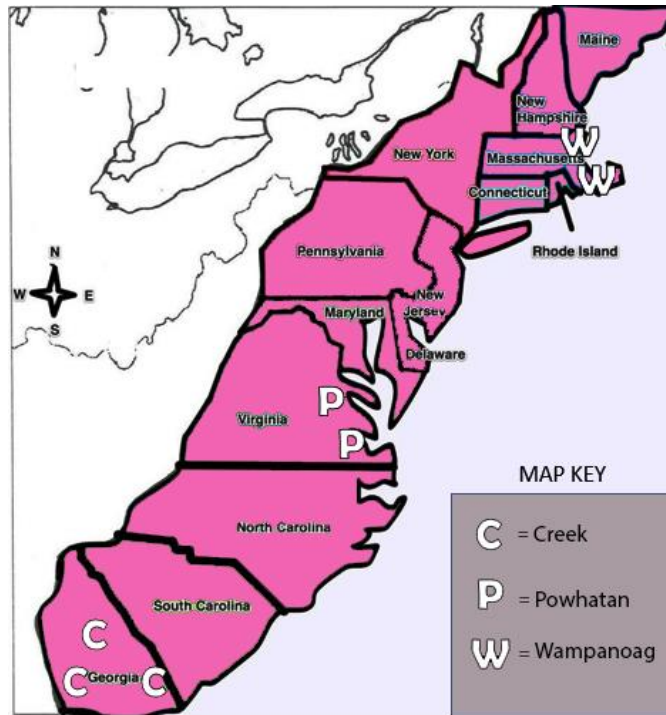


Reporting Category	Civics and Government/History
Content Connector	5.1.1.a.1: Identify groups of people who settled in North America prior to contact with Europeans.
IAS Standard	5.1.1: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to Native American cultures that lived in the geographic area of the original 13 Colonies.</p> <p>Limit to Native American Indian cultures that existed prior to 1492.</p>
Allowable Stimulus Material	maps of the 13 Colonies; images of Native American tribes
Context	<p>Student should be made aware that this is prior to the settlement of the 13 Colonies.</p> <p>Time period should be provided.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	Native Americans, colonies, Europeans, settlers
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will look at a map and identify who settled in a given locale. Students can identify different Native American Indian groups.</p>
	<p>Tier 2 Students can list different Native American Indian groups that lived in the area of the 13 Colonies. Students can map locations of Native American Indian groups in the area of the 13 Colonies.</p>
	<p>Tier 3 Students can compare the locations and tribes of different Native American Indian groups.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2



Where did the Wampanoag live?

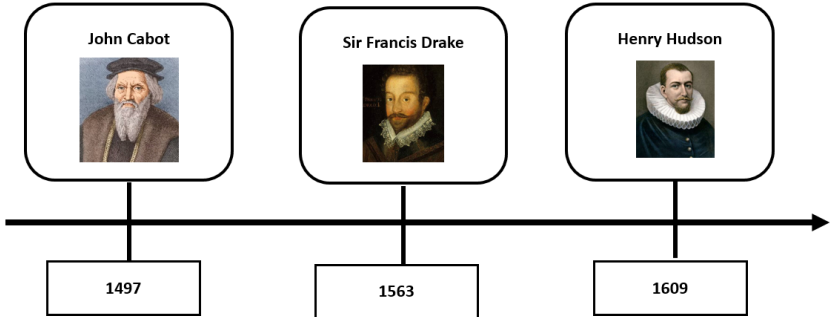
- A. Georgia
- B. **Massachusetts**
- C. in Virginia

Reporting Category	Geography
Content Connector	5.1.2.a.1: Examine how early European exploration of North America began on the east coast and expanded west.
IAS Standard	5.1.2: Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to no more than four items on timelines.</p> <p>All events must relate to European exploration of North America.</p>
Allowable Stimulus Material	<p>graphics of events that encouraged or aided western movement (e.g., water, fur)</p> <p>map of North America with timeline</p> <p>map of North America</p>
Context	<p>European explorers</p> <p>Time period</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p>
Construct-Relevant Vocabulary	<p>European explorers, east coast, expanded, westward movement/migration, timeline</p>
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Using a graphic timeline, students will describe east to west expansion by identifying which event happened first or last.</p>
	<p>Tier 2 Using a graphic timeline, students will identify a reason explorers expanded from east to west.</p>
	<p>Tier 3 Students will identify a reason explorers expanded from east to west.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A


Sample Item

Many explorers came to North America. They landed on the east coast first.




Based on the timeline, which explorer came to North America first?

Tier 2

A. 
John Cabot

B. 
Sir Francis Drake

C. 
Henry Hudson





Reporting Category	Civics and Government/History
Content Connector	5.1.5.a.1: Understand that groups of people settled together and formed colonies in order to meet their needs.
IAS Standard	5.1.5: Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limited to well-known early settlements (Jamestown, Plymouth, etc.). Focus on the original 13 Colonies. Focus on England as founder of the Colonies.</p>
Allowable Stimulus Material	maps
Context	<p>Origin of colonists, if necessary. Brief explanation for why people came to North America, if necessary.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	settlement, colony, needs, England
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a common need that cause people to settle in groups.</p>
	<p>Tier 2 Students will identify that different locations had different resources. Students will describe that people shared resources.</p>
	<p>Tier 3 Students will identify which groups of people settled together to form colonies. Students will describe how living in a colony meets people's needs.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Maps will be simple maps of the United States depicting from the Mississippi River eastward. Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

Sample Item

In the American colonies, people settled together to meet their needs. Some settlements had different resources than others.

Tier 2

Settlement	Resources
Settlement A	wood 
	meat 
Settlement B	fur 
	meat 

Which resource does Settlement A have that Settlement B might need?

- A. fur
- B. meat
- C. **wood**

Reporting Category	Civics and Government/History
Content Connector	5.1.6.a.1: Identify that cooperation and conflict existed between Native American Indians and colonists.
IAS Standard	5.1.6: Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict time period from pre-Revolution through the end of the American Revolution.</p> <p>Limit to Native American Indian tribes living in colonial America.</p>
Allowable Stimulus Material	N/A
Context	Time period
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	cooperation, conflict, Native American Indian, colonist
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify a conflict between Native American Indians and colonists.</p> <p>Students will identify an instance of cooperation between Native American Indians and colonists.</p>
	<p>Tier 2</p> <p>Students will identify a conflict between the Native American Indians and colonists.</p> <p>Students will identify an instance of cooperation between Native American Indians and colonists.</p>
	<p>Tier 3</p> <p>Students can give two examples of Native American Indians and colonists working together.</p> <p>Students can give one example of a conflict between Native American Indians and colonists.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 3	<p>Before the Revolutionary War, British colonists and Native American Indians had conflicts.</p> <p>Which thing caused conflict between Native Americans Indians and colonists?</p> <ul style="list-style-type: none">A. Colonists provided Native American Indians with tools.B. Colonists worked with Native American Indians to build homes.C. Colonists took over the land that Native American Indians lived on.

Reporting Category	Civics and Government/History
Content Connector	5.1.7.a.1: Identify that there were original 13 Colonies ruled by the British.
IAS Standard	5.1.7: Identify and locate the 13 British Colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to the original 13 Colonies.</p>
Allowable Stimulus Material	map of 13 colonies
Context	British left England and came to the new land.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	original colonies, British, Britain
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify how many colonies were ruled by the British.</p>
	<p>Tier 2 Students will identify how many colonies were ruled by the British.</p>
	<p>Tier 3 Students will identify how many colonies were ruled by the British.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Maps will depict the United States from the Mississippi River eastward.</p> <p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity:	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

Sample Item	
Tier 3	<p>How many original colonies in North America were ruled by the British?</p> <p>A. 13 B. 19 C. 50</p>

Reporting Category	Civics and Government/History
Content Connector	5.1.9.a.1: Understand that colonists fought the American Revolution against the British and won independence.
IAS Standard	5.1.9: Understand how political, religious, and economic ideas brought about the American Revolution
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to the original 13 Colonies. Restrict time period from the beginning of the American Revolution to its end. Clearly indicate winning and losing sides. Limit content to the colonists gaining independence from England.</p>
Allowable Stimulus Material	maps; general map of England; timeline
Context	Colonists came from Britain.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	independence, colonists, American Revolution, British, Britain, England
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that the American Revolution was fought between the American colonists and the British.</p> <p>Students will identify that the colonists gained independence when they won.</p>
	<p>Tier 2</p> <p>Students will identify that the American Revolution was fought between the American colonists and the British.</p> <p>Students will identify that the colonists gained independence when they won.</p>
	<p>Tier 3</p> <p>Students will create a sequence of events leading to the colonists' victory in the American Revolution.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Maps will depict the United States from the Mississippi River eastward.</p> <p>Timelines should have no more than 4 events with a direct cause/effect relationship to the American Revolution.</p> <p>All timeline images should include a short description and date of the event.</p> <p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

Sample Item

In 1775, the American colonists went to war with Great Britain. This was called the Revolutionary War.

What happened because of the Revolutionary War?



A.

The British built the U.S. Capitol



B.

The colonists won independence.



C.

The colonists moved back to Britain.

Tier 1

Reporting Category	Civics and Government/History
Content Connector	5.1.10.a.1: Identify that the Declaration of Independence lists the reasons the colonists wanted independence.
IAS Standard	5.1.10: Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Identify England and the colonies as opposite/conflicting sides.</p> <p>Explain the purpose and intent of the Declaration of Independence.</p> <p>Explain the colonists’ grievances with England/the King.</p>
Allowable Stimulus Material	maps of the 13 Colonies; map of England
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	Declaration of Independence, independence, colonists
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify one reason, listed in the Declaration, why the colonists wanted independence.</p> <p>Students will identify who the colonists wanted independence from.</p> <p>Students will identify what the Declaration of Independence is.</p>
	<p>Tier 2</p> <p>Students will identify reasons, listed in the Declaration, why the colonists wanted independence.</p> <p>Students will explain the need for the Declaration of Independence.</p>
	<p>Tier 3</p> <p>Students will identify colonists' specific problems with the King of England.</p> <p>Students will explain that the Declaration of Independence lists the reasons the colonists wanted independence.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

In 1776, the American colonists wrote the Declaration of Independence.

What is the purpose of the Declaration of Independence?

Tier 2

A.



laws

(audio: It makes the laws of the United States government.)

B.



responsibilities

(audio: It explains the responsibilities of American citizens.)

C.



reasons

(audio: It lists the reasons American colonists wanted freedom from England.)

Reporting Category	Civics and Government/History
Content Connector	5.1.11.a.1: Identify one major British leader (King George III) and one major American leader (George Washington) of the American Revolutionary War.
IAS Standard	5.1.11: Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit parties in the American Revolution to the British and the American colonists.</p> <p>Limit major figures to George Washington and King George III.</p>
Allowable Stimulus Material	<p>basic map of England and North America (with colonies)</p> <p>images of King George III</p> <p>images of George Washington</p>
Context	Time period
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	British, Revolutionary War, king, England
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students identify which sides fought in the American Revolution.</p> <p>Students identify that George Washington was the leader of the American colonists.</p> <p>Students identify that King George III was the leader of England.</p>
	<p>Tier 2</p> <p>Students identify that George Washington was the leader of the American colonists.</p> <p>Students identify that King George III was the leader of England.</p>
	<p>Tier 3</p> <p>Students identify that George Washington was the general of the American army.</p> <p>Students identify that King George III was the leader of England.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

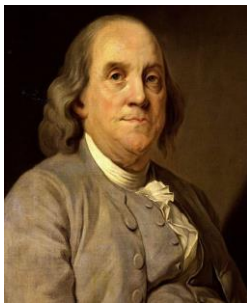
In 1775, the Revolutionary War started between American colonists and Great Britain.

Which person led the British during the war?



A.

King George III



B.

Benjamin Franklin



C.

George Washington

Tier 1

Reporting Category	Civics and Government/History
Content Connector	5.1.13.a.1: Identify contributions of women and minorities during the American Revolution.
IAS Standard	5.1.13 Identify contributions of women and minorities during the American Revolution.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit items to identifying roles of women: nurses, seamstresses, cooks, maids, disguised as soldiers, etc. Limit items to identifying roles of minorities: soldiers, guides (Native American Indians), spies, etc. Limit timelines to four events.</p>
Allowable Stimulus Material	<p>short biography of a woman or minority who contributed during the American Revolution [in the form of a list or bulleted list] timeline of person’s life image of person must be included</p>
Context	Stimulus should provide the context.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	minority, American Revolution, contribution
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that women were nurses in the American Revolution.</p> <p>Students will identify that minorities were soldiers in the American Revolution.</p>
	<p>Tier 2</p> <p>Students can describe what women did during the American Revolution.</p> <p>Students can describe what minorities did during the American Revolution.</p>
	<p>Tier 3</p> <p>Students can describe how minorities and women contributed to the American Revolution.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

James Armistead



James Armistead
by John B. Martin

- born in Virginia in 1748
- was a spy for the American Army
- helped win the Battle of Yorktown

Why was James Armistead important in the Revolutionary War?



A.

He helped win a battle.



B.

He fought slavery.



C.

He was born in Virginia.

Tier 1

Reporting Category	Civics and Government/History
Content Connector	5.1.14.a.1: Identify that winning the American Revolution resulted in independence for the United States.
IAS Standard	5.1.14: Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit parties in the American Revolution to England and the American colonies.</p> <p>Items should focus on winning independence from England, which resulted in Americans being able to rule themselves.</p>
Allowable Stimulus Material	N/A
Context	Time period
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	American Revolution, independence, Britain, British, England, United States
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that America won the American Revolution.</p> <p>Students will identify that England lost the American Revolution.</p>
	<p>Tier 2</p> <p>Students will identify that England ruled America before the American Revolution.</p> <p>Students will identify that America won independence from England.</p>
	<p>Tier 3</p> <p>Students will identify that America won independence from England by winning the American Revolution.</p> <p>Students will identify that America became its own country after the American Revolution.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 2	<p>The American colonies fought against the British in the American Revolution.</p> <p>What was a result of the American Revolution?</p> <p>A. America surrendered to the British. B. America was free from British rule. C. American colonists returned to Britain.</p>

Reporting Category	Civics and Government/History
Content Connector	5.1.15.a.1: Identify that American rights are outlined in the United States Constitution.
IAS Standard	5.1.15: Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to basic rights explicitly listed in the United States Constitution (e.g., freedom of speech, assembly, religion).</p>
Allowable Stimulus Material	N/A
Context	Identify that the United States Constitution is the basis of the American government.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	Constitution (of the United States), rights
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a right.</p>
	<p>Tier 2 Students will identify that rights are listed in the United States Constitution.</p>
	<p>Tier 3 Students will identify that rights are listed in the United States Constitution. Students will identify that the United States Constitution applies to Americans.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2

Where can Americans find a list of their rights?



A.

Constitution
(audio: the United States Constitution)



B.

Magna Carta
(audio: the Magna Carta)



C.

dictionary
(audio: the Old English Dictionary)

Reporting Category	Civics and Government/History
Content Connector	5.1.16.a.1: Identify the Bill of Rights as the first 10 amendments to the US Constitution.
IAS Standard	5.1.16 Describe the origins and drafting of the Bill of Rights, ratified in 1791.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	Bill of Rights, amendment, United States Constitution
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify the Bill of Rights.</p> <p>Students will identify that the Bill of Rights is in the U.S. Constitution.</p> <p>Students will identify that the Bill of Rights is a list of 10 amendments.</p>
	<p>Tier 2</p> <p>Students will identify that the Bill of Rights is in the U.S. Constitution.</p> <p>Students will identify that the Bill of Rights is a list of 10 amendments.</p>
	<p>Tier 3</p> <p>Students will identify that the Bill of Rights is a list of 10 amendments in the Constitution.</p> <p>Students will define the term “amendment.”</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student’s understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 1

The United States has a Constitution. The Constitution forms the government. The authors of the Constitution made changes. Those changes are called amendments.

What are the first 10 amendments to the U.S. Constitution called?



- A. Declaration of Independence
(audio: the Declaration of Independence)



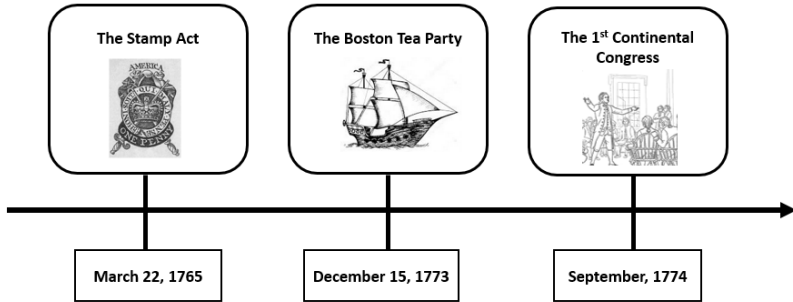
- B. Bill of Rights
(audio: the Bill of Rights)



- C. Magna Carta
(audio: the Magna Carta)

Reporting Category	Civics and Government/History
Content Connector	5.1.18.a.1: Interpret timelines showing events that occur in a sequence of time (first, next, and last).
IAS Standard	5.1.18: Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776–1801.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict time period from pre-Revolution to 1800.</p>
Allowable Stimulus Material	<p>Tier 1: Timeline should contain no more than three events.</p> <p>Tier 2: Timeline should contain no more than four events.</p> <p>Tier 3: Timeline should contain no more than five events.</p>
Context	Time period
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sequence (first, next, last), timeline
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will answer questions based on a timeline.</p>
	<p>Tier 2</p> <p>Students will answer questions based on a timeline.</p>
	<p>Tier 3</p> <p>Students will answer questions based on a timeline.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 2	<p>This is a timeline of events that happened before the American Revolution.</p> <div style="text-align: center;">  <p>The timeline shows three events: The Stamp Act (March 22, 1765), The Boston Tea Party (December 15, 1773), and The 1st Continental Congress (September, 1774). Each event is represented by an illustration in a rounded box above a date in a rectangular box below a horizontal arrow.</p> </div> <p>Which event happened after 1773?</p> <p>A. The Stamp Act B. The Boston Tea Party C. The 1st Continental Congress</p>

Reporting Category	Civics and Government/History
Content Connector	5.1.19.a.1: Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.
IAS Standard	5.1.19: Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Passage or story should be about only one conflict.</p> <p>Passage or story should contain only one clear resolution.</p>
Allowable Stimulus Material	Text (passage or story); image of characters or people who are involved in the conflict
Context	Brief introduction of the passage or story, if necessary.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	conflict, resolved, resolution, colonist, Native American Indian, European (person), king, British, American, tribe
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 From a given text, students will identify the conflict between groups of people.</p>
	<p>Tier 2 From a given text, students will identify the conflict between groups of people.</p>
	<p>Tier 3 From a given text, students will identify the conflict between groups of people.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	Linguistic complexity of text should not exceed ELA passage specifications.
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2

Mason-Dixon Line



The colonies of Pennsylvania, Maryland and Delaware fought over the same land. Charles Mason and Jeremiah Dixon were hired to solve the problem in 1763. They drew a line between the colonies. It was called the Mason-Dixon line. This line became the new border.

What problem did the Mason-Dixon line solve?

- A. **where the borders between colonies were**
- B. how to get from the ocean to Pennsylvania
- C. what year the colonies became states

Reporting Category	Civics and Government/History
Content Connector	5.1.20.a.1: Examine a historical account about an issue between 1610–1800.
IAS Standard	5.1.20 Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>The passage should be about only one issue or event. The passage should contain only one clear resolution.</p>
Allowable Stimulus Material	<p>text</p> <p>image of characters or people, if appropriate</p>
Context	Brief introduction of the passage or story, if necessary.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	outcome, issue, historical account
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 From a given text, students identify who was involved in a historical event.</p>
	<p>Tier 2 From a given text, students identify who was involved in a historical event. From a given text, students describe what occurred.</p>
	<p>Tier 3 From a given text, students summarize the main points of a historical event.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	Linguistic complexity of text should not exceed ELA passage specifications.
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

The Mayflower



The Pilgrims left England for America In September 1620. They crossed the ocean on a ship called The Mayflower. A storm broke part of the ship. One of the Pilgrims had a big iron screw. They used the screw to fix the ship. The Mayflower reached America in November 1620.

Who was on The Mayflower?

Tier 1



- A. Native American
(audio: Native American Indians)



- B. Pilgrims
(audio: Pilgrims)



- C. Redcoats
(audio: Redcoats)

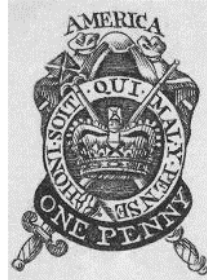
Reporting Category	Civics and Government/History
Content Connector	5.1.21.a.1: Examine a historical account about an issue of the Founding Era of the United States.
IAS Standard	5.1.21: Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict time period from the start of the American Revolution through the ratification of the Constitution.</p> <p>Passage should be about only one issue or problem.</p>
Allowable Stimulus Material	<p>text</p> <p>image of characters or people, if appropriate</p>
Context	Brief introduction of the passage, if necessary.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	Founding Era, problem, issue, United States Constitution, American Revolution, United States, founding (of the United States)
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 From a given text, students will identify a problem that occurred during the Founding Era.</p>
	<p>Tier 2 From a given text, students will identify a problem that occurred during the Founding Era.</p>
	<p>Tier 3 From a given text, students will identify a problem that occurred during the Founding Era.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	Linguistic complexity of text should not exceed ELA passage specifications.
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2

The Stamp Act



Britain made a new tax on paper in 1765. All American colonies had to pay the tax. Paper was already expensive. Americans had to buy their paper from Britain. The paper had a special stamp on it. That is why it was called the Stamp Act.

Why was the Stamp Act a problem for Americans?

- A. It made Americans move to Britain.
- B. **It made Americans pay more money.**
- C. It was a very old tax.

Content Connector	5.1.22.a.1: Identify important types of early American traditional arts and crafts.
IAS Standard	5.1.22: Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict the timeframe from 1700–1800.</p> <p>Limit types of arts and crafts to furniture, paintings, sculptures, needlework, and pottery.</p>
Allowable Stimulus Material	images of artwork and handicrafts
Context	Time period
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	traditional, arts and crafts, American, colonial
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 Students will identify a traditional American art or craft.
	Tier 2 Students will identify a traditional American art or craft.
	Tier 3 Students will identify a traditional American art or craft.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

People had to make many things by hand in colonial America. These things are called crafts.

Which picture shows a craft from colonial America?



A.

(audio: a mosaic--a design made out of small stones)



B.

(audio: a mandala--a design made out of sand)



C.

(audio: needlework—a design made out of thread)




Tier 2

Mosaic image credit: Alexandre Possi

Mandala image credit: Nharipra

Reporting Category	Civics and Government/History
Content Connector	5.2.1.a.1: Identify the Preamble as the introduction to the United States Constitution.
IAS Standard	5.2.1: Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	N/A
Context	Required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	preamble, constitution
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that the Preamble is the introduction to the U.S. Constitution.</p>
	<p>Tier 2</p> <p>Students will identify that the Preamble is the introduction to the U.S. Constitution.</p>
	<p>Tier 3</p> <p>Students will identify that the Preamble is the introduction to the U.S. Constitution.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 1	<p>The United States Constitution was written in 1776. The people who wrote the Constitution wrote an introduction for it.</p> <p>What is the introduction to the Constitution called?</p> <p>A.  Rights (audio: rights)</p> <p>B.  Bill (audio: a bill)</p> <p>C.  Preamble (audio: preamble)</p>

Reporting Category	Civics and Government/History
Content Connector	5.2.2.a.1: Define limited government. (*limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.)
IAS Standard	5.2.2: Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents. (*limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.)
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit examples to the United States government.</p>
Allowable Stimulus Material	N/A
Context	<p>The U.S. Constitution is what limits the government. OR The U.S. Constitution protects individual rights. OR The limits of governmental power are defined by the U.S. Constitution.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	government, limited government, constitution, rights
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that the U.S. Constitution protects the rights of individuals.</p> <p>Students will define limited government.</p>
	<p>Tier 2</p> <p>Students will identify that the U.S. Constitution protects the rights of individuals.</p> <p>Students will identify that the U.S. government has limits.</p>
	<p>Tier 3</p> <p>Students will identify that the U.S. Constitution protects the rights of individuals.</p> <p>Students will identify that the U.S. Constitution is what limits the U.S. government.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity:	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 3	<p>The United States Constitution limits the things government can do.</p> <p>How does the Constitution limit government?</p> <p>A. It lists the rights citizens have.</p> <p>B. It gives money to the military.</p> <p>C. It chooses judges for court.</p>

Reporting Category	Civics and Government/History
Content Connector	5.2.3.a.1: Give examples and explain how the British colonies in America developed government practices.
IAS Standard	5.2.3: Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit governmental practices to those in the original 13 Colonies.</p> <p>Restrict time period to prior to the American Revolution.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	government, self-government, representative government (democracy), monarchy, town meeting, charter, legislative body
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify an example of the colonies developing governmental practices.</p>
	<p>Tier 2 Students will identify an example of the colonies developing governmental practices.</p>
	<p>Tier 3 Students will identify examples of the colonies developing governmental practices.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

In colonial America, there were different kinds of government. Some colonies followed the British King's rules. Some colonies ruled themselves.

What kind of government lets the people rule?



A. a monarchy



B. a democracy



C. a dictatorship

Tier 1

Reporting Category	Civics and Government/History
Content Connector	5.2.4.a.1: Identify and explain the type of government in the United States of America.
IAS Standard	5.2.4: Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	democracy, monarchy, king, president, representative, communism, socialism, ruler, dictatorship
Cognitive Complexity	4

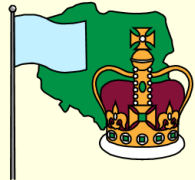
Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify the type of government in the United States of America.</p>
	<p>Tier 2 Students will identify the type of government in the United States of America.</p>
	<p>Tier 3 Students will identify the type of government in the United States of America. Students will explain that the United States is a democracy.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 1

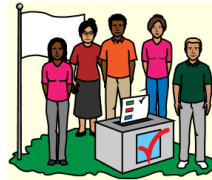
Countries have governments. There are many kinds of governments.

What kind of government does the United States have?



A.

monarchy
(audio: a monarchy)



B.

democracy
(audio: a democracy)



C.

dictatorship
(audio: a dictatorship)

Reporting Category	Civics and Government/History
Content Connector	5.2.5.a.1: Identify that individual rights are guaranteed by the Bill of Rights.
IAS Standard	5.2.5: Describe and give examples of individual rights guaranteed by the Bill of Rights
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Bill of Rights (Freedom of Speech, Assembly, and Religion)</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	rights, freedoms, Bill of Rights, amendment
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that individual rights are guaranteed by the Bill of Rights.</p>
	<p>Tier 2</p> <p>Students will identify that individual rights are guaranteed by the Bill of Rights.</p>
	<p>Tier 3</p> <p>Students will identify that individual rights are guaranteed by the Bill of Rights.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 3	<p>The Bill of Rights lists the personal rights of Americans.</p> <p>Which personal right is protected by the Bill of Rights?</p> <p>A. The right of children to vote in elections.</p> <p>B. The right for people to gather peacefully.</p> <p>C. The right for the police to take any property they want.</p>

Reporting Category	Civics and Government/History
Content Connector	5.2.6.a.1: Describe that Americans vote for government leaders during elections.
IAS Standard	5.2.6: Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit political offices to the U.S. president and state governor.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	vote, government, president, governor, election
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that Americans vote for a national leader.</p> <p>Students will identify that Americans vote for a state leader.</p>
	<p>Tier 2</p> <p>Students will identify that Americans vote for a national leader.</p> <p>Students will identify that Americans vote for a state leader.</p> <p>Students will identify that voting is the process by which leaders are elected in America.</p>
	<p>Tier 3</p> <p>Students will identify that Americans vote for a national leader.</p> <p>Students will identify that Americans vote for a state leader.</p> <p>Students will identify that voting is the process by which leaders are elected in America.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 2	<p>Who can Americans vote for in an election?</p> <p>A. a king</p> <p>B. a governor</p> <p>C. a school principal</p>

Reporting Category	Civics and Government/History
Content Connector	5.2.7.a.1: Identify the three branches of the United States government and explain the functions of each.
IAS Standard	5.2.7: Identify the three branches of the United States government and explain the functions of each
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	N/A
Context	There are three branches of the U.S. government.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	branch, government, legislative, legislate, judicial, executive, enforce, judge (laws)
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 Students will identify one of the branches.
	Tier 2 Students will identify one of the branches and its function.
	Tier 3 Students will identify the branches and their functions.



Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

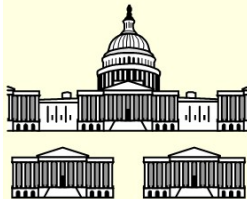
Tier 2

There are three branches of the U.S. Government.

Which branch of government is the President in charge of?

A. 
executive branch
(audio: the executive branch)

B. 
judicial branch
(audio: the judicial branch)

C. 
legislative branch
(audio: the legislative branch)

Reporting Category	Civics and Government/History
Content Connector	5.2.8.a.1: Describe that Americans have the responsibility to vote and participate in government.
IAS Standard	5.2.8: Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	vote, election, government, citizen, responsibility (civil)
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify that voting is a responsibility of a citizen.</p> <p>Students will identify that voting is a way to participate in government.</p>
	<p>Tier 2</p> <p>Students will identify that voting is a responsibility of a citizen.</p> <p>Students will identify that voting is a way to participate in government.</p>
	<p>Tier 3</p> <p>Students will identify that voting is a responsibility of a citizen.</p> <p>Students will identify that voting is a way to participate in government.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2

Citizens of the United States have responsibilities to participate in their community.

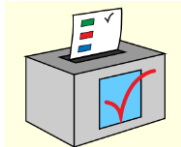
What is one responsibility of a United States citizen?



A.

listen

(audio: to listen to music)



B.

vote

(audio: to vote)



C.

wash

(audio: to wash their car)

Reporting Category	Civics and Government/History
Content Connector	5.2.9.a.1: Explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
IAS Standard	5.2.9: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit content to examples familiar to elementary students.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	right, freedom, opinion, government, protest, election, vote, monitor, press (digital, print, broadcast), freedom of speech, freedom of the press, right to assembly
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify a way citizens can bring change to government.</p> <p>Students will identify a way citizens can monitor their government.</p> <p>Students will identify a way citizens can voice their opinion about the government.</p>
	<p>Tier 2</p> <p>Students will identify a way citizens can bring change to government.</p> <p>Students will identify a way citizens can monitor their government.</p> <p>Students will identify a way citizens can voice their opinion about the government.</p>
	<p>Tier 3</p> <p>Students will identify a way citizens can bring change to government.</p> <p>Students will identify a way citizens can monitor their government.</p> <p>Students will identify a way citizens can voice their opinion about the government.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 3	<p>Lydia thinks the park near her school needs a new swing set. The mayor is the only person allowed to buy new swings.</p> <p>How could Lydia ask the mayor to buy a new swing set?</p> <ul style="list-style-type: none">A. write a letterB. call her friendC. talk to her father

Reporting Category	Civics and Government/History
Content Connector	5.2.10.a.1: Use a variety of information resources* to identify contemporary issues that involve civic responsibility, individual rights, and the common good. (*information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, websites, and databases; and community resources, such as individuals and organizations.)
IAS Standard	5.2.10 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. (*information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, websites, and databases; and community resources, such as individuals and organization.)
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit issues to: voting, recycling, cleaning up the park/road/environment, volunteering, community service, and citizenship.</p>
Allowable Stimulus Material	<p>political cartoon</p> <p>community/organization flyer</p> <p>newspaper ad</p> <p>mock webpage</p> <p>text of article or interview (less than 50 words)</p>
Context	N/A
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	resource (print, digital, broadcast), civic responsibility, common good, individual rights
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	Tier 1 Using two resources, students will identify a contemporary issue.
	Tier 2 Using three resources, students will identify a contemporary issue.
	Tier 3 Using three resources, students will identify a contemporary issue.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 1

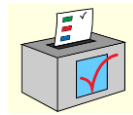
Juan read a flyer. He also read a website.

[Flyer: Our preschool needs your old magazines. We cut them up for art. Bring them to us instead of the trash!]

[Website: Skip the garbage! Bring your old electronics to us. We save the valuable resources inside!]

What is the topic of the two sources Juan read?

A.



vote

(audio: voting)

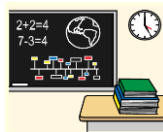
B.



recycle

(audio: recycling)

C.



school

(audio: school)

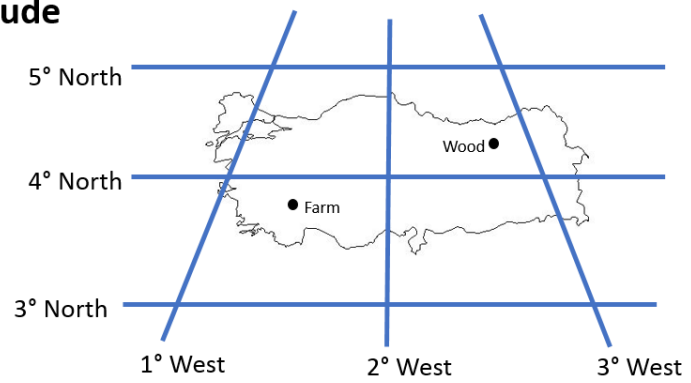
Reporting Category	Geography
Content Connector	5.3.1.a.1: Demonstrate that places can be precisely located where latitude and longitude lines intersect, and that location can be stated in terms of degrees.
IAS Standard	5.3.1: Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Use labels (A, B, C, etc. or lake, road, etc.) rather than real locations. Limit map to three locations. Limit map to five longitude and five latitude lines. Use lower numbers for the degrees (1–10).</p>
Allowable Stimulus Material	map of small area
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	latitude, longitude, location, degrees, intersect
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify the location by looking at a picture of a map that has the latitude, longitude, and name of location on the map.</p>
	<p>Tier 2 Given a location, students will identify the nearest coordinate(s).</p>
	<p>Tier 3 Given coordinates, students will identify the nearest location.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2

Longitude



Latitude

Which line of latitude is Wood closest to?

- A. 1° West
- B. 2° West
- C. 3° West

Reporting Category	Geography
Content Connector	5.3.2.a.1: Identify that there are different cultural and physical regions of the United States.
IAS Standard	5.3.2: Identify and describe cultural and physical regions of the United States
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit physical regions to: east coast, west coast, mid-west, south. Limit to regions in North America.</p>
Allowable Stimulus Material	<p>maps written descriptions of regions images</p>
Context	No context required
Recommended Response Mechanisms	<p>Multiple Choice (MC) Multiple Select (MS)</p>
Construct-Relevant Vocabulary	physical regions, cultural regions, east coast, west coast, mid-west, south, rural, urban
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a region in the United States. Students will identify one difference between urban and rural regions.</p>
	<p>Tier 2 Students will identify a region in the United States and describe its physical features.</p>
	<p>Tier 3 Students will identify a region in the United States and describe its physical features. Students will identify a region in the United States and describe the major culture of its people.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity:	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 2	<p>In the United States there are urban areas and rural areas. Rural areas are in the country. Few people live there.</p> <p>What describes an urban area?</p> <p>A. a forest where only animals live B. a city where lots of people live and work C. a house where many families live together</p>

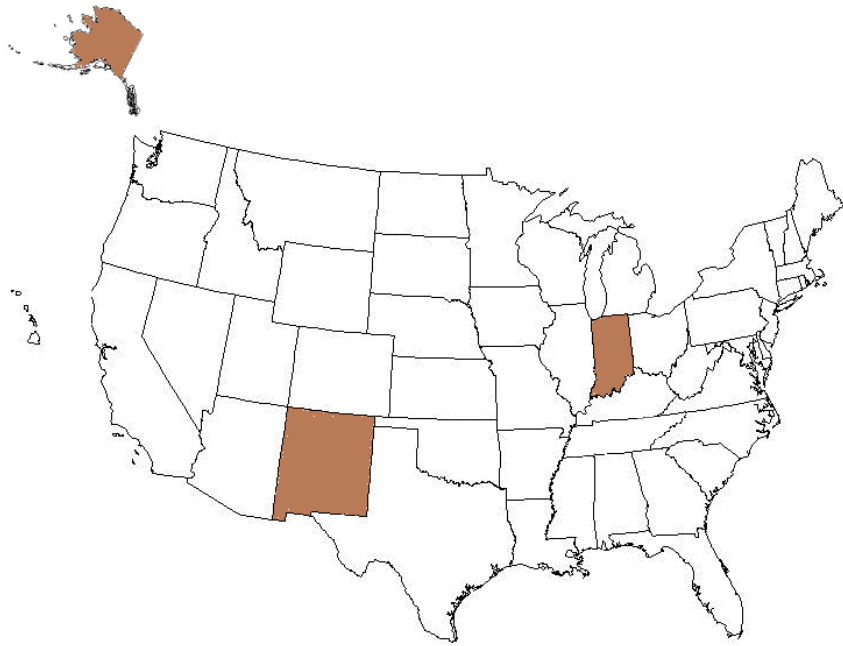
Reporting Category	Geography
Content Connector	5.3.3.a.1: Use a map to identify the United States, the state of Indiana and its capital.
IAS Standard	5.3.3: Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	maps
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	capital, North America, Indiana, Indianapolis, state, United States
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>The student can identify the United States on a map of North America.</p> <p>The student can identify the state of Indiana on a map of the United States.</p> <p>The student can identify the capital of Indiana on a map on a map of Indiana and surrounding states (only Indiana capitol indicated).</p>
	<p>Tier 2</p> <p>The student can identify the United States on a map of the Western Hemisphere.</p> <p>The student can identify the state of Indiana on a map of the United States.</p> <p>The student can identify the capital of Indiana on a map of Indiana and surrounding states (with major physical features present on map).</p>
	<p>Tier 3</p> <p>The student can identify the United States on a map of the Western Hemisphere.</p> <p>The student can identify the state of Indiana on a map of the United States.</p> <p>The student can identify the capital of Indiana on a map on a map of Indiana and surrounding states (with physical features on map and cities in other states identified).</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Maps must have a key.</p> <p>Capitols must be indicated by a star.</p> <p>Limit surrounding states on Indiana map to 4.</p> <p>Limit state maps to 3 largest cities.</p> <p>Limit physical features to largest river and largest lake in each state.</p> <p>Tier 1: map of Indiana and surrounding states—only Indiana cities identified; no physical features.</p> <p>Tier 2: map of Indiana and surrounding states—identify Indiana cities; include physical features in all states.</p> <p>Tier 3: map of Indiana and surrounding states—identify cities in all states; include physical features in all states.</p> <p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

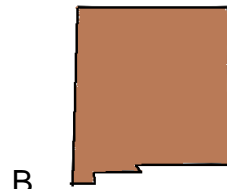
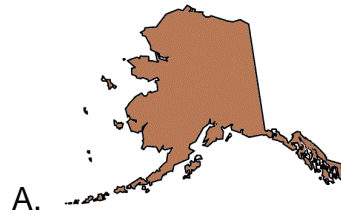
Sample Item

This is a map of the United States with three states shaded.



Tier 1

Which of the shaded states is Indiana?



Reporting Category	Geography
Content Connector	5.3.4.a.1: Locate Native American Indian and colonial settlements on maps.
IAS Standard	5.3.4: Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit the number of tribes represented in one item to four.</p> <p>Limit to only Native American Indian tribes during the colonial period.</p> <p>Limit to major settlements.</p>
Allowable Stimulus Material	maps; images that represent Native American Indian tribes
Context	Time period
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	Native American Indian, colonial, settlement, region, colony
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Given a map, students will locate a Native American Indian settlement.</p> <p>Given a map, students will locate a colonial settlement.</p>
	<p>Tier 2</p> <p>Given a map, students will locate a Native American Indian settlement.</p> <p>Given a map, students will locate a colonial settlement.</p>
	<p>Tier 3</p> <p>Given a map, students will locate a Native American settlement whose region overlaps that of a colonial settlement.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Maps will be limited to the region of the 13 colonies.</p> <p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

Sample Item

Tier 1

This is a map of Martha's Vineyard in Massachusetts. Martha's Vineyard is an island. Wampanoag people and the Puritans lived on the island.



What town is the Puritan settlement near?

- A. Aquinnah
- B. Chilmark
- C. **Edgartown**

Reporting Category	Geography
Content Connector	5.3.5.a.1: Locate the continental divide in the United States on a map.
IAS Standard	5.3.5: Locate the continental divide and the major drainage basins in the United States.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	map of North America
Context	Explanation of the continental divide
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	Continental Divide, United States
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will locate the United States on a map of North America.</p>
	<p>Tier 2 Students will locate the United States on a map of North America. Students will locate the Continental Divide on a map of North America.</p>
	<p>Tier 3 Students will locate the United States on a map of North America. Students will locate the Continental Divide on a map of North America.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Use shading/crosshatch to differentiate between countries in North America Ensure continental divide is clearly marked on the map (with a distinctively different line than a river) Map should include: Great Lakes, the Rockies, the Appalachians, and the Mississippi River</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

Sample Item

Tier 1

The United States is in North America. This is a map of North America.



Which part of the map shows the United States?

- A. 1
- B. 2
- C. 3

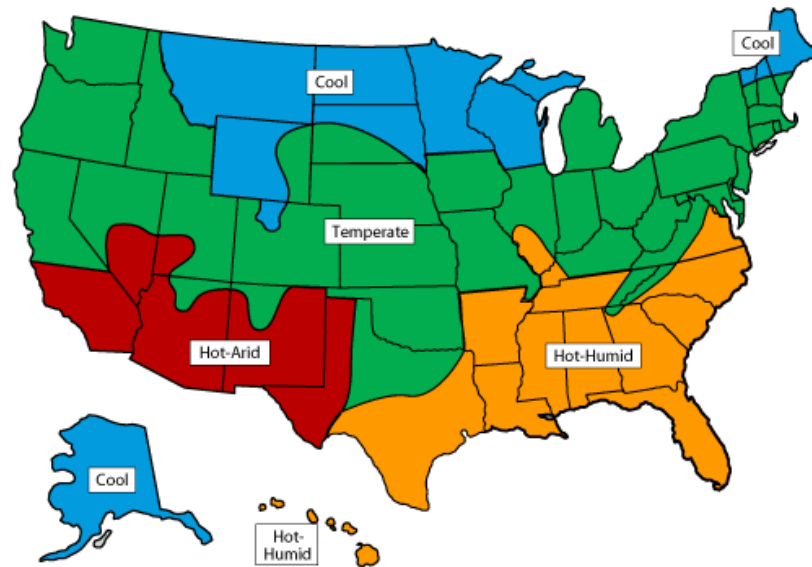
Reporting Category	Geography
Content Connector	5.3.6.a.1: Identify that the United States is made up of different climate regions.
IAS Standard	5.3.6 Use maps to describe the characteristics of climate regions of the United States.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to major climate regions of the U.S. only. Climate regions should be clearly delineated.</p>
Allowable Stimulus Material	<p>map of the United States with major climate regions depicted</p> <p>OR</p> <p>map of the climate region being assessed</p>
Context	No context required
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p>
Construct-Relevant Vocabulary	region, weather, temperature, climate
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify the climate regions of the United States on a map.</p>
	<p>Tier 2 Students will identify the climate regions of the United States on a map.</p>
	<p>Tier 3 Students will identify the climate regions of the United States on a map.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity:	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 2

There are different climate regions in the United States.
This map shows the different climate regions.












How many climate regions are there in the United States?

- A. three
- B. **four**
- C. seven

Reporting Category	Geography
Content Connector	5.3.7.a.1: Identify why it is important for a community to have access to fresh water.
IAS Standard	5.3.7: Identify major sources of accessible fresh water and describe the impact of access on the local and regional
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	images of rivers, lakes, wells, water towers, or places in the home or community where you can get fresh water
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	community, fresh water
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 Students will identify fresh water.
	Tier 2 Students will identify where to get fresh water in a community.
	Tier 3 Students will explain the importance of fresh water to a community.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item														
Tier 3	<p>Communities need fresh water. The table gives some things that might be found in a community.</p> <p>Select the boxes for the things in a community that use fresh water. Then, select the boxes for the things in a community that do not use fresh water. Make <u>ONE</u> selection in each row.</p>													
		<table border="1"> <thead> <tr> <th></th> <th>Uses Fresh Water</th> <th>Does NOT Use Fresh Water</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Restaurants  </td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td style="text-align: center;"> Transportation  </td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> Schools  </td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>		Uses Fresh Water	Does NOT Use Fresh Water	Restaurants 	X		Transportation 		X	Schools 	X	
		Uses Fresh Water	Does NOT Use Fresh Water											
	Restaurants 	X												
	Transportation 		X											
Schools 	X													

Reporting Category	Geography
Content Connector	5.3.8.a.1: Identify how people change the land to meet the needs of the individual or community.
IAS Standard	5.3.8: Explain how the Spanish, British, and French colonists altered the character and use of land in early America.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit examples or scenarios to the period after 1900 C.E.</p>
Allowable Stimulus Material	images of the land before and after it was altered
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	community, individual, needs, bridges, dams
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a way people change the land.</p>
	<p>Tier 2 Students will identify a need that people have that requires them to change the land.</p>
	<p>Tier 3 Students will explain why people change the land.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 2	<p>A town needs fresh water.</p> <p>What action can the town take to get fresh water?</p> <p>A. build a dam B. make a road C. cut down trees</p>

Updated:10/2020

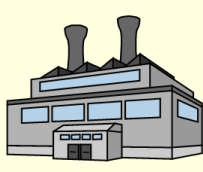
Reporting Category	Geography
Content Connector	5.3.9.a.1: Summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
IAS Standard	5.3.9: Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	<p>images of new inventions</p> <p>images of the “old” way of doing it</p>
Context	Time period should be provided.
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	agriculture, manufacturing, regions, factory, invention
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify agriculture. Students will identify manufacturing.</p>
	<p>Tier 2 Students will identify ways agriculture changed from 1600 to 1800. Students will identify ways manufacturing changed from 1600 to 1800.</p>
	<p>Tier 3 Students will summarize the ways that agriculture and manufacturing changed between 1600 and 1800.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 1

Where does agriculture happen?



A.
factory
(audio: in a factory)



B.
farm
(audio: on a farm)



C.
space
(audio: in space)

Reporting Category	Civics and Government/History
Content Connector	5.3.10.a.1: Explain the conflict over the use of land by Native American Indians and the European colonists using historical maps and other geographic representation/texts (written, maps, graphs, timelines, etc.).
IAS Standard	5.3.10: Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit to colonists from Britain, France, and Spain. Do not assess specific North American Indian tribes. Restrict time period to pre-Revolution.</p>
Allowable Stimulus Material	<p>maps of North America east of the Mississippi graphs of Native American Indian land ownership vs. European colonists over time timelines of major disputes between Native American Indians and European colonists</p>
Context	Required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	conflict, European (person), Britain, Spain, France
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify reasons for conflict between European colonists and Native American Indians.</p>
	<p>Tier 2 Students will identify reasons for conflict between European colonists and Native American Indians.</p>
	<p>Tier 3 Students will explain reasons for conflict between European colonists and Native American Indians.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
<p>Tier 3</p>	<p>The Powhatan people lived in the area of the James River in Virginia. They were able to farm and fish on the land. They lived there for hundreds of years. In 1606, a group of colonists from Britain landed in the same area.</p> <p>What would have caused conflict between the colonists and the Powhatan?</p> <p>A. living on the same land B. learning how to read C. naming new towns</p>

Reporting Category	Geography
Content Connector	5.3.11.a.1: Describe how people adapt to variations in the environment (changing housing, clothing, jobs, agricultural practices, etc.) in order to meet their needs.
IAS Standard	5.3.11: Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Terrain and climate should be accurately represented (text, images, etc.) on a map.</p> <p>Limit the number of adaptations in one item to four.</p>
Allowable Stimulus Material	graphics, photos, maps, written descriptions of environmental features
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	environment, adapt, climate, landscape, agriculture
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will look at picture of winter weather and identify the proper attire.</p>
	<p>Tier 2 Students will list weather characteristics and identify the proper attire.</p>
	<p>Tier 3 Students will list weather characteristics and identify the best tool to adapt to the environment.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item														
Tier 3	People make changes to how they live based on the season.													
	Match the activity to the season when it usually happens. Choose ONE season for each activity.													
		<table border="1"> <thead> <tr> <th></th> <th>Summer</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>Wear heavy coats</td> <td></td> <td>x</td> </tr> <tr> <td>Use air conditioning</td> <td>x</td> <td></td> </tr> <tr> <td>Have a picnic outside</td> <td>x</td> <td></td> </tr> </tbody> </table>		Summer	Winter	Wear heavy coats		x	Use air conditioning	x		Have a picnic outside	x	
		Summer	Winter											
Wear heavy coats		x												
Use air conditioning	x													
Have a picnic outside	x													

Reporting Category	Geography
Content Connector	5.3.12.a.1: Describe how specific physical features influenced historical events and movements.
IAS Standard	5.3.12: Describe and analyze how specific physical features influenced historical events and movements.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p>
Allowable Stimulus Material	maps of the United States
Context	Provide the time period.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	physical feature, mountain, canyon, river, resource
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1 Students will look at a picture and identify what prevents the people from getting to a resource.</p>
	<p>Tier 2 Students will identify how a physical feature makes land appealing (e.g., access to water, resources).</p>
	<p>Tier 3 Students will describe how a physical feature affected history or the movement of people.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Maps should include the Great Lakes, the Rockies, the Appalachians, the Mississippi River, and the Colorado river as appropriate.</p> <p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Reference Tools	N/A

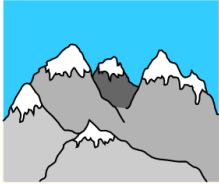
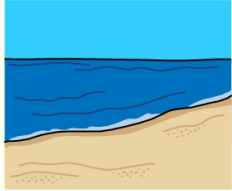

Sample Item

This is a map of the United States. It shows one major land feature.



Based on the map, why was it hard to get to the west coast of America?

Tier 1

- A. 
mountains
(audio: There were mountains to climb.)
- B. 
ocean
(audio: There was an ocean to cross.)
- C. 
forest
(audio: There were many forests.)

Reporting Category	Economics
Content Connector	5.4.1.a.1: Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans.
IAS Standard	5.4.1: Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict time period to prior to European arrival in America.</p> <p>Limit trade to: beads, furs, food, crops, corn, meat, and jewelry.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	economic, trade, Native American Indian, European (person), tribe, settlement
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Students will identify the concept of trading goods.</p> <p>Students will identify that Native American Indians were in North America prior to the arrival of European colonists.</p>
	<p>Tier 2</p> <p>Students will identify that trade was an economic activity of Native American Indians.</p> <p>Students will identify that Native American Indians were in North America prior to the arrival of European colonists.</p>
	<p>Tier 3</p> <p>Students will explain why Native Americans Indian tribes traded among each other.</p> <p>Students will identify that Native American Indians were in North America prior to the arrival of European colonists.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

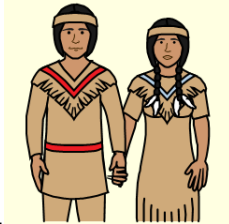
Sample Item

People from Europe came to North America in the 1400s.
There were already people living in North America.

Who were the people living in North America?



- A. ancient Egyptians
(audio: ancient Egyptians)



- B. **Indians**
(audio: Native American Indians)



- C. Romans
(audio: Romans)

Tier 1

Reporting Category	Economics
Content Connector	5.4.2.a.1: Define market economy and give an example of how colonial and early Americans traded. (*market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.)
IAS Standard	5.4.2: Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics. (*market economy: An economic system where decisions about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.)
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict the time period to pre-Revolution.</p> <p>Limit the geographic area to the 13 Colonies.</p> <p>Limit trade to within and amongst the Colonies.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	economy, market economy, colonial, trade, goods, services, price, consumer, producer (of goods/services), market
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 Students will define trade.
	Tier 2 Students will identify a market economy. Students will identify examples of trade between American colonists.
	Tier 3 Students will define a market economy. Students will describe examples of trade between Early Americans.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 3	<p>In early America, the colonists had a market economy. They participated in trade.</p> <p>What are TWO examples of trade in the 13 colonies? Be sure to choose TWO.</p> <ul style="list-style-type: none">A. Exchanging fur for corn.B. Farming chickens for eggs to eat.C. Selling fish out of a boat.D. Giving children chores to do.E. Borrowing books from the library.

Reporting Category	Economics
Content Connector	5.4.3.a.1: List different types of trade barriers*. (*trade barriers: policies that hinder trade such as tariffs, quotas or embargos.)
IAS Standard	5.4.3: Define types of trade barriers*. (*trade barriers: policies that hinder trade such as tariffs, quotas or embargos.)
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>trade barriers: tariffs, quotas, embargoes.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	trade, trade barrier, tariff, quota, embargo
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 Students will identify a trade barrier.
	Tier 2 Students will identify a type of trade barrier.
	Tier 3 Students will identify types of trade barriers.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity:	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 2	<p>The U.S. trades goods with other countries. The U.S. government sometimes makes it harder for a country to sell their goods in the U.S. These are called trade barriers.</p> <p>Which is a trade barrier?</p> <p>A. a tariff</p> <p>B. a loan</p> <p>C. a profit</p>

Updated: 07/19

Reporting Category	Economics
Content Connector	5.4.4.a.1: Describe that society is impacted when people invent and/or change goods.
IAS Standard	5.4.4: Economics: Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict time period to pre-1900’s (Industrial Revolution).</p> <p>Limit inventions to: factory system, steel plow, cotton gin, steam engine, and railroads.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	society, invent (invention), goods, steam engine, cotton gin, steel plow, railroad, factory
Cognitive Complexity	3

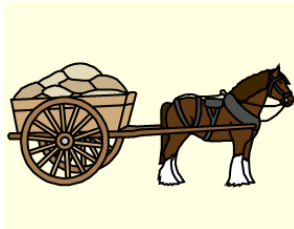
Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a way society was impacted by an invention.</p>
	<p>Tier 2 Students will identify a way society was impacted by an invention.</p>
	<p>Tier 3 Students will explain a way society was impacted by an invention.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

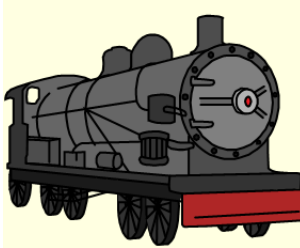
Tier 1

New inventions can change the way people live.

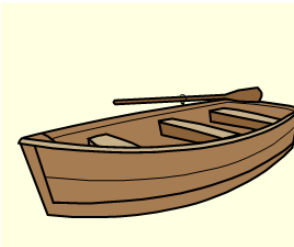
Which new invention in the 1800's helped people travel faster?



A.
horse and cart



B.
steam train



C.
rowboat

Reporting Category	Economics
Content Connector	5.4.5.a.1: Explain why it is important to have education and training to increase productivity. (*productivity: the number of goods and services produced in a period of time divided by the productive resources used.)
IAS Standard	5.4.5: Explain how education and training, specialization and investment in capital resources* increase productivity*. (*capital resources: goods, such as tools, buildings, and equipment, used in production.) (*productivity: the number of goods and services produced in a period of time divided by the productive resources used.)
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Education: vocational, college, trade school Training: on the job training, military training Productivity: goods and services produced.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	education, training (job), productivity, goods, services, resources
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a type of education or training. Students will identify productivity.</p>
	<p>Tier 2 Students will identify a connection between education/training and productivity.</p>
	<p>Tier 3 Students will explain how education or training improves productivity.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item

Tier 1

Ben wants to start a business selling cookies.

What does Ben need to know to succeed in his cookie business?



A.

like

(audio: why he likes cookies)



B.

make

(audio: how to make cookies)



C.

eat

(audio: how to eat cookies)

Reporting Category	Economics
Content Connector	5.4.6.a.1: Explain why certain careers are more common in one region than in another.
IAS Standard	5.4.6: Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Restrict time period to 1500’s–1800’s. Limit regions to coast, plains, forest, and mountains. Limit coastal careers to fishing, shipping cargo, and building ships. Limit plains careers to farming and hunting. Limit forest careers to trapping (fur), harvesting timber, and hunting. Limit mountain careers to guide, mining, and trapping (fur).</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	career, region (coast, plains, forest, mountain)
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	Tier 1 Students will match a career to its region.
	Tier 2 Students will identify match a region to a particular career.
	Tier 3 Students will explain why regions attract specific careers.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tool	N/A

Sample Item																	
Tier 3	American colonists did different jobs in different regions.																
	Match the job to the region where it occurred. Choose ONE region for each job.																
	<table border="1"> <thead> <tr> <th></th> <th>Coast</th> <th>Forest</th> <th>Plains</th> </tr> </thead> <tbody> <tr> <td>Fishing</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>Farming</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>Trapping</td> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>		Coast	Forest	Plains	Fishing	x			Farming			x	Trapping		x	
		Coast	Forest	Plains													
Fishing	x																
Farming			x														
Trapping		x															


Reporting Category	Economics
Content Connector	5.4.7.a.1: Explain how supply* and demand* impact the buying and selling of different items. (*supply: what producers are willing and able to sell at various prices) (*demand: what consumers are willing and able to buy at various prices)
IAS Standard	5.4.7: Predict the effect of changes in supply* and demand* on price. (*supply: what producers are willing and able to sell at various prices) (*demand: what consumers are willing and able to buy at various prices)
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>Limit examples of goods and services to those familiar to elementary students.</p>
Allowable Stimulus Material	graphics
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	supply, demand, impact, buying, selling, goods, services, producer (goods/services), consumer, price
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a good.</p>
	<p>Tier 2 Students will identify a service.</p>
	<p>Tier 3 Students will explain how supply and demand impact the buying and selling of different items.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity:	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
<p>Tier 3</p>	<p>Gas stations sell gasoline. Gasoline comes from oil. When there is more oil, more gasoline can be made.</p> <p>What happens when there is more gasoline available?</p> <p>A. more cars are sold</p> <p>B. tires need to be filled with air</p> <p>C. the price of gasoline goes down</p>

Reporting Category	Economics
Content Connector	<p>5.4.8.a.1: Compare and contrast how the prices of goods* or services* impact what people buy. (*goods: tangible objects, such as food or toys, that can satisfy people’s wants.) (*services: actions that someone does for someone else, such as dental care or trash removal.)</p>
IAS Standard	<p>5.4.8: Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history. (*goods: tangible objects, such as food or toys, that can satisfy people’s wants.) (*services: actions that someone does for someone else, such as dental care or trash removal).</p>
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support unless necessary. Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill. Tier 2 distractors should be possible misunderstandings of the concept or skill. Tiers 1 and 2: Limit money available in one item to whole dollars under \$10. Tier 3: Limit money available in one item to whole dollars under \$20.</p>
Allowable Stimulus Material	N/A
Context	No context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	compare, contrast, goods, services, price, selling, buying
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify whether an item can be purchased given a specific amount of money.</p>
	<p>Tier 2 Students will identify whether an item can be purchased given a specific amount of money.</p>
	<p>Tier 3 Students will compare two or more of the same item at different price points and determine which to buy to meet given criteria.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 1	<p>Sarah has 5 dollars.</p>  <p>Which shirt can Sarah buy?</p> <p>A. a \$5 shirt B. an \$8 shirt C. a \$10 shirt</p>

Reporting Category	Economics
Content Connector	5.4.9.a.1: Classify different ways people plan how to save and spend their money.
IAS Standard	5.4.9: Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support unless necessary.</p> <p>Tier 1 distractors should demonstrate clear misunderstanding of the concept or skill.</p> <p>Tier 2 distractors should be possible misunderstandings of the concept or skill.</p> <p>piggy bank (money jar); bank</p>
Allowable Stimulus Material	N/A
Context	<p>Spending: want or need must be clearly stated in the item.</p> <p>Planning: saving up money to buy what you really want.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	saving (money), spending (money), budget, bank account, planning
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Students will identify a reason to save money. Students will identify a reason to spend money.</p>
	<p>Tier 2 Students will identify a plan for saving money.</p>
	<p>Tier 3 Students will identify a plan for saving money to spend on a specific purpose.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Reference Tools	N/A

Sample Item	
Tier 3	<p>Jade saved money to buy a bike. She also wants to buy a bike helmet.</p> <p>What does Jade need to think about to have enough money to buy a helmet?</p> <p>A. the size of the bike B. the color of the bike C. the price of the bike</p>