

NM Public Education Department

SOCIAL STUDIES: ECONOMICS

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Social Studies: Economics

The Economics End-of-Course (EOC) Exam is intended to measure student proficiency of the New Mexico Social Studies Standards. This course-level exam is provided to all students who have completed Economics or related courses.

This exam can be given for the following STARS course codes:

- 2739 - Principles of Democracy
- 2741 - Economics
- 2742 - Comparative Economics

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, student graduation requirements, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person or online as part of the blueprint and exam revision process. The NMPED extends our gratitude to all those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

NMPED wants to especially recognize the following persons who led the revision for this blueprint:

- Ellen Virden, Content Lead & Lead Reviewer, Consultant, REC IX
- Rhonda Spence, Hatch Valley Public Schools
- Joshua Merrill, Southwest Secondary Learning Center Charter School, Albuquerque

Explanation of Blueprint & Test Specifications Table

Standard/Benchmark	Standards with Test Item Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Social Studies Standards: http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%209-12.pdf</p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum and/or; 2) the standard is important to subsequent learning.</p> <p><i>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</i></p>	<ul style="list-style-type: none"> ● This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. ● Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard. ● Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items. ● Topics and terms in bold will be emphasized on the exam.
	<p>Item Types: The item types for this EOC exam are limited to: MC = Multiple Choice with or without stimulus (e.g., primary/secondary sources, pictures, graphs, charts)</p>
	<p>Sample Question(s): Sample questions have been provided to assist teachers to correlate the questions with the Standards with Test Item Specification and the test item specification, when applicable.</p> <ul style="list-style-type: none"> ● An asterisk (*) denotes the correct answer ● DOK = Depth of Knowledge ● Some sample questions may be released items from prior EOC exams

Blueprint and Specifications Table for Economics 9-12

Standard/Benchmark	Standards with Test Item Specifications:
<p>Economics IV.4-A.1</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and, the availability and use of scarce resources, <i>and that their choices involve costs and varying ways of allocating:</i></p>	<p>Standards with Test Item Specifications:</p> <p>1. Analyze “opportunity costs” as a factor resulting from the process of decision making.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify opportunity cost in variety of contexts <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Vanessa has decided to attend college after high school rather than getting a job. What is her opportunity cost of attending college?</p> <p>A. her tuition, books, and fees B. wages she could have earned at a job* C. her education gained by being in school D. the sum of all decisions she made during that time</p> <p>DOK 2</p>
<p>Economics IV.4-A.4</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by</p>	<p>Standards with Test Item Specifications:</p> <p>4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>What is the basic concept of economic scarcity?</p> <p>A. an unlimited demand for an item that is abundant B. a large supply of an item but limited demand</p>

incentives (economic and intrinsic) and, the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:

Economics IV.4-A.10

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and, the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:

- C. what an individual gives up when making a choice
 - D. a limited supply to meet unlimited demand *
- DOK 1

Standards with Test Item Specifications:

10. Use quantitative data to analyze economic information.

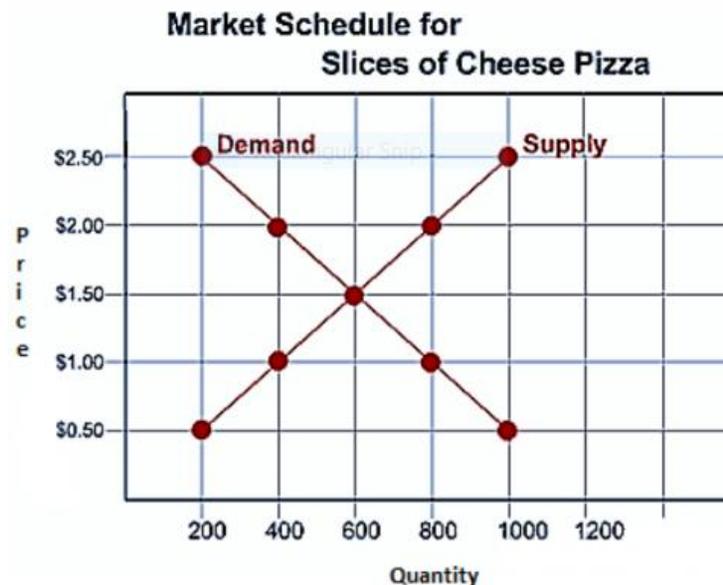
Specification:

- Quantitative data will be provided in stimulus

Item Types:

MC with or without stimulus

Sample Question:



(<http://www.econedlink.org/lessons/EconEdLink-print-lesson.php?lid=557&type=student>)

If pizza is priced at \$2.00 per slice, what would be the result?

- A. There would be a \$1.00 shortage.
- B. There would be a \$1.00 surplus.

	<p>C. There would be a 400 unit shortage. D. There would be a 400 unit surplus.* DOK2 <i>This item was released from the NMPED 2016-17 operational form.</i></p>
<p>Economics IV.4-A.12</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and, the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:</p>	<p>Standards with Test Item Specifications: 12. Understand the basis of supply and demand and marginal productivity.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Understand inverse and direct relationships between price and supply <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which statement is true about the law of demand?</p> <p>A. The law of demand is equal to the law of supply. B. The law of demand does not correlate price and demand. C. There is a direct relationship between price and supply. D. There is an inverse relationship between price and demand. *</p> <p>DOK 1</p>
<p>Economics IV.4-A.13</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-A: analyze the ways individuals, households, businesses, governments and</p>	<p>Standards with Test Item Specifications: 13. Understand personal financing (e.g., banking, credit, debit, lending institutions).</p> <p>Specifications:</p> <ul style="list-style-type: none"> Identify benefits of savings, investing, building good credit Identify types of choices and why one financial decision might be preferred over another <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Liam won \$4,500 on a lottery ticket in July. He plans to use his winnings to pay his tuition in October. Why would Liam most likely place the \$4,500 in a savings account?</p>

<p>societies make decisions, are influenced by incentives (economic and intrinsic) and, the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:</p>	<p>A. to make a safe investment for the long term B. to take a risk in hopes that he will receive a high return in a short period C. to make a liquid investment as he needs to use the money soon* D. to receive a maximum amount of interest DOK 2</p>
<p>Economics IV.4-B.3</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:</p>	<p>Standards with Test Item Specifications: 3. Understand the distribution and characteristics of economic systems throughout the world, to include: (e.g., characteristics of command, market, and traditional economies; how command, market and traditional economies operate in specific countries; comparison of the ways that people satisfy their basic needs through the production of goods and services)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Mia lives in a country where the citizens can decide where to work, decide what to buy, and how much to pay for an item. Based upon this description, Mia’s country of residence most likely operates under which type of economic system?</p> <p>A. market* B. traditional C. command D. capitalism DOK 1</p>
<p>Economics IV.4-B.4</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of</p>	<p>Standards with Test Item Specifications: 4. Analyze the importance of, and issues related to the location and management of the factors of production;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p>

<p>economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:</p>	<p><i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>How can the implementation of an assembly line increase productivity of factory workers?</p> <p>A. It offers an opportunity to diversify worker skills. B. It often leads to workers putting in overtime hours. C. It allows a worker to focus on a specific task.* D. It requires a worker to obtain a wide range of knowledge.</p> <p>DOK 1</p>
<p>Economics IV.4-B.7</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:</p>	<p>Standards with Test Item Specifications:</p> <p>7. Understand the relationship between the United States’ governmental policies and international trade;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify the role of tariffs • Understand gross domestic product <p>Item Types:</p> <p><i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>What is likely to result in a tariff having been placed by the U.S. on a foreign nation?</p> <p>A. the foreign nation’s imports into the U.S. would decrease* B. the U.S. would boycott goods from the foreign nation C. the foreign nation’s revenue would increase D. the U.S. would increase exports to the foreign nation</p> <p>DOK 2</p>
<p>Economics IV.4-B.9</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand</p>	<p>Standards with Test Item Specifications:</p> <p>9. Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy;</p> <p>Specifications:</p>

basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:

- None

Item Types:

MC with or without stimulus

Sample Question:

Read the terms and definitions provided by the International Franchising Association (IFA) and answer the question that follows.

- **Franchising:** A method of business expansion characterized by a trademark license, payment of fees, and significant assistance and/or control.
- **Franchisor:** The person or company that grants the franchisee the right to do business under their trademark or trade name.
- **Royalty:** The regular payment made by the franchisee to the franchisor, usually based on a percentage of the franchisee's gross sales.
- **Trademark:** The marks, brand name and logo that identify a franchisor which is licensed to the franchisee.

Source: <http://franchise.org/what-are-common-franchise-terms>

Based on the terminology presented by the IFA, which statement is supported by the evidence in the definitions?

- A. The franchisor will likely end up making payments to the franchisee.
- B. The franchisee will receive free supplies and uniforms from the franchisor.
- C. The franchisor will likely oversee how the franchisee conducts marketing and business. *
- D. The franchisee will be able to use a logo and trademark independent from the franchisor.

DOK 2

Economics IV.4-B.11

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of

Standards with Test Item Specifications:

11. Analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation)

Specifications:

- None

Item Types:

economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:

MC = multiple choice with or without stimulus

Sample Question

If the government sets a price ceiling in a market, this would **most likely** cause which of the following?

- A. a shortage*
- B. equilibrium
- C. efficiency
- D. a surplus

DOK 2

Economics IV.4-B.12

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:

Standards with Test Item Specifications:

12. Compare and contrast different types of taxes (e.g., progressive, regressive, proportional)

Specifications:

- None

Item Types:

MC with or without stimulus

Sample Question:

Read the table and answer the question.

Title One	Title Two
<ul style="list-style-type: none"> • Increases as earner's income increases 	<ul style="list-style-type: none"> • Increases as earners income decreases
<ul style="list-style-type: none"> • Proportional with income level 	<ul style="list-style-type: none"> • Tax is a percentage of asset
<ul style="list-style-type: none"> • Income Tax 	<ul style="list-style-type: none"> • Real estate property tax

What are the appropriate labels for **Title One** and **Title Two**, respectively?

- A. Progressive Tax; Regressive Tax*
- B. Exemptions; Assets

	<p>C. Flat Tax; Proportional Tax D. Debits; Credits DOK 2</p>
<p>Economics IV.4-B.14</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:</p>	<p>Standards with Test Item Specifications: 14. Compare, analyze and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which of the following is an advantage of capitalist economies?</p> <p>A. there is an absence of competition B. everyone has a specific role in the economy C. everyone has choices of goods and services* D. there is centralized control of goods and services</p> <p>DOK 1 <i>This item was released from the NMPED 2016-17 operational form.</i></p>
<p>Economics IV.4-B.17</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-B: analyze and evaluate how</p>	<p>Standards with Test Item Specifications: 17. Analyze the economic ramifications of entrepreneurship</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which provides the greatest incentive for entrepreneurs to take risks?</p> <p>A. the ability to control prices B. the ability to make profits* C. the ability to defer paying progressive taxes</p>

economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:

D. the ability to consider production possibilities
DOK 1

Economics IV.4-C.3

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:

Standards with Test Item Specifications:

3. Analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;

Specifications:

- None

Item Types:

MC with or without stimulus

Sample Question:

Why did U.S. defense spending dramatically increase after WWII?

- A. to protect foreign investments
- B. to rebuild lost resources
- C. to stop the spread of Communism*
- D. to develop new trade routes

DOK 2

This item was released from the NMPED 2016-17 operational form.

Economics IV.4-C.9

Strand: Economics

Content Standard IV: Students understand

Standards with Test Item Specifications:

9. Explain and describe how the federal reserve system and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth;

<p>basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:</p>	<p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC = multiple choice with or without stimulus</i></p> <p>Sample Question:</p> <p>Which condition is supported by the FDIC?</p> <p>A. Investment and commercial banks cannot fail. B. Customers do not lose money if banks fail. * C. Banks must have a set interest rates for loans. D. The government must have enough gold to cover its expenses.</p> <p>DOK 1</p>
<p>Economics IV.4-C.10</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:</p>	<p>Standards with Test Item Specifications: 10. Identify how monetary policies can affect exchange rates and international trade;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which economic concept is related to the comparing of changes in the quantity demanded to a change in price?</p> <p>A. elasticity* B. equity C. consumer sovereignty D. opportunity costs</p> <p>DOK 1</p>
<p>Economics IV.4-C.12</p> <p>Strand: Economics</p> <p>Content Standard IV: Students understand</p>	<p>Standards with Test Item Specifications: 12. Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.</p> <p>Specifications:</p>

basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:

- None

Item Types:

MC with or without stimulus

Sample Question:

What is the designated function of the European Union?

- A. to ensure trade agreements and obligations between countries are open and fair*
- B. to ensure tariffs rates are equal in imports and exports of all participating countries
- C. to exclude countries who do not have established rules and regulations do not promote free trade
- D. to eliminate trade with communist countries.

DOK 1

Economics EoC Reporting Category Alignment Framework

Standard	DOK (Count by DOK)			Total
	1	2	3	
Economics IV.4-C.9		3		3
Economics IV.4-C.12	1	1		2
Economics IV.4-C.3		2		2
Economics IV.4-A.1	1	1		2
Economics IV.4-A.10	1	1		2
Economics IV.4-A.12	1	1		2
Economics IV.4-A.13	1	1		2
Economics IV.4-A.4		1		1
Economics IV.4-B.17	1			1
Economics IV.4-B.4	1	3		4
Economics IV.4-B.7			1	1
Economics IV.4-B.11	2			2
Economics IV.4-B.14			1	1
Economics IV.4-B.3	1	2		3
Economics IV.4-B.12	1	1		2
Economics IV.4-B.9	1	3		4
Economics IV.4-C.10			1	1
Grand Total	12	20	3	35