which of the following is correct about United States involvement in the Vietnam War during the period 1956–1964 ?
- (A) It was justified by invoking the Open Door policy.
 - (B) It was the exclusive responsibility of the Johnson and Nixon administrations.
 - (C) It came about only after a formal declaration of war.
 - (D) It was primarily anti-Soviet in purpose.
 - (E) It grew out of policy assumptions and commitments dating from the end of the Second World War.
47. Which of the following events brought the United States and the Soviet Union closest to the possibility of nuclear war?
- (A) The Berlin Blockade
 - (B) The Cuban missile crisis
 - (C) The Pueblo incident
 - (D) The Suez Crisis
 - (E) The U-2 incident
48. Until 1964 eligibility to vote could be restricted by which of the following means?
- (A) Poll taxes
 - (B) Grandfather clauses
 - (C) Limits on woman suffrage
 - (D) White-only primary elections
 - (E) Exclusion of foreign-born citizens
49. Which of the following is true about the American Indian movement (AIM), which was founded in 1968 ?
- (A) It sought accommodation with White society.
 - (B) It modeled its tactics on the Black Power movement.
 - (C) It issued the Declaration of Indian Purpose.
 - (D) It won voting rights for Native Americans.
 - (E) It drew its membership primarily from reservations.
50. In the twentieth century, United States Supreme Court decisions did all of the following EXCEPT
- (A) end Prohibition
 - (B) ban official prayers in the public schools
 - (C) protect a woman’s right to an abortion
 - (D) protect property rights
 - (E) expand minority rights
51. The “silent majority” was a term used to describe supporters of
- (A) George McGovern
 - (B) George Wallace
 - (C) Richard Nixon
 - (D) Prohibition
 - (E) environmental reform

52. The military proposal popularly known as Star Wars was designed to
- (A) incorporate the National Aeronautics and Space Administration into the armed forces
 - (B) create a satellite and laser shield to defend the United States against missile attacks
 - (C) expand American space exploration efforts
 - (D) construct new ballistic missiles not covered under the Strategic Arms Limitation Treaty I
 - (E) increase the interest of young Americans in volunteering for military service
53. The Prairie School of architecture is best exemplified in the work of
- (A) Stanford White
 - (B) Frank Gehry
 - (C) Frank Lloyd Wright
 - (D) Louis Sullivan
 - (E) Daniel Burnham
54. The presidential debate between Richard M. Nixon and John F. Kennedy showed the importance of which of the following in presidential campaigns?
- (A) Radio
 - (B) Television
 - (C) Movies
 - (D) Computers
 - (E) The Internet
55. A major purpose of the Civil Rights Act of 1964 was to
- (A) prohibit discrimination in public accommodations and employment
 - (B) create equity in Social Security benefits
 - (C) standardize funding for Medicare
 - (D) strengthen the women’s movement
 - (E) provide benefits for the disabled
56. In his book *The Fire Next Time* (1963), James Baldwin argued that
- (A) the nuclear arms race imperiled future generations
 - (B) the failure of White Americans and Black Americans to overcome racism would have destructive consequences
 - (C) expatriate Americans must return home in times of crisis
 - (D) protest literature would not solve the problems of inequality
 - (E) violence against civil rights demonstrators would escalate without federal intervention
57. The federal assistance program Aid to Families with Dependent Children (AFDC) was
- (A) established during the 1950s and continues to function today
 - (B) a social welfare program created by Franklin D. Roosevelt’s New Deal program that ended in the mid-1990s during Bill Clinton’s administration
 - (C) championed by social conservatives as a way to get poor families off welfare
 - (D) a social welfare program created by Woodrow Wilson to address the needs of soldiers during the First World War
 - (E) modeled after a similar program in the Soviet Union

58. The 1966 Supreme Court case *Miranda v. Arizona* concerned which of the following?
- (A) Segregated swimming pools
 - (B) College admission quotas
 - (C) Rights of citizens accused of a crime
 - (D) Poll taxes
 - (E) Sexual discrimination in the military
59. Senator Joseph McCarthy dominated the American media and Congress during the early 1950s. McCarthy's rise to power was aided most by
- (A) the expansion of the Democratic Party
 - (B) the electoral success of the Republican Party in 1952
 - (C) the support of Vice President Richard Nixon
 - (D) the decision by Secretary of State Dean Acheson to hire Communist advisors
 - (E) President Eisenhower's strong support of his efforts
60. Which of the following events most challenged the credibility of the presidency during the twentieth century?
- (A) Jimmy Carter's response to the Iranian hostage crisis
 - (B) John Kennedy's role in the Bay of Pigs invasion
 - (C) Dwight Eisenhower's handling of the U-2 incident
 - (D) Richard Nixon's actions during the Watergate scandal
 - (E) Ronald Reagan's role in the Iran-Contra Affair
61. The Equal Rights Amendment failed to get ratification during the 1970s primarily because
- (A) many believed it would disrupt society and destroy traditional values
 - (B) of opposition from the Democratic Party
 - (C) people believed that communists had inspired the idea
 - (D) businesses refused to lend their support
 - (E) of opposition from civil rights leaders
62. Which of the following was active in the antilynching movement?
- (A) Harriet Tubman
 - (B) Ida B. Wells
 - (C) Emma Goldman
 - (D) Aimee Semple McPherson
 - (E) Alice Paul
63. Which of the following led to the passage of the Chinese Exclusion Act?
- (A) Public concern that Chinese immigrants would not support the war effort during the Second World War
 - (B) Chinese officials wanting to restrict the flow of laborers to the United States
 - (C) The existence of large numbers of Chinese immigrants working illegally in the United States
 - (D) Racial prejudice towards Chinese workers in several regions of the country
 - (E) The unwillingness of Chinese immigrants to become naturalized American citizens

64. The Stonewall riots which took place in New York City during the summer of 1969 were significant because they
- (A) demonstrated the shift to confrontational politics by the National Organization for Women
 - (B) rejected radical feminism and advocated traditional roles for women
 - (C) encouraged the rise of a gay liberation movement that publicly called for an end to discrimination against gays and lesbians
 - (D) were the first indicator of a sexual revolution among young people
 - (E) showed increasing frustration with the slow pace of the women’s movement
65. Which of the following statements best describes the impact of the growth of the Internet since the 1990s?
- (A) It has greatly facilitated the exchange of information worldwide.
 - (B) It helped to end the Cold War.
 - (C) It has dramatically increased the costs of operating businesses throughout the world.
 - (D) It has further isolated Third World countries because they do not have access.
 - (E) It has made governmental censorship impossible.
66. Which of the following statements best reflects Theodore Roosevelt’s beliefs about foreign policy?
- (A) Trade is a crucial element in promoting alliances among nations.
 - (B) Maintenance of a strong navy is an effective means to promote peace.
 - (C) A policy of isolation is a vital element of United States foreign policy.
 - (D) The United States should not intervene in the affairs of other countries.
 - (E) The State Department should carry out a cautious foreign policy.
67. All of the following statements regarding the period in which Dwight Eisenhower served as president are true EXCEPT
- (A) Eisenhower’s policies steered a middle course between Democratic liberalism and traditional Republican conservatism.
 - (B) Growing suburbs, the baby boom, auto mania, and the development of the interstate highway system were indications of national prosperity.
 - (C) Eisenhower and Soviet leader Nikita Khrushchev agreed on a massive bilateral reduction in the stockpiles of nuclear armaments.
 - (D) American culture in the 1950s reflected the combination of an expansive spirit of prosperity and Cold War anxieties.
 - (E) Eisenhower first used the term “military-industrial complex” to describe the close relationship between government and military contractors.
68. President Ronald Reagan’s economic program, also known as Reaganomics, can be best summarized by which of the following statements?
- (A) United States capitalism must be directed to focus on building effective social programs, increasing taxes on big business, and cutting taxes on lower-income households.
 - (B) The United States must increase government intervention in business regulation and economic planning.
 - (C) The United States capitalist system, if freed from heavy taxes and government regulations, would achieve greatly increased productivity.
 - (D) The United States should significantly increase government investment in social welfare and public school programs.
 - (E) The United States should decrease military spending in order to fund domestic programs.

69. During the 1950s, television shows like *The Donna Reed Show* and *Leave It to Beaver* exemplified the media's

- (A) focus on the culture of northeastern cities
- (B) reflection of prevalent Cold War anxieties
- (C) idealization of middle-class suburban family life
- (D) idealization of the rural heartland
- (E) focus on the growing generation gap in American culture

70. One of the goals of Populism was to

- (A) reduce income taxes
- (B) implement government ownership of the country's railroads and telegraph lines
- (C) establish collectively owned farms
- (D) establish a national health insurance system
- (E) obtain government subsidies in return for reduced agricultural production

71. Place the following in the correct chronological order. Place the earliest event first.

- (A) Truman Doctrine
- (B) Korean War
- (C) Gulf of Tonkin Resolution
- (D) Cuban missile crisis

72. The Federal Reserve System, established in 1913, has sought for much of its history to do which of the following?

- (A) Stabilize the nation's money supply by expanding or restricting credit as needed.
- (B) Assist consumers by forcing bankers to establish nationally uniform interest rates on loans.
- (C) Promote confidence in the dollar by linking the value of currency in circulation directly to United States silver reserves.
- (D) Encourage public support for increased government spending to stimulate economic growth.
- (E) Lower taxes on financial transactions completed by national banks on behalf of consumers.

73. After the Spanish-American War, supporters of United States annexation of the Philippines believed that

- (A) cheaper imported goods would lower consumer prices
- (B) an influx of immigrants would promote labor competition
- (C) racial tensions would decrease in the United States
- (D) the United States should assume the "White Man's Burden"
- (E) military expenditures would boost the economy

74. “The time came when we had to forsake our village at Like-a-fish-hook Bend, for the government wanted the Indians to become farmers. ‘You should take allotments,’ our [Bureau of Indian Affairs] agent would say. ‘The big game is being killed off, and you must plant bigger fields or starve. The government will give you plows and cattle.’ All knew that the agent’s words were true, and little by little our village was broken up. In the summer of my sixteenth year nearly a third of my tribe left to take up allotments.”

The paragraph above describes the effect of the

- (A) Wade-Davis Bill
- (B) Hatch Act
- (C) Morrill Land Grant Act
- (D) Homestead Act
- (E) Dawes Severalty Act

75. Langston Hughes and Zora Neale Hurston were associated with which of the following twentieth-century movements?

- (A) The Lost Generation
- (B) The Beat movement
- (C) The Black Power movement
- (D) The Niagara movement
- (E) The Harlem Renaissance

76. “We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another.”

The struggle referred to by President Woodrow Wilson in the quote above was the

- (A) Boxer Rebellion
- (B) Russo-Japanese War
- (C) Mexican Revolution
- (D) First World War
- (E) Bolshevik Revolution

77. The Women’s Trade Union League had most success in organizing

- (A) secretaries
- (B) telephone workers
- (C) garment workers
- (D) department store clerks
- (E) slaughterhouse workers

78. “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws”

Section I of the Fourteenth Amendment is significant because it

- (A) outlaws slavery
- (B) restates the promises of the Bill of Rights
- (C) reaffirms the balance of power among the three branches of government
- (D) establishes enforcement procedures to protect voting rights
- (E) establishes the basis for citizenship and limits the power of the states

79. Title IX created a sharp increase of women’s participation in athletics because it

- (A) requires that women be admitted to all-male schools
- (B) prohibits discrimination against women in college admissions
- (C) mandates that women be allowed to compete on all-men sports teams
- (D) requires that comparable amounts of money be spent on men’s sports and women’s sports
- (E) permits separate but equal facilities for women’s sports teams

80. The Klu Klux Klan (KKK) of the 1920s most differed from the KKK of the nineteenth century in that it
- (A) drew strong support from Canada and Mexico.
 - (B) reflected prejudice and social discontent following a war.
 - (C) was a national organization.
 - (D) used violence and intimidation against victims.
 - (E) was composed of poor White people.
81. Americans entered the First World War most directly as a result of which of the following?
- (A) The sinking of the British ship Lusitania killed large numbers of American citizens.
 - (B) The American arms industry fearing that Britain and France would not be able to repay their debts.
 - (C) A majority of Americans being able to trace their ancestry to the British Isles.
 - (D) The Germans resuming unrestricted submarine warfare.
 - (E) Woodrow Wilson and the Congress attempting to limit the spread of Soviet communism.
82. Which of the following occurred as a result of the Compromise of 1877?
- (A) Southern Democrats threatened secession until Rutherford B. Hayes removed federal troops from the South.
 - (B) Hayes rewarded Southern supporters by backing a plan for a railroad across Florida.
 - (C) Hayes rewarded Northern supporters by promising to provide government aid for factory construction.
 - (D) Hayes ordered more federal troops into the South.
 - (E) Hayes compromised with Southern opponents removing federal troops from the South and appointing a Southerner to his cabinet.
83. Franklin D. Roosevelt supported all of the following foreign policies EXCEPT
- (A) the Good Neighbor policy in Latin America
 - (B) an economic embargo against Germany
 - (C) diplomatic recognition of the Soviet Union
 - (D) lend-lease aid
 - (E) a series of neutrality acts
84. American suffrage advocates' support for the war effort during the First World War led to
- (A) a split among feminists
 - (B) solidarity with European suffragists
 - (C) a strong commitment to the Republican Party
 - (D) adopting of women's right to vote
 - (E) United States adopting compulsory military service for women
85. The Carter Doctrine describes which of the following?
- (A) An attempt to ease United States trade and travel restrictions with Cuba
 - (B) A decrease in United States troop deployment along the demilitarized zone separating North and South Korea
 - (C) An increased emphasis on stealth and drone technology in warfare
 - (D) A warning that any military aggression in the Persian Gulf will be regarded as a threat to United States interests
 - (E) A careful balance between economic sanctions and military operations to free the hostages in Iran
86. Most African American soldiers participated in the First World War as
- (A) front-line soldiers, suffering the heaviest casualties
 - (B) service personnel in combat areas
 - (C) spies
 - (D) aviators
 - (E) gunners on battleships

87. The long known and the long expected has thus taken place. The forces endeavoring to enslave the entire world now are moving toward this hemisphere. Never before has there been a greater challenge to life, liberty, and civilization. Delay invites greater danger. Rapid and united effort by all the peoples of the world who are determined to remain free will insure a world victory of the forces of justice and of righteousness over the forces of savagery and of barbarism.

President Franklin D. Roosevelt, address to the United States Congress, 1941

The address quoted above was likely given in response to which of the following?

- (A) Germany’s invasion of France
- (B) Russia’s occupation of eastern Poland
- (C) Germany’s bombing of Great Britain
- (D) Italy’s invasion of Ethiopia
- (E) Japan’s bombing of Hawaii

88. Place the following in correct chronological order. Place the earliest event first.

- (A) *The Birth of a Nation*
- (B) *Brown v. Board of Education of Topeka*
- (C) *Plessy v. Ferguson*
- (D) Voting Rights Act

89. What is the title of Betty Friedan’s 1963 book that described the frustrations of suburban housewives and helped launch the women’s liberation movement in the United States?

- (A) *The Common Sense Book of Baby and Child Care*
- (B) *Unequal Sisters*
- (C) *The Second Sex*
- (D) *The Feminine Mystique*
- (E) *The Beauty Myth*

90. One of Richard Nixon’s domestic policy achievements as president was the

- (A) development of Job Corps for youth job training
- (B) passage of the Elementary and Secondary Education Act
- (C) establishment of the Environmental Protection Agency
- (D) lowering of the inflation rate
- (E) deregulation of major industries

91. During the Gilded Age, the United States government encouraged industrial growth by

- (A) initiating the adoption of standard time zones for railroad schedules
- (B) providing federal support to inventors like Thomas Edison and Alexander Graham Bell
- (C) giving federal land grants to railroad companies
- (D) allowing free postage for mail-order catalogs
- (E) filing federal injunctions against environmental groups that tried to block development in the West

92. Which of the following was a major change that took place in the United States as a direct result of the G.I. Bill of Rights in 1944?
- (A) An increase in the number of female college graduates at public universities
 - (B) A decrease in discrimination against African American veterans in education and housing
 - (C) The establishment of the Department of Veterans Affairs
 - (D) The development of college programs in science, technology, engineering, and math
 - (E) An increase in the number of veterans going to college and owning homes
93. Which of the following was an immediate effect of the development of mass-produced automobiles in the United States during the 1920s?
- (A) The rapid decline of coal use
 - (B) The increase in steel importation
 - (C) The rapid increase in car exportation
 - (D) The decline of labor unions
 - (E) The growth of suburbs
94. Which of the following best describes the Marshall Plan, which was developed during the Truman administration after the Second World War?
- (A) It was an aid package intended to prevent Greece and Turkey from falling to communist revolutionaries.
 - (B) It was a National Security Council plan to increase Cold War defense spending.
 - (C) It was an economic aid package intended to help Western European nations stave off Communist influence.
 - (D) It was a program to develop a military alliance with Western European nations.
 - (E) It was a blueprint for reorganizing the U.S. Department of Defense.
95. “To those of my race who depend on bettering their condition in a foreign land, or who underestimate the importance of cultivating friendly relations with the southern white man who is their next door neighbor, I would say: ‘Cast down your bucket where you are.’ Cast it down, making friends in every manly way of the people of all races, by whom you are surrounded.”
- The statement above expresses the sentiments of which of the following African American leaders?
- (A) Malcolm X
 - (B) Booker T. Washington
 - (C) W. E. B. Du Bois
 - (D) Ida B. Wells
 - (E) Stokely Carmichael
96. Which of the following was a key component of President Lyndon Johnson’s Great Society programs?
- (A) The Peace Corps
 - (B) The Social Security Act
 - (C) The Civilian Conservation Corps
 - (D) The Elementary and Secondary Education Act
 - (E) The Americans with Disabilities Act

Study Resources

Most textbooks used in college-level United States history (post-1865) courses cover the topics in the outline given earlier, but the approaches to certain topics and the emphases given to them may differ. To prepare for the History of the United States II exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

Additional detail and differing interpretations can be gained by consulting readers and specialized historical studies. Pay attention to visual materials (pictures, maps and charts) as you study.

Visit clep.collegeboard.org/test-preparation for additional history resources. You can also find suggestions for exam preparation in Chapter IV of the *Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Answer Key

- | | | | |
|-----|---|-----|------------|
| 1. | B | 49. | B |
| 2. | A | 50. | A |
| 3. | B | 51. | C |
| 4. | C | 52. | B |
| 5. | A | 53. | C |
| 6. | E | 54. | B |
| 7. | E | 55. | A |
| 8. | A | 56. | B |
| 9. | A | 57. | B |
| 10. | D | 58. | C |
| 11. | A | 59. | B |
| 12. | B | 60. | D |
| 13. | E | 61. | A |
| 14. | C | 62. | B |
| 15. | E | 63. | D |
| 16. | B | 64. | C |
| 17. | A | 65. | A |
| 18. | B | 66. | B |
| 19. | A | 67. | C |
| 20. | A | 68. | C |
| 21. | D | 69. | C |
| 22. | C | 70. | B |
| 23. | E | 71. | A, B, D, C |
| 24. | C | 72. | A |
| 25. | D | 73. | D |
| 26. | C | 74. | E |
| 27. | E | 75. | E |
| 28. | C | 76. | D |
| 29. | D | 77. | C |
| 30. | C | 78. | E |
| 31. | B | 79. | D |
| 32. | A | 80. | C |
| 33. | D | 81. | D |
| 34. | A | 82. | E |
| 35. | E | 83. | E |
| 36. | A | 84. | D |
| 37. | E | 85. | D |
| 38. | D | 86. | B |
| 39. | C | 87. | E |
| 40. | A | 88. | C, A, B, D |
| 41. | C | 89. | D |
| 42. | C | 90. | C |
| 43. | D | 91. | C |
| 44. | A | 92. | E |
| 45. | C | 93. | E |
| 46. | E | 94. | C |
| 47. | B | 95. | B |
| 48. | A | 96. | D |

Test Measurement Overview

Format

There are multiple forms of the computer-based test, each containing a predetermined set of scored questions. The examinations are not adaptive. There may be some overlap between different forms of a test: any of the forms may have a few questions, many questions, or no questions in common. Some overlap may be necessary for statistical reasons.

In the computer-based test, not all questions contribute to the candidate’s score. Some of the questions presented to the candidate are being pretested for use in future editions of the tests and will not count toward his or her score.

Scoring Information

CLEP examinations are scored without a penalty for incorrect guessing. The candidate’s raw score is simply the number of questions answered correctly. However, this raw score is not reported; the raw scores are translated into a scaled score by a process that adjusts for differences in the difficulty of the questions on the various forms of the test.

Scaled Scores

The scaled scores are reported on a scale of 20–80. Because the different forms of the tests are not always exactly equal in difficulty, raw-to-scale conversions may in some cases differ from form to form. The easier a form is judged to be, the higher the raw score required to attain a given scaled score. **Table 1** indicates the relationship between number correct (raw score) and scaled score across all forms.

The Recommended Credit-Granting Score

Table 1 also indicates the recommended credit-granting score, which represents the performance of students earning a grade of C in the corresponding course. The recommended B-level score represents B-level performance in equivalent course work. These scores were established as the result of a Standard Setting Study, the most recent

having been conducted in 2003. The recommended credit-granting scores are based upon the judgments of a panel of experts currently teaching equivalent courses at various colleges and universities. These experts evaluate each question in order to determine the raw scores that would correspond to B and C levels of performance. Their judgments are then reviewed by a test development committee, which, in consultation with test content and psychometric specialists, makes a final determination. The standard-setting study is described more fully in the earlier section entitled “CLEP Credit Granting” on page 5.

Panel members participating in the most recent study were:

Sean Adams	University of Central Florida
Thomas Appleton	Eastern Kentucky University
Edward Bond	Alabama A&M University
Bill Bryans	Oklahoma State University
Keith Edgerton	Montana State University — Billings
Ronald Fritze	University of Central Arkansas
Michael Gabriel	Kutztown University
David Greer	Rochester College
Randy Hanson	Colby-Sawyer College
Joel Hyer	Chadron State College
Craig Pascoe	Georgia College and State University
David Ramsey	University of South Carolina
Victoria Resnick	Indiana University
Betty Walker	Community College of Southern Nevada
Robert Zeidel	University of Wisconsin — River Falls and Stout

After the recommended credit-granting scores are determined, a statistical procedure called scaling is applied to establish the exact correspondences between raw and scaled scores. Note that a scaled score of 50 is assigned to the raw score that corresponds to the recommended credit-granting score for C-level performance, and a high but usually less-than-perfect raw score is selected and assigned a scaled score of 80.

Table 1: History of the United States II Interpretive Score Data

American Council on Education (ACE) Recommended Number of Semester Hours of Credit: 3

Course Grade	Scaled Score	Number Correct
	80	88-90
	79	86-87
	78	85
	77	83-84
	76	82-83
	75	81
	74	79-80
	73	78-79
	72	76-77
	71	75-76
	70	74-75
	69	72-73
	68	71-72
	67	69-70
	66	68-69
	65	67-68
	64	65-66
	63	64-65
	62	62-64
	61	61-62
	60	60-61
	59	58-59
	58	57-58
B	57	55-57
	56	54-55
	55	53-54
	54	51-53
	53	50-51
	52	49-50
	51	47-49
C	50*	46-47
	49	44-46
	48	43-44
	47	42-43
	46	40-42
	45	39-40
	44	38-39
	43	36-38
	42	35-36
	41	33-35
	40	32-34
	39	31-32
	38	29-31
	37	28-29
	36	27-28
	35	25-27
	34	24-25
	33	23-24
	32	21-22
	31	20-21
	30	19-20
	29	17-18
	28	16-17
	27	15-16
	26	13-14
	25	12-13
	24	11
	23	9-10
	22	8-9
	21	7
	20	0-6

*Credit-granting score recommended by ACE.

Note: The number-correct scores for each scaled score on different forms may vary depending on form difficulty.

Validity

Validity is a characteristic of a particular use of the test scores of a group of examinees. If the scores are used to make inferences about the examinees' knowledge of a particular subject, the validity of the scores for that purpose is the extent to which those inferences can be trusted to be accurate.

One type of evidence for the validity of test scores is called content-related evidence of validity. It is usually based upon the judgments of a set of experts who evaluate the extent to which the content of the test is appropriate for the inferences to be made about the examinees' knowledge. The committee that developed the CLEP History of the United States II examination selected the content of the test to reflect the content of History of the United States II courses at most colleges, as determined by a curriculum survey. Since colleges differ somewhat in the content of the courses they offer, faculty members should, and are urged to, review the content outline and the sample questions to ensure that the test covers core content appropriate to the courses at their college.

Another type of evidence for test-score validity is called criterion-related evidence of validity. It consists of statistical evidence that examinees who score high on the test also do well on other measures of the knowledge or skills the test is being used to measure. Criterion-related evidence for the validity of CLEP scores can be obtained by studies comparing students' CLEP scores with the grades they received in corresponding classes, or other measures of achievement or ability. CLEP and the College Board conduct these studies, called Admitted Class Evaluation Service or ACES, for individual colleges that meet certain criteria at the college's request. Please contact CLEP for more information.

Reliability

The reliability of the test scores of a group of examinees is commonly described by two statistics: the reliability coefficient and the standard error of measurement (SEM). The reliability coefficient is the correlation between the scores those examinees get (or would get) on two independent replications of the measurement process. The reliability coefficient is intended to indicate the

stability/consistency of the candidates' test scores, and is often expressed as a number ranging from .00 to 1.00. A value of .00 indicates total lack of stability, while a value of 1.00 indicates perfect stability. The reliability coefficient can be interpreted as the correlation between the scores examinees would earn on two forms of the test that had no questions in common.

Statisticians use an internal-consistency measure to calculate the reliability coefficients for the CLEP exam.¹ This involves looking at the statistical relationships among responses to individual multiple-choice questions to estimate the reliability of the total test score. The SEM is an estimate of the amount by which a typical test-taker's score differs from the average of the scores that a test-taker would have gotten on all possible editions of the test. It is expressed in score units of the test. Intervals extending one standard error above and below the true score for a test-taker will include 68 percent of that test-taker's obtained scores. Similarly, intervals extending two standard errors above and below the true score will include 95 percent of the test-taker's obtained scores. The standard error of measurement is inversely related to the reliability coefficient. If the reliability of the test were 1.00 (if it perfectly measured the candidate's knowledge), the standard error of measurement would be zero.

An additional index of reliability is the conditional standard of error of measurement (CSEM). Since different editions of this exam contain different questions, a test-taker's score would not be exactly the same on all possible editions of the exam. The CSEM indicates how much those scores would vary. It is the typical distance of those scores (all for the same test-taker) from their average. A test-taker's CSEM on a test cannot be computed, but by using the data from many test-takers, it can be estimated. The CSEM estimate reported here is for a test-taker whose average score, over all possible forms of the exam, would be equal to the recommended C-level credit-granting score.

Scores on the CLEP examination in History of the United States II are estimated to have a reliability coefficient of 0.91. The standard error of measurement is 2.93 scaled-score points. The conditional standard error of measurement at the recommended C-level credit-granting score is 3.11 scaled-score points.

¹ The formula used is known as Kuder-Richardson 20, or KR-20, which is equivalent to a more general formula called coefficient alpha.