

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

2015-16

History of the
United States I

CLEP TEST INFORMATION GUIDE FOR HISTORY OF THE UNITED STATES I

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.

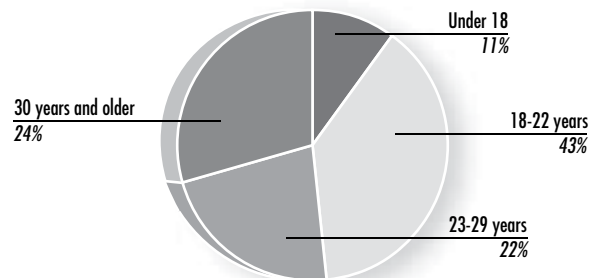
CLEP Participants

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

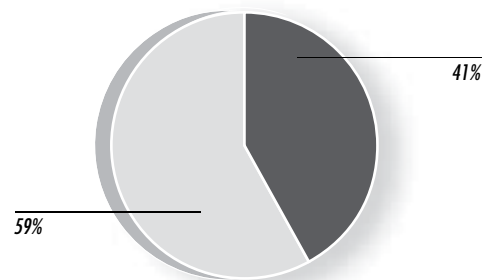
fees. Exams are administered at military installations worldwide through computer-based testing programs. Approximately one-third of all CLEP candidates are military service members.

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 I 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 I

Description of the Examination

The History of the United States I: Early Colonization to 1877 examination covers material that is usually taught in the first semester of a two-semester course in United States history. The examination covers the period of United States history from early European colonization to the end of Reconstruction, with the majority of the questions on the period of 1790 through 1877. In the part covering the seventeenth and eighteenth centuries, emphasis is placed on the British colonies.

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 I 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 I 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, political developments, and public policy
25%	Social developments
10%	Economic developments
15%	Cultural and intellectual developments
15%	Diplomacy and international relations

Chronological Specifications

30%	1500–1789
70%	1790–1877

The following themes are reflected in a comprehensive introductory survey course:

- The impact of European discovery and colonization upon indigenous societies
- The nature of indigenous societies in North America
- The origins and nature of slavery and resistance to it
- Immigration and the history of ethnic minorities
- Major movements and individual figures in the history of women and the family
- The development and character of colonial societies
- British relations with the Atlantic colonies of North America
- The changing role of religion in American society
- The content of the Constitution and its amendments, and their interpretation by the United States Supreme Court
- The development and expansion of participatory democracy
- The growth of and changes in political parties
- The changing role of government in American life
- The intellectual and political expressions of nationalism
- Major movements and individual figures in the history of American literature, art and popular culture
- Abolitionism and reform movements
- Long-term democratic trends (immigration and internal migration)
- The motivations for and character of American expansionism
- The process of economic growth and development
- The causes and impacts of major wars in United States history

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.

- John Winthrop told the Puritans that their society would be regarded as “a city upon a hill.” But first he explained that there would always be inequalities of wealth and power, that some people would always be in positions of authority, and that others would be dependent. His statements best illustrate the Puritans’
 - reaction to unsuccessful socialist experiments in the Netherlands
 - acceptance of the traditional belief that social order depended on a system of ranks
 - intention to vest political power exclusively in the ministers
 - desire to better themselves economically through means that included the institution of slavery
 - inability to take clear stands on social issues
- The French and Indian War led Great Britain to
 - encourage manufacturing in its North American colonies
 - impose revenue taxes on its North American colonies
 - restrict emigration to North America
 - ignore its North American colonies
 - grant increased self-government to its North American colonies
- All of the following were common characteristics of many colonial New England families EXCEPT
 - a hierarchical institution in which the father represented the source of authority
 - a place that sheltered men from the workplace
 - a social institution that cared for the needy and the poor
 - a social institution that provided vocational training
 - a basic farming unit
- Which of the following is a correct statement about the use of slave labor in colonial Virginia?
 - It was forced on reluctant White Virginians by profit-minded English merchants and the mercantilist officials of the Crown.
 - It was the first time Europeans enslaved African people.
 - It fulfilled the original plans of the Virginia Company.
 - It first occurred after the invention of Eli Whitney’s cotton gin, which greatly stimulated the demand for low-cost labor.
 - It spread rapidly in the late-seventeenth century, as enslaved Africans replaced European indentured servants in the tobacco fields.
- Roger Williams defended liberty of conscience on the grounds that
 - all religions were equal in the eyes of the Creator
 - the institutions of political democracy would be jeopardized without it
 - Puritan ideas about sin and salvation were outmoded
 - theological truths would emerge from the clash of ideas
 - the state should not interfere in church matters

6. Which of the following is true of White women in the British North American colonies?
- (A) They were allowed to be ordained as ministers.
 - (B) They were considered politically and socially equal to their husbands.
 - (C) They were eligible to work as teachers in public schools.
 - (D) They were eligible to run for political office.
 - (E) They were restricted in holding property and making legal contracts after marriage.
7. Which of the following was NOT a consequence of the Great Awakening in the American colonies during the mid-eighteenth century?
- (A) More accessible, democratized piety caused separatism and secession from established churches
 - (B) Heightened interest in the supernatural caused the renewed persecution of people for witchcraft
 - (C) The growth of institutions of higher learning to fill the need for more ministers to spread the gospel
 - (D) More intensive religious devotion caused the missionary spirit to flourish
 - (E) The lessening of doctrinal rigor and a concomitant appreciation for more direct experiences of faith

Questions 8–9 refer to the following statement.

The present King of Great Britain . . . has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws.

8. The “constitution” referred to in the quotation above from the Declaration of Independence was
- (A) the principles common to all of the colonial charters
 - (B) the Articles of Confederation
 - (C) a constitution for the colonies written by Sir William Blackstone
 - (D) the laws passed concurrently by the several colonial legislatures
 - (E) the principles the colonists believed had traditionally regulated British government
9. The protest that the king had “combined with others to subject us to a jurisdiction foreign to our constitution” referred to George III’s
- (A) alliance with the king of France
 - (B) use of Hessian mercenaries
 - (C) reliance on his representatives in the colonies
 - (D) approval of parliamentary laws impinging on colonial self-government
 - (E) intention to place a German prince on the throne of British America

10. By the time of the American Revolution, many American colonists had generally come to believe that the creation of a republic would solve the problems of monarchical rule because a republic would establish
- (A) a highly centralized government led by a social elite
 - (B) a strong chief executive
 - (C) a small, limited government responsible to the people
 - (D) unlimited male suffrage
 - (E) a society in which there were no differences of rank and status
11. All state constitutions drafted during the American Revolutionary era were significant because they
- (A) were based on the principle of virtual representation
 - (B) included clauses that immediately emancipated slaves
 - (C) provided for the confiscation and redistribution of the property of wealthy Loyalists
 - (D) were the first efforts to establish a government by and of the people
 - (E) introduced the concept of checks and balances
12. *Letters from a Farmer in Pennsylvania* were written to
- (A) record the soil, climate, and profitable crops in the Pennsylvania colony
 - (B) chronicle the history of William Penn's colonization efforts
 - (C) argue against the power of Parliament to tax the colonists without representation
 - (D) petition King George III for colonial representation in Parliament
 - (E) encourage colonization of the western frontier
13. Under the Articles of Confederation, which of the following was true about the national government?
- (A) It had the power to conduct foreign affairs.
 - (B) It had the power to regulate commerce.
 - (C) It had a bicameral legislature.
 - (D) It had an independent executive branch.
 - (E) It included a federal judiciary.
14. The concept that the ultimate sovereignty of the federal government rests with the people is most explicitly stated in
- (A) the preamble to the United States Constitution
 - (B) *Common Sense*
 - (C) the Fourteenth Amendment to the United States Constitution
 - (D) the Bill of Rights
 - (E) the Articles of Confederation
15. "There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true, and in governments of a monarchical cast patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged."
- The passage above is from a speech by which of the following presidents?
- (A) George Washington
 - (B) Thomas Jefferson
 - (C) John Adams
 - (D) Andrew Jackson
 - (E) Abraham Lincoln

16. Thomas Jefferson opposed some of Alexander Hamilton's programs because Jefferson believed that
- (A) the common bond of a substantial national debt would serve to unify the different states
 - (B) the French alliance threatened to spread the violence of the French Revolution to America
 - (C) the federal government should encourage manufacturing and industry
 - (D) Hamilton's programs were weakening the military strength of the nation
 - (E) Hamilton's programs favored manufacturing and commercial interests
17. The Embargo Act of 1807 had which of the following effects on the United States?
- (A) It severely damaged American manufacturing.
 - (B) It enriched many cotton plantation owners.
 - (C) It severely damaged American shipping.
 - (D) It was ruinous to subsistence farmers.
 - (E) It had little economic impact.
18. Henry Clay's American System was a plan to
- (A) compromise on the issue of extending slavery to new United States territories
 - (B) foster the economic integration of the North, the West, and the South
 - (C) export United States political and economic values to oppressed peoples
 - (D) maintain United States noninvolvement in the internal affairs of Europe
 - (E) assert the right of states to nullify decisions of the national government
19. Deists of the late-eighteenth and early-nineteenth centuries believed that
- (A) natural laws, designed by the Creator, govern the operation of the universe
 - (B) prayer has the power to make significant changes in a person's life
 - (C) the idea of God is merely the creation of people's minds
 - (D) the universe was created by a natural, spontaneous combining of elements
 - (E) intuition rather than reason leads people to an awareness of the divine
20. The Louisiana Purchase was significant because it
- (A) eliminated Spain from the North American continent
 - (B) gave the United States control of the Mississippi River
 - (C) eased tensions between western settlers and Native Americans
 - (D) forced the British to evacuate their posts in the Northwest
 - (E) reduced sectional conflict over the slavery issue

21. Between the Monroe Doctrine (1823) and the outbreak of the Civil War (1861), the most important aspect of United States foreign policy was
- (A) securing access to Canadian fisheries
 - (B) reopening the British West Indies to direct trade with the United States
 - (C) securing international recognition
 - (D) expanding the nation’s boundaries
 - (E) responding to Cuban independence
22. Jacksonian banking policies did which of the following?
- (A) Removed banking issues from national politics.
 - (B) Stalled the westward expansion.
 - (C) Ended foreign investment in the United States.
 - (D) Abolished state banks.
 - (E) Encouraged the expansion of credit and speculation.
23. Which of the following is true of John C. Calhoun?
- (A) He advocated a strong federal government and helped to establish the Bank of the United States.
 - (B) He supported the doctrine of nullification, which declared the right of states to rule on the constitutionality of federal law.
 - (C) He became a strong opponent of southern nationalism and sought federal legislation to link the West and the South.
 - (D) As vice president of the United States, he helped formulate the beginnings of a new Republican Party.
 - (E) He led a successful movement to include the right of concurrent majority in the Constitution of the United States.
24. Which of the following had the greatest impact on the institution of slavery in the United States in the first quarter of the nineteenth century?
- (A) Demands of southern textile manufacturers for cotton
 - (B) Introduction of crop rotation and fertilizers
 - (C) Abolition of indentured servitude
 - (D) Expanded use of the cotton gin
 - (E) The Three-Fifths Compromise
25. The “putting-out system” that emerged in antebellum America refers to the
- (A) organizing of slave labor into efficient planting teams
 - (B) production of finished goods in individual households
 - (C) sending of poor children to live on farms in the Midwest
 - (D) shipping of raw materials to European factories
 - (E) forced migration of Native Americans from valuable lands
26. Which of the following was a major focus of antebellum reform?
- (A) Income tax law
 - (B) Universal suffrage
 - (C) Prison reform
 - (D) Creation of national parks
 - (E) Machine politics

27. The establishment of Brook Farm and the Oneida Community in the antebellum United States reflected
- (A) the influence of Social Darwinism on American thinkers
 - (B) the continued impact of Calvinist ideas on American thought
 - (C) a belief in perfectionism
 - (D) attempts to foster racial integration
 - (E) the implementation of all-female Utopian communities
28. During the early stages of manufacturing, the textile mills in Lowell, Massachusetts, primarily employed
- (A) native-born, single White men who had lost their farms
 - (B) native-born, single White women from rural areas
 - (C) White males from debtors' prisons
 - (D) recent immigrants from southern and eastern Europe
 - (E) African American women
29. Members of the Whig Party organized in the 1830s agreed most on which of the following?
- (A) Extension of slavery into western territories
 - (B) Elimination of protective tariffs
 - (C) Endorsement of the doctrine of nullification
 - (D) Disapproval of Andrew Jackson's policies
 - (E) Disapproval of the "corrupt bargain" under John Quincy Adams
30. The issue of constitutionality figured most prominently in the consideration of which of the following?
- (A) Tariff of 1789
 - (B) First Bank of the United States
 - (C) Funding of the national debt
 - (D) Assumption of state debts
 - (E) Excise tax on whiskey
31. The presidential election of 1840 is often considered the first "modern" election because
- (A) the slavery issue was first raised in this campaign
 - (B) it was the first election in which women voted
 - (C) voting patterns were similar to those later established in the 1890s
 - (D) for the first time, both parties widely campaigned among all the eligible voters
 - (E) a second Era of Good Feelings had just come to a close, marking a new departure in politics
32. The idea of Manifest Destiny included all of the following EXCEPT the belief that
- (A) commerce and industry would decline as the nation expanded its agricultural base
 - (B) the use of land for settled agriculture was preferable to its use for nomadic hunting
 - (C) westward expansion was both inevitable and beneficial
 - (D) the Creator selected America as a chosen land populated by a chosen people
 - (E) the ultimate extent of the American domain was to be from the Atlantic to the Pacific Ocean

33. “Upon these considerations, it is the opinion of the court that the act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned, is not warranted by the Constitution, and is therefore void; and that neither the plaintiff himself, nor any of his family, were made free by being carried into this territory; even if they had been carried there by the owner, with the intention of becoming a permanent resident.”

The congressional act referred to in the passage above was the

- (A) Kansas-Nebraska Act
- (B) Missouri Compromise
- (C) Northwest Ordinance of 1787
- (D) Compromise of 1850
- (E) Fugitive Slave Act

34. *Moby-Dick*, *The Scarlet Letter*, and *Leaves of Grass* are examples of which of the following literary traditions?

- (A) American Renaissance
- (B) Harlem Renaissance
- (C) Realism
- (D) Modernism
- (E) Genteel Tradition

35. Which of the following represents William Lloyd Garrison’s proposed solution to the slavery question?

- (A) Immediate emancipation and resettlement in Liberia
- (B) Immediate emancipation and resettlement in the Southwest
- (C) Immediate emancipation with compensation for slaveholders
- (D) Gradual emancipation without compensation for slaveholders
- (E) Immediate emancipation without compensation for slaveholders

36. Immediately after the Revolution, some men argued that women should be educated so that they could

- (A) oversee the instruction of their sons to be good citizens
- (B) become clergy
- (C) take an active role in public life outside the home
- (D) take an active role in business decisions with men
- (E) make informed decisions about how to vote

37. Which of the following groups was most likely to adopt the Free Soil ideology?

- (A) Free African Americans
- (B) Northern capitalists
- (C) Western frontier settlers
- (D) Southern yeoman farmers
- (E) Southern plantation owners

38. The 1848 women’s rights convention in Seneca Falls, New York, was a protest against

- (A) the use of women workers in textile factories
- (B) the abuse of female slaves on Southern plantations
- (C) the failure of the Democratic Party to endorse a woman suffrage amendment
- (D) customs and laws that gave women a status inferior to that of men
- (E) state restrictions that prevented women from joining labor unions

39. Which of the following wrote *Uncle Tom’s Cabin*?

- (A) Louisa May Alcott
- (B) Herman Melville
- (C) Harriet Beecher Stowe
- (D) Richard Henry Dana
- (E) Kate Chopin

40. Which of the following was opposed by both the Free Soil Party and the Republican Party in the mid-nineteenth century?
- (A) Internal improvement in the West
 - (B) Extension of slavery into the territories
 - (C) Growth of textile manufacturing in New England
 - (D) Unrestricted immigration from Ireland
 - (E) Use of paper money
41. In the pre–Civil War era, the railroads’ most important impact on the economy was that they
- (A) created a huge new market for railway equipment
 - (B) created the basis for greater cooperation between southern planters and northern textile manufacturers
 - (C) generated new employment opportunities for unskilled urban workers
 - (D) involved the federal government in the financing of a nationwide transportation network
 - (E) provided midwestern farmers accessibility to eastern urban markets
42. Which of the following was NOT an element of the Compromise of 1850 ?
- (A) Stronger fugitive slave law
 - (B) Abolition of the slave trade in Washington, D.C.
 - (C) Admittance of California as a free state
 - (D) Organization of the Kansas Territory without slavery
 - (E) Adjustment of the Texas–New Mexico boundary
43. All of the following conditions influenced the development of American agriculture during the first half of the nineteenth century EXCEPT
- (A) settlement of the western territories
 - (B) a widespread interest in conserving soil and natural resources
 - (C) the trend toward regional economic specialization
 - (D) the enthusiasm for land speculation
 - (E) improvements in transportation by water
44. Which of the following best describes the United States position in the world economy during the period 1790–1860 ?
- (A) It was the leading producer of finished and manufactured goods for export.
 - (B) It relied heavily on European capital for its economic expansion.
 - (C) It had an inadequate merchant marine and depended largely on foreign vessels to carry its trade.
 - (D) It was strengthened by the acquisition of overseas colonies.
 - (E) It was severely hampered by its reliance on slave labor.
45. After the Civil War, the majority of freed people found work in the South as
- (A) factory workers
 - (B) railroad employees
 - (C) independent craftsmen
 - (D) tenant farmers
 - (E) domestic servants

46. Abraham Lincoln's plan for Reconstruction included which of the following?
- (A) Establishment of five military districts to prepare seceded regions for readmission as states
 - (B) Punishment of Confederates through land confiscation and high property taxes
 - (C) Restoration of property to White Southerners who would swear a loyalty oath to the United States
 - (D) Reestablishment of state government after 10 percent of the voters in a state pledged their allegiance to the United States
 - (E) Readmission of states to the Union contingent on their ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
47. All of the following elements of the Radical Republican program were implemented during Reconstruction EXCEPT
- (A) provision of 40 acres to each freedman household
 - (B) enactment of the Fourteenth Amendment
 - (C) military occupation of the South
 - (D) punishment of the Confederate leaders
 - (E) restrictions on the power of the president
48. Andrew Johnson's Reconstruction plan allowed for Southern states to be readmitted into the Union on the condition that they
- (A) revoke the ordinance of secession and ratify the Thirteenth Amendment
 - (B) prohibit the use of the Black Codes
 - (C) guarantee suffrage for all citizens, regardless of race
 - (D) give land grants to freed people
 - (E) punish ex-Confederates refusing to take an oath of loyalty to the United States
49. Which of the following was a renowned African American poet in New England in the late-eighteenth century?
- (A) Benjamin Banneker
 - (B) Lemuel Haynes
 - (C) Phillis Wheatley
 - (D) Gabriel Prosser
 - (E) Sojourner Truth
50. During the antebellum period, the Auburn system was designed to
- (A) teach factory workers proper work habits
 - (B) instill discipline in grade schools
 - (C) reform criminals
 - (D) punish escaped enslaved people
 - (E) cure the mentally ill
51. California was admitted as a state to the Union
- (A) as part of the Compromise of 1850
 - (B) with the passage of the Wilmot Proviso
 - (C) during the Mexican-American War
 - (D) with the passage of the Northwest Ordinance of 1787
 - (E) when the Kansas-Nebraska Act settled the issue of western slavery
52. Which of the following wrote *Incidents in the Life of a Slave Girl*?
- (A) Frances Ellen Watkins Harper
 - (B) Sojourner Truth
 - (C) Lydia Maria Child
 - (D) Harriet Beecher Stowe
 - (E) Harriet Jacobs

53. The activities of the Freedmen’s Bureau included all of the following EXCEPT

- (A) providing food, clothing, medical care, and shelter to war victims
- (B) reuniting families of freedmen
- (C) establishing a network of courts
- (D) establishing schools for freed people
- (E) permanently redistributing land

54. The United States completed the Gadsden Purchase in 1853 in order to

- (A) obtain Oregon
- (B) build a transcontinental railroad
- (C) relieve population pressures
- (D) obtain additional grazing lands
- (E) balance slave and free states

55. Place the following educational events in the correct chronological order. Place the earliest event first.

- Establishment of Harvard College
- The Common School movement
- Establishment of schools to train teachers
- Northwest Ordinance

56. Which of the following is a correct statement regarding Benjamin Franklin?

- (A) He founded the Bank of the United States.
- (B) He authored the Articles of Confederation.
- (C) He authored the Bill of Rights.
- (D) He invented electricity.
- (E) He helped to negotiate the Treaty of Paris of 1783.

57. Which of the following was directly involved in helping slaves escape via the Underground Railroad?

- (A) William Lloyd Garrison
- (B) Harriet Tubman
- (C) Harriet Beecher Stowe
- (D) John Quincy Adams
- (E) Roger Taney

58. The acquittal of John Peter Zenger in 1735 reflected the growing colonial belief that

- (A) colonial governors should have absolute veto power over colonial assemblies
- (B) Parliament should not be involved in internal matters in the British colonies
- (C) newspaper editors should have the right to criticize public officials
- (D) Enlightenment thought should have no place in colonial culture
- (E) governors should have the right to limit the press

59. Bacon’s Rebellion was

- (A) a revolt of enslaved African Americans against treatment by their owners
- (B) the name given to a slave conspiracy in New York City
- (C) the Philadelphia version of the Boston Tea Party
- (D) a revolt by poor farmers and indentured servants
- (E) an uprising of Native Americans

60. Which of the following is true about the American victory at Saratoga in October 1777 during the Revolutionary War?
- (A) It enabled George Washington to recapture New York City.
 - (B) It led Congress to declare independence.
 - (C) It caused the British to evacuate Boston.
 - (D) It helped convince France to enter the war.
 - (E) It prompted Parliament to end the war.
61. In the early seventeenth century, colonists in the Chesapeake Bay area exported which of the following to England?
- (A) Cattle
 - (B) Tobacco
 - (C) Tea
 - (D) Cotton
 - (E) Coffee
62. “No Person or Persons, inhabiting in this Province or Territories, who shall confess and acknowledge One almighty God, the Creator, Upholder and Ruler of the World; . . . shall be in any Case molested or prejudiced, in his or their Person or Estate, because of his or their conscientious Persuasion or Practice, nor be compelled to frequent or maintain any religious Worship, Place or Ministry, contrary to his or their Mind.”
- The excerpt above is from the charter of which of the following English colonies?
- (A) Plymouth
 - (B) Pennsylvania
 - (C) Massachusetts Bay
 - (D) Jamestown
 - (E) Roanoke
63. According to the Treaty of Paris of 1783, Great Britain both recognized American independence and
- (A) agreed to cancel all the prewar debts owed to the British by American citizens
 - (B) promised to set the western boundary of the United States at the Mississippi River
 - (C) retained fishing rights off Newfoundland
 - (D) insisted that George III remain the titular head of the former thirteen colonies
 - (E) agreed to the presence of British troops in the Northwest Territories for ten years
64. All of the following resulted from the War of 1812 EXCEPT
- (A) the decline of the Federalist Party
 - (B) increased domestic manufacturing
 - (C) the loss of Florida to the British
 - (D) the emergence of Andrew Jackson as a war hero
 - (E) heightened patriotism
65. In *Dred Scott v. Sandford* (1857), the Supreme Court decided that
- (A) enslaved people could not be freed by virtue of their residence in a free state
 - (B) the Compromise of 1850 was supported by the Constitution
 - (C) Dred and Harriet Scott deserved their freedom
 - (D) the principle of popular sovereignty could be applied in new territories
 - (E) free African Americans could not be enslaved

66. Widely read autobiographies of escaped slaves, such as *The Life and Times of Frederick Douglass*, assisted the abolitionist cause primarily by
- (A) raising money for back-to-Africa colonization projects in Liberia and Sierra Leone
 - (B) demonstrating the inability of the federal government to stand up to pro-slavery interests in the Congress
 - (C) depicting slavery as benevolent and supportive of family preservation
 - (D) linking American slavery to earlier slave societies in Greece and Egypt
 - (E) transforming the popular understanding of slavery from an abstraction to a tangible evil
67. Which of the following best describes the significance of Shays' Rebellion and the Whiskey Rebellion?
- (A) They were early examples of colonial opposition to the British taxes imposed after the French and Indian War.
 - (B) They led to the meeting of the Constitutional Convention.
 - (C) They were precipitated by burdensome tax policies.
 - (D) Alexander Hamilton led the armed forces that suppressed both rebellions.
 - (E) They were caused by the inability of farmers to pay their debts.
68. Which of the following best explains the opposition of Thomas Jefferson and James Madison to the First Bank of the United States?
- (A) Capital for the bank was raised by taxes on farmers.
 - (B) The bank did not provide loans to farmers for the purchase of land.
 - (C) The bank gave the president too much control over the economy.
 - (D) The Constitution did not grant the Congress the right to charter a bank.
 - (E) Bank speculation had led to a post-Revolution depression.
69. Which of the following best describes the purpose of the Hartford Convention?
- (A) To protest the impressments of American sailors into the British navy
 - (B) To coordinate a federal response to the uprising of Tecumseh and the Prophet
 - (C) To propose amendments to the Constitution and to avoid the secession of New England states
 - (D) To select an alternate seat of government after Washington was captured by the British
 - (E) To provide a plan for the incorporation of Canada into the United States
70. Which of the following were native to North America before Columbus arrived?
- (A) Horses and pumpkins
 - (B) Dandelions and clover
 - (C) Maize and squash
 - (D) Oranges and sweet potatoes
 - (E) Rice and potatoes
71. The Middle colonies differed from both the New England and Southern colonies in that the Middle colonies
- (A) had a system of staple crop agriculture
 - (B) prohibited slavery
 - (C) required church attendance on Sundays
 - (D) were more religiously and ethnically diverse
 - (E) had no history of violence against Native Americans

72. Which of the following is true of the Northwest Ordinances?
- (A) They barred slavery north of the 36°30' line.
 - (B) They provided free land grants to anyone willing to settle in the Northwest Territories.
 - (C) They established the 49th parallel as the boundary between Canada and the United States.
 - (D) They set aside territories for Native American tribes in the Old Northwest.
 - (E) They defined the process by which the territories were settled and became states.
73. Which of the following was a direct consequence of the Proclamation of 1763?
- (A) New taxes were raised on British colonists in North America.
 - (B) The French and Indian War officially ended.
 - (C) Slavery was prohibited in territories west of the Mississippi River.
 - (D) Colonial settlement west of the Appalachian Mountains was restrained.
 - (E) British colonists were encouraged to buy new lands in the southern colonies.
74. Through its ruling in *McCulloch v. Maryland*, the Supreme Court achieved all of the following EXCEPT
- (A) upholding the constitutionality of the Second Bank of the United States
 - (B) establishing the principle of judicial review
 - (C) accepting Alexander Hamilton's loose construction of the Constitution
 - (D) denying the state of Maryland the right to tax the Second Bank of the United States
 - (E) strengthening the power of the federal government
75. Now let any candid person examine the causes by which associations . . . so often fail, and he will find that it arises from the partial and selfish relations of husbands, wives and children. . . . Therefore, all who attempt to establish and support such a system by any power of nature, or by any human wisdom, or indeed by any means short of self-denial, integrity of principle, and real chastity of person, will most certainly fail in the end.
- The statement best reflects the beliefs of which of the following nineteenth-century Utopian groups?
- (A) New Harmony
 - (B) The Oneida Community
 - (C) Brook Farm
 - (D) The Shakers
 - (E) The Mormons
76. The disputed election of 1876 was significant because it
- (A) led to the growth of third parties
 - (B) led to the expansion of executive power
 - (C) demonstrated the power of big business
 - (D) signaled the beginning of mass participation in politics
 - (E) resulted in the end of Reconstruction in the South
77. Seventeenth-century Puritans and Quakers differed primarily over the
- (A) divinity of Jesus
 - (B) importance of charity work (almsgiving)
 - (C) notion of predestination
 - (D) celebration of Christmas
 - (E) consumption of alcohol

78. In the period between the American Revolution and the Civil War, the religious communities west of the Appalachians that grew fastest were
- (A) Roman Catholics and Quakers
 - (B) Jews and Episcopalians
 - (C) Quakers and Presbyterians
 - (D) Baptists and Methodists
 - (E) Methodists and Episcopalians
79. Which of the following did NOT occur during the transportation revolution in the nineteenth century?
- (A) State and federal governments subsidized the construction of roads and canals.
 - (B) The cost of shipping goods declined precipitously.
 - (C) The postal service grew rapidly.
 - (D) The Supreme Court enforced monopolies on steamboat travel and bridge construction.
 - (E) Railroads became a major carrier of freight by the start of the Civil War.
80. The Jay Treaty of 1794 led to
- (A) more stable relations between the United States and Great Britain
 - (B) increased trans-Mississippi migration
 - (C) the development of the first political party system
 - (D) an increase in the power of the Supreme Court
 - (E) increased migration from Eastern Europe
81. One of the major consequences of the Mexican-American War was the
- (A) resolution of the issue of slave states versus free states until the Civil War
 - (B) expulsion of Mexicans from the annexed territories
 - (C) passage of the Homestead Act, which granted land to settlers in the West
 - (D) prohibition of slavery in Texas
 - (E) designation of 80,000 to 100,000 Mexicans as American citizens

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

The Declaration of Independence

82. The author of the passage above was influenced by the writings of
- (A) John Locke’s *Second Treatise on Government*
 - (B) Thomas Hobbes’ *Leviathan*
 - (C) David Hume’s *Of Civil Liberty*
 - (D) Jean-Jacques Rousseau’s *The Social Contract*
 - (E) Pierre-Joseph Proudhon’s *An Inquiry into the Principle of Right and Government*
83. Which of the following statements best describes women’s involvement in reform movements of the antebellum period?
- (A) Many women argued that their roles as mothers and wives gave them a unique understanding of the nature of and solutions to social ills.
 - (B) Women rarely ventured outside the private sphere and were not heavily involved in reform movements.
 - (C) Women were successful in getting suffrage laws passed in many states but were unsuccessful in getting a national suffrage law passed.
 - (D) Women were active in the abolitionist movement and accepted as equals within it.
 - (E) Women argued that education would lead to a more equal society and pushed heavily for the establishment of a public school system.

84. The purpose of the Freedmen’s Bureau was to
- (A) campaign against segregation and achieve political and social equality for freed people
 - (B) inject money into the Southern economy by giving loans to freedmen to help them buy plots of land from their former masters
 - (C) grant each former slave 40 acres of land in the western territories
 - (D) help African Americans transition from slavery to freedom
 - (E) establish the first comprehensive public school system in the Southern states
85. All of the following intellectual traditions contributed to the ideas of the Founding Fathers EXCEPT the
- (A) French Enlightenment philosophy
 - (B) liberal tradition represented by John Locke’s *Two Treatises of Government*
 - (C) Whig philosophy as represented in British political pamphlets
 - (D) skeptical tradition of David Hume
 - (E) Scottish Enlightenment philosophy
86. The Second Great Awakening differed from the First Great Awakening in that the Second Great Awakening
- (A) led to a rapid increase in membership in Congregationalists and Presbyterians churches
 - (B) caused revivalists to fear a growing threat to spiritual authority from laypeople
 - (C) was closely tied to social reform movements
 - (D) prohibited women from speaking at camp meetings and other religious services
 - (E) began in New York state and made its largest impact throughout New England
87. Which of the following most directly led to a more democratic political system in the United States in the first half of the nineteenth century?
- (A) Most states extended the right to vote to women and free African Americans.
 - (B) Judicial review was established, limiting the power of the Supreme Court over the decisions of Congress.
 - (C) Presidential elections started being determined by a combination of the electoral college and popular vote.
 - (D) Many states reduced or eliminated property qualifications for voting.
 - (E) New territories were not admitted as states unless they guaranteed the right to vote for all men over the age of twenty-one.
88. The Federalist Party’s political perspective was characterized by which of the following beliefs about the central government?
- (A) It should have very few powers over the states.
 - (B) It should pursue closer relations with France rather than with Britain.
 - (C) It should provide aid to western farmers.
 - (D) It should oppose bankers and manufacturers.
 - (E) It should encourage economic development.
89. Which of the following was true of Southern society in the antebellum period?
- (A) The South experienced less social stratification than the North.
 - (B) Northern women could not become school teachers in the South in order to prevent the spread of abolitionism.
 - (C) Southerners expected that White women would work outside the home.
 - (D) The South had a higher literacy rate than the North.
 - (E) Southern politicians increasingly described slavery as a positive institution.

90. President James K. Polk would have been most likely to upset Northerners by his
- (A) compromise over the Oregon Territory
 - (B) opposition to invading Mexico
 - (C) support for a high tariff
 - (D) invasion of British Columbia
 - (E) support for the Wilmot Proviso
91. Which of the following is true of the Fugitive Slave Act of 1850?
- (A) It was a compromise that prevented further sectional divisions for the next decade.
 - (B) It consolidated the concept of states' rights in regard to enforcing slavery.
 - (C) Many Northerners opposed it.
 - (D) It established the right to due process for people accused of being fugitive slaves.
 - (E) Most Southern politicians opposed it.
92. Which of the following best describes the American Colonization Society?
- (A) It helped provide jobs for African Americans building the Panama Canal.
 - (B) Militant abolitionists such as William Lloyd Garrison and Frederick Douglass supported it.
 - (C) Large numbers of African Americans in the 1850s and 1860s supported it.
 - (D) It promoted the settling of free African Americans from the United States to Africa.
 - (E) It developed the concept of Manifest Destiny in the 1830s and 1840s.
93. Which of the following was a key component of Alexander Hamilton's plan for the economic development of the United States?
- (A) Establishment of a national bank that would stabilize paper currency and extend credit
 - (B) Termination of all trade with European countries in order to bolster the United States economy
 - (C) Establishment of trade agreements with European colonies in the Western Hemisphere
 - (D) Eradication of the national debt in order to create a small federal government
 - (E) Reliance on the free market, with no government involvement in the economy
94. Which of the following best explains the primary reason for the opposition in the United States to the annexation of Texas in the late 1830s and early 1840s?
- (A) The large number of Catholics in Texas
 - (B) The threat of economic competition from cotton growers in Texas
 - (C) The potential for creating an imbalance in the Congress between proslavery and antislavery forces
 - (D) The migration of settlers to new land in Texas
 - (E) The potential for United States engagement in a war with Mexico
95. In his Farewell Address, George Washington advocated that the United States should develop which of the following policies?
- (A) Using its moral standing as a democratic nation to intervene in foreign affairs
 - (B) Annexing neighboring territories that were under Spanish colonial authority
 - (C) Adopting an isolationist position by avoiding engaging in alliances with European states
 - (D) Creating lasting alliances with newly independent states in the Western Hemisphere
 - (E) Preventing European nations from interfering in the political stability of the Western Hemisphere
96. Which of the following contributed to the start of the French and Indian War?
- (A) Attempts by British colonists to settle areas in the Quebec region of Canada
 - (B) Skirmishes between British and French forces over disputed territory in the upper Ohio River valley
 - (C) Military confrontations between British settlers and Native Americans in the Great Lakes region
 - (D) Tension caused by new military alliances between the French and the Iroquois Confederacy
 - (E) Raids by French soldiers on British settlements in western New England

Study Resources

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

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
Jacob Appel	Brown University
Edward Bond	Alabama A&M University
Bruce Bowlus	Tiffin 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
Donn Hall	Ivy Tech — Bloomington, IN
Randy Hanson	Colby-Sawyer College
Betty Haynes-Walker	Community College of Southern Nevada
Carol Humphrey	Oklahoma Baptist University
Raymond Hyser	James Madison University
Craig Pascoe	Georgia College & State University
David Ramsey	University of South Carolina
Robert Zeidel	University of Wisconsin — 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 I Interpretive Score Data

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

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

*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 I examination selected the content of the test to reflect the content of History of the United States I 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 I are estimated to have a reliability coefficient of 0.91. The standard error of measurement is 2.95 scaled-score points. The conditional standard error of measurement at the recommended C-level credit-granting score is 3.18 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.