



ISTEP+ Part 1 Item Sampler for Social Studies

Grades 5, 7

Updated September 2016

Part 1 ISTEP+

Sample Items:

The following items are samples, designed for use with

- teachers, as part of professional development, and
- students, to familiarize them with items aligned to the 2014 Indiana Academic Standards for Social Studies

There are two types of Social Studies items found in Part 1 of the ISTEP+ assessment:

- Constructed-response items, which are worth 2 points
- Extended-response items, which are worth 4 points

Grade 5 Constructed-Response Item

4. The Lost Colony

- 1585 First English people come to Roanoke Island to start a settlement.
- 1585 Unprepared to farm, the colonists face hunger and hardship and return to England.
- 1586 Colonists are sent again to Roanoke. They build a fort and begin to plant crops. Their leader, John White, returns to England for more food and supplies.
- 1590 White is delayed because of a war. When he returns, the colonists and their houses are gone. A carving on a post says CROATOAN, the name of the island south of Roanoke. White isn't able to travel to the island, and the colonists are never found.

Describe ONE way the second group of colonists at Roanoke was better prepared to create a lasting settlement in the Americas than the first group.

Give ONE explanation of what MOST LIKELY could have happened to the "lost colony."

Constructed-Response Item: Rubric and Answer

Scoring:

2 points: One key element for both parts
1 point: One key element for only one part
0 points: No key elements

4. Constructed-Response Item (History)

Key Element(s):

- **A way the second group of settlers were more prepared (any one of the following):**
 - They built a fort.
 - They planted crops.
 - They were more self-reliant than the first group.
 - They built structures to protect themselves from hardships due to weather.
 - They were willing to work hard in order to survive.
 - Other reasonable response
- **What could have happened to the "lost colony" (any one of the following):**
 - Its people started a settlement on the island named Croatoan
 - Its people became a part of the Native American Indian tribe living on Croatoan
 - Its people died due to a severe food shortage
 - Its people were attacked by Native American Indians
 - Its people were killed by a natural disaster
 - Its people died due to disease/illnesses
 - Its people drowned going to the next island
 - Other reasonable response

Grade 7 Extended-Response Item

5. Countries around the world have different standards of living.

Give TWO different reasons Japan has a relatively high standard of living.

1. _____

2. _____

Give TWO different reasons China has a relatively low standard of living.

1. _____

2. _____

Extended-Response Item: Rubric and Answer

Scoring:

<p>4 points: Two reasons Japan has a relatively high standard of living AND Two reasons China as a whole has a relatively low standard of living</p>
<p>3 points: Two reasons Japan has a relatively high standard of living AND One reason China as a whole has a relatively low standard of living OR One reason Japan has a relatively high standard of living AND Two reasons China as a whole has a relatively low standard of living</p>
<p>2 points: Two reasons Japan has a relatively high standard of living OR Two reasons China as a whole has a relatively low standard of living</p>
<p>1 point: One reason Japan has a relatively high standard of living OR One reason China as a whole has a relatively low standard of living</p>
<p>0 points: Other</p>

5. Extended-Response Item (Economics)

Key Element(s): (any two from each of the following areas)

- **Japan**
 - Japan manufactures and exports a variety of goods, such as cars, computers, and electronics.
 - Japan's government and industry leaders have worked together to build the national economy.
 - Japan has many port cities for trading
 - Japan encourages foreign investment
 - Japan's farming land is protected by the government and is very productive.
 - Other reasonable response

- **China**
 - China only recently industrialized, and the economic benefits of industrialization have not yet reached large parts of the country.
 - Until recently, China had a command economy that did not produce many consumer goods.
 - China has a large rural population that has not yet fully adopted modern technology.
 - Urban overcrowding leads to low-paying jobs.
 - China restricts foreign investment.

Resources

<http://www.doe.in.gov/assessment/istep-grades-3-8>

- Item Sampler
- Released Items and Scoring Notes
- Instructional and Assessment Guidance

Questions

- Please contact Adam Mastrucci for Social Studies-related assessment questions at amastrucci@doe.in.gov.
- For other questions, please contact the Office of Student Assessment by calling (317) 232-9050 or via email at INassessments@doe.in.gov.



**Indiana
Department of Education**

The background of the footer features a green wavy line representing a hill. Silhouettes of five people are shown walking up the hill from left to right. The first person is sitting on the ground, the second is walking, the third is walking, the fourth is walking, and the fifth is a graduate in a cap and gown.

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction