

ISTAR Social Studies Sample Items for Grades 5 and 7

This document provides examples of the types of items on the *ISTAR Assessment*. The sample items can serve as models when teachers are constructing items for classroom assessment. It should be noted that this document is not a practice test.

On this website, <http://www.doe.in.gov/assessment/alternate-assessments>, you may access other critical Social Studies information related to the ISTAR Assessments, such as:

- Test Blueprints
- Instructional and Assessment Guidance, including the Content Connectors

Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities. Three levels of items were created, called "tiers".

- **Tier 1** - Tier 1 questions use simple and direct language. Graphics are provided for most answer choices, along with text, which give students a visual support to answer the questions.
- **Tier 2** - Tier 2 questions are more complex than those in Tier 1. More introductory phrases may be included in the questions and fewer graphics in the answer choices than in Tier 1. There is a greater level of complexity in how students respond to the questions than in Tier 1.
- **Tier 3** - Tier 3 includes more detailed directions and questions. There is more text and few to no graphics in the answer choices. There may be more abstract ideas and inferencing in Tier 3. There is more complexity in how students respond to the questions than in Tier 2.

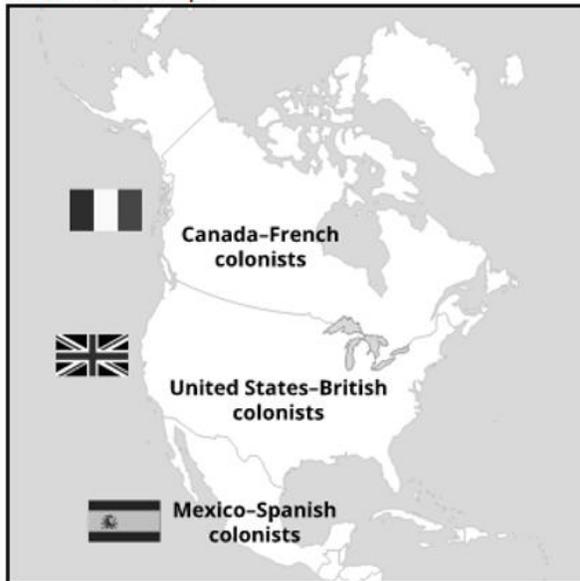
There are six sample questions with two items at each tier for each grade written to targeted standards and the corresponding content connectors, which show how the standard would be assessed differently for each tier.

These sample items represent standards that may be assessed during ISTAR Part 1 (Jan/Feb) and ISTAR Part 2 (April/May).

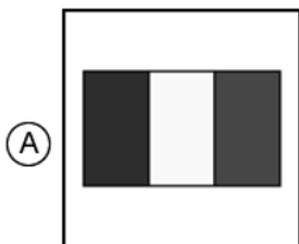
ISTAR Sample Items – Grade 5 Social Studies

Sample Item Information for Teachers	
Grade: 5	Tier: 1
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	Content Connector: 5.1.1.a.1 Different groups of people settled in North America for various reasons.

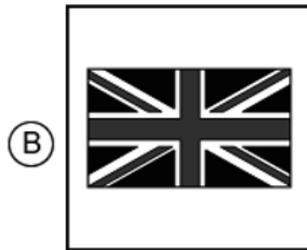
Look at the map.



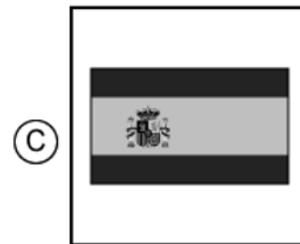
Where did **MOST** of the colonists in Mexico come from?



French colonists from France



British colonists from Britain



Spanish colonists from Spain

Sample Item Information for Teachers

Grade: 5	Tier: 2
Key: Britain: crops, Spain: gold	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	Content Connector: 5.1.1.a.1 Different groups of people settled in North America for various reasons.

Look at the map.



France, Britain, and Spain settled in North America.
France wanted fish. England wanted crops. Spain wanted gold.

What did each European country want when settling in North America?
Choose **ONE** in each row.

		
Britain		
Spain		

Sample Item Information for Teachers	
Grade: 5	Tier: 3
Key: fur, fish	Depth of Knowledge: 3 Link to DOK Wheel
Indiana Academic Standard: 5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	Content Connector: 5.1.1.a.1 Different groups of people settled in North America for various reasons.

Groups settled in North America to gain resources for their countries. France settled to get fish and fur. Settlers from Britain wanted to get crops. Spain settled to get gold.

What were two reasons France settled in North America? Choose **TWO**.

fur

fish

gold

crops

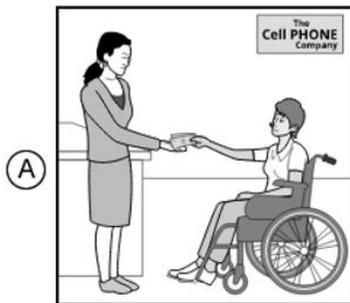
Sample Item Information for Teachers	
Grade: 5	Tier: 1
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household savings and spending decisions in early United States history and today.	Content Connector: 5.4.9.a.1 People plan how to save and spend their money.

Look at the picture of the woman paying her bills.

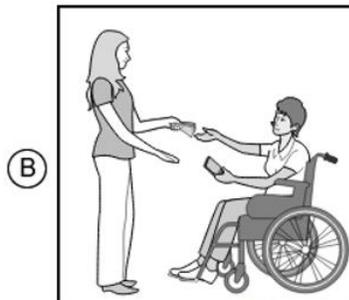


Every month Lori spends money to keep her cell phone.

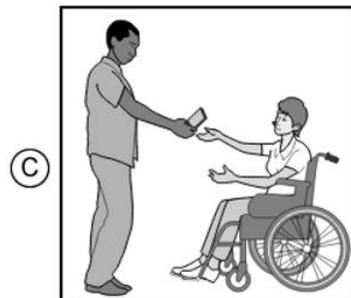
What does Lori do to keep her cell phone?



She spends money.



She sells her cell phone.



She borrows a cell phone from a friend.

Sample Item Information for Teachers	
Grade: 5	Tier: 2
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household savings and spending decisions in early United States history and today.	Content Connector: 5.4.9.a.1 People plan how to save and spend their money.

Look at the picture of Keesha counting money.



Keesha puts away some of her babysitting money every month to buy her grandmother a birthday present.

What is Keesha's plan to get her grandmother a birthday present?

- (A) Her parents are going to pay for it.
- (B) She is going to make the present in art class.
- (C) She is saving money to spend it on the present.

Sample Item Information for Teachers	
Grade: 5	Tier: 3
Key: saves	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household savings and spending decisions in early United States history and today.	Content Connector: 5.4.9.a.1 People plan how to save and spend their money.

Jane creates a budget by figuring out how much she makes and how much she has to spend. She puts away half of the money she makes every week to buy something special for her sister.

<input type="radio"/>	saves
<input type="radio"/>	spends
<input type="radio"/>	wastes

Jane half of her allowance each week so she can buy something special for her sister.

ISTAR Sample Items – Grade 7 Social Studies

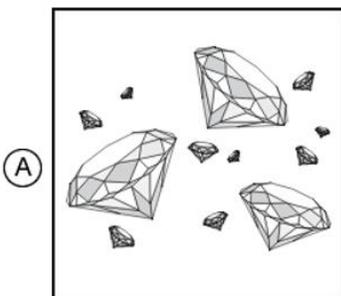
Sample Item Information for Teachers	
Grade: 7	Tier: 1
Key: B	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.	Content Connector: 7.1.3.a.1 Through trade, cultures and resources were exchanged.

Look at the map.

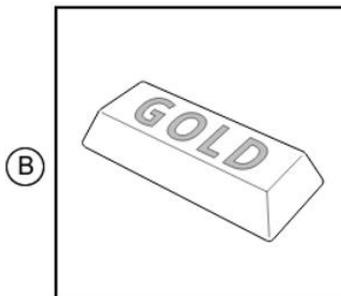


Nubia was an ancient kingdom with many gold mines.

Nubia traded its gold with Egypt. What did Nubia trade with Egypt?



diamonds



gold



corn

Sample Item Information for Teachers	
Grade: 7	Tier: 2
Key: B	Depth of Knowledge: 3 Link to DOK Wheel
Indiana Academic Standard: 7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.	Content Connector: 7.1.3.a.1 Through trade, cultures and resources were exchanged.

Look at the map.



The African Kingdom of Kongo sometimes traded with Portugal. Portugal brought its culture including Christianity to the Kongo.

<input type="radio"/>	Buddhism
<input type="radio"/>	Christianity
<input type="radio"/>	Judaism

Portugal brought to the Kongo.

Sample Item Information for Teachers	
Grade: 7	Tier: 3
Key: Askum Traded: silk, spices; Askum got: gold, emeralds	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.	Content Connector: 7.1.3.a.1 Through trade, cultures and resources were exchanged.

The kingdom of Askum traded silk and spices and got ivory, tortoise shells, gold and emeralds.

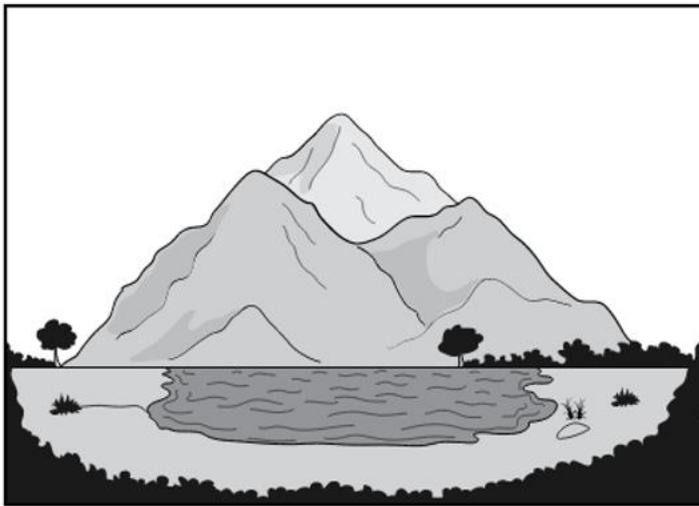
Which materials did the Askum trade and which materials did they get?
Choose **ONE** in each row.

	Askum Traded	Askum Got
silk	<input type="radio"/>	<input type="radio"/>
gold	<input type="radio"/>	<input type="radio"/>
spices	<input type="radio"/>	<input type="radio"/>
emeralds	<input type="radio"/>	<input type="radio"/>

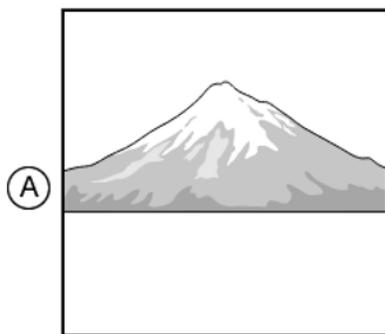
Sample Item Information for Teachers

Grade: 7	Tier: 1
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.	Content Connector: 7.3.4.a.1 Some key physical features include mountains, deserts, oceans, and rivers.

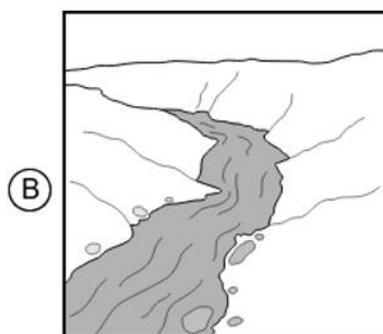
Look at the picture.



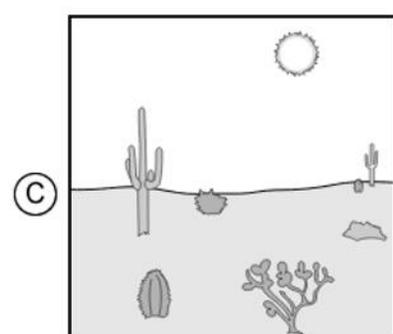
What is in this picture?



a mountain



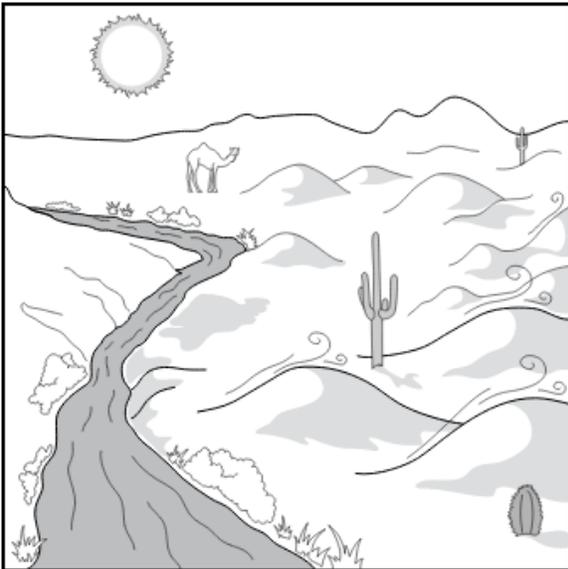
a river



a desert

Sample Item Information for Teachers	
Grade: 7	Tier: 2
Key: river, desert	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.	Content Connector: 7.3.4.a.1 Some key physical features include mountains, deserts, oceans, and rivers.

Look at the picture.



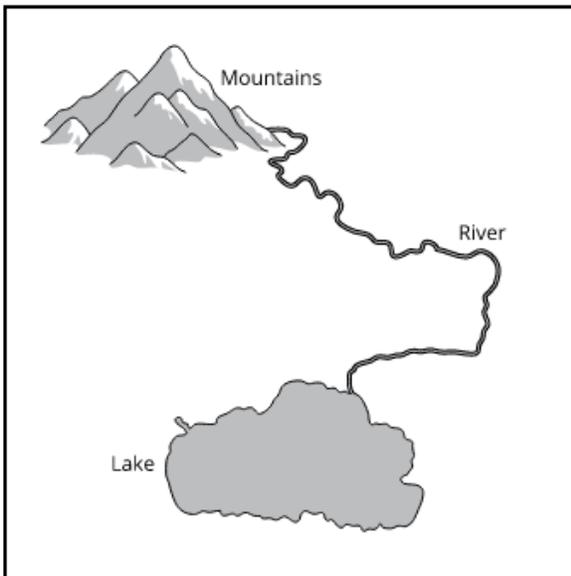
Choose **TWO** features that are in the picture.

- river
- forest
- desert
- mountains

Sample Item Information for Teachers

Grade: 7	Tier: 3
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.	Content Connector: 7.3.4.a.1 Some key physical features include mountains, deserts, oceans, and rivers.

Look at the map.



Which sentence describes the picture?

- (A) The lake is in the desert.
- (B) The mountain is in the lake.
- (C) The river flows from the mountain.