Utilizing the Released 2016 ISTEP+ Part 1 Released Items and Scoring Notes
Objectives

• **Purpose** of the ISTEP+ Scoring Notes
• **Item Types**
• **Scoring** of Items and **Rubrics**
• **Anchor Papers and Scoring Notes** for each content area
• Using these documents **in your classroom**
• Additional Instructional and Assessment resources
Purpose of the ISTEP+ Released Items and Scoring Notes

• to serve as a springboard for conversations with parents and students

• to serve as a resource for teachers
Contents of the ISTEP+ Released Items and Scoring Notes Documents

• a brief description of the types of questions
• a short summary of scoring rules utilized by the trained evaluators
• a copy of the rubrics—or scoring guides—used by evaluators to score student responses
• a copy of the released Applied Skills questions
• anchor papers—or sample student responses—used by evaluators to distinguish between score points
Types of questions included in the ISTEP+ Released Items and Scoring Notes Documents

– Constructed-Response (CR)
– Extended-Response (ER)
– Writing Prompt (WP)
Scoring Information

• Test items are scored using the ISTEP+ rubric specific to the item type and content area.
• Test items are scored by trained evaluators.
• Anchor papers are used as clear examples of responses that have earned each different score point, and scoring notes explain how those points were achieved.
**English/Language Arts Item Types**

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Score Reporting Categories</th>
<th>Scoring Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructed-Response (CR)</td>
<td>Reading</td>
<td>2-pt. CR Rubric (Grades 3-8, 10)</td>
</tr>
</tbody>
</table>
| Writing Prompt (WP)       | Writing                    | 6-pt. Writing Applications Rubric (Grades 3-4, 5-8, 10)  
                                 |                                                      | 4-pt. Language Conventions Rubric (Grades 3-4, 5-8, 10) |
Constructed-Response (CR) Item and Rubric

1. How does the narrator’s use of descriptive language contribute to the reader’s understanding of the setting? Support your answer with details from the story.

2. What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

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**English/Language Arts
2-point Constructed-Response (CR) Rubric**

2 points Proficient
The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.

1 point Partially Proficient
The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.

0 point Not Proficient
The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.
Question 2, Sample A – Score Point 2

What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

The effect of Jason’s waving at the onlookers reassures Catherine that he is having a good time “running”. This effects the outcome because if he didn’t wave to onlookers Catherine might have gotten worried that he wasn’t having fun and they might not have finished there “run”.

Scoring Notes: This response fulfills all the requirements of the task. The information provided in the response adequately explains how Jason’s waving affected the events in the passage by explaining how it affected the onlookers’ perception (The effect of Jason’s waving at the onlookers reassures Catherine that he is having a good time “running”). The response goes on to explain how this led to Catherine and Jason going around the parking lot a second time (… if he didn’t wave to onlookers Catherine might have gotten worried that he wasn’t having fun and they might not have finished there “run”).
Writing Prompt (WP) Item and Rubrics

The narrator, Julia, and her friend, Patrick, work together on their state quarters project. Based on the excerpt, write an essay describing how their characters are similar and different, and explain whether their personalities make it easy or difficult for them to work together.

Be sure to include:
- an explanation of whether it is easy or difficult for them to work together
- examples from the excerpt of how the characters are similar and different
- an introduction, a body, and a conclusion for your essay

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.

“Two Places to Call Home” is written from the young boy’s point of view. It shows how he sees things and what he thinks about his trip. What if the story were written from another character’s point of view? Imagine you can hear all the thoughts of the grandmother, mother, or the grandfather. Select a character and retell the story from that character’s point of view.

WP Items
- good descriptive details
- strong character development
- a beginning, a middle, and an end to your story

Writing Rubrics

Grammar & Usage Rubric

IMAGINING THE POSSIBILITIES
Indiana Department of Education
Writing Prompt

The narrator, Julia, and her friend, Patrick, work together on their state quarters project. Based on the excerpt, write an essay describing how their characters are similar and different, and explain whether their personalities make it easy or difficult for them to work together.

Be sure to include

- an explanation of whether it is easy or difficult for them to work together
- examples from the excerpt of how the characters are similar and different
- an introduction, a body, and a conclusion for your essay

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.
Even though Julia and Patrick have differences it is still easy for them to work together. The only state quarter left for them to find is Connecticut. Which shows you, if they could find all fifty-one other state quarters you can still work together if you have differences.

A reason the two children are different is because Julia likes hands-on and Patrick likes to do research. Some jobs that Julia has to do because they go with hands-on are to find a pair of two quarters for each state, cut, paste, build, sew, and point. Patrick has to do all the research about each state quarter. He also has a little notebook to record when and where they find each quarter. He also keeps track of which ones they need. Even though they both had their individual jobs, they weren’t stuck about it. and sometimes switched. Patrick would do hands-on and Julia would do the research. Another difference they have is Julia loves the part of looking for the quarters, and her ally, Patrick, it drives him crazy.

Even though they have a lot of differences they still have some similarities. For example, both of the two’s favorite quarter is the Connecticut state quarter. The quarter is Patrick’s favorite because there is a tremendously fascinating story behind the picture of the tree, which is imprinted on the back of their sacred Connecticut quarter. It is somewhat like a spy story. “Way back in the colonial times that wanted to tear up Connecticut’s government charter. There was this meeting where the king’s men were going to tear up the charter, and suddenly the candles got blown out so the room was all dark, and when they got the candles lit again, the charter was gone. Some guy had escaped with it, and hid it in a hollow tree- the tree on the coin.” Now Julia has a different reason for it being her favorite. First, it’s on her mind a lot. Second, she likes it because the tree is so pretty, and she often wonders how hard it had been to carve all those tiny little branches on the tree. Another reason they are alike is because they both enjoy the same hobby- collecting each state’s quarter.

These are all the reasons that even though Julia and Patrick have many differences and similarities, they can still work together easily through teamwork to find their fantastic, beloved, sacred Connecticut state quarter.
## Mathematics Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
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<th>Scoring Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructed-Response (CR)</td>
<td>Number Sense Computation, Algebraic Thinking and Data Analysis, Geometry and Measurement, Mathematical Process</td>
<td>2-pt. CR Content Rubric (Grades 3-8, 10) 2-pt. CR Process Rubric (Grades 3-8, 10)</td>
</tr>
<tr>
<td>Extended-Response (ER)</td>
<td>Number Sense Computation, Algebraic Thinking and Data Analysis, Geometry and Measurement, Mathematical Process</td>
<td>3-pt. ER Content Rubric (Grades 3-8, 10) 3-pt. ER Process Rubric (Grades 3-8, 10)</td>
</tr>
</tbody>
</table>
Constructed-Response (CR) Item and Rubric

**Question 1**

1. Mr. Green bought a package of 25 stickers. The table shows the fraction of stickers left over at the end of class on Monday and Tuesday.

<table>
<thead>
<tr>
<th>Fraction of Stickers Left Over Each Day</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20/25</td>
<td>15/25</td>
</tr>
</tbody>
</table>

**Part A**

Write a fraction to show the difference between the fraction of stickers left over on Monday and the fraction of stickers left over on Tuesday.

**Show All Work**

**Answer**

**Part B**

Mr. Green gives away the SAME number of stickers each day. How many days, after Tuesday, will it take for Mr. Green to give away ALL the stickers in the package? Use words, pictures, and/or symbols to explain your answer.

---

**Constructed-Response Rubric**

**Content Rubric**

2 A score of two indicates a thorough understanding of the mathematical concepts embodied in the task. The response
   - shows algorithms, computations, and other content related work executed correctly and completely.

1 A score of one indicates a partial understanding of the mathematical concepts embodied in the task. The response
   - contains errors in the execution of algorithms, computations, and/or other content related work.

0 A score of zero indicates limited or no understanding of the mathematical concepts embodied in the task.

**Process Rubric**

2 A score of two indicates a thorough understanding of the problem-solving concepts embodied in the task. The response
   - shows an appropriate strategy to solve the problem, and the strategy is executed correctly and completely.
   - identifies all important elements of the problem and shows a complete understanding of the relationships among them.
   - provides clear and complete explanations and/or interpretations when required.

1 A score of one indicates a partial understanding of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response
   - shows an appropriate strategy to solve the problem. However, the execution of the strategy contains errors and/or is incomplete.
   - identifies some of the important elements of the problem and shows a general understanding of the relationships among them.
   - provides incomplete, partial, or unclear explanations and/or interpretations when required.

0 A score of zero indicates limited or no understanding of the problem-solving concepts embodied in the task.
Math Constructed-Response Anchor Paper

Question 1, Sample A – Algebraic Thinking Score Point 2; Process Score Point 2

Part A
Write a fraction to show the difference between the fraction of stickers left over on Monday and the fraction of stickers left over on Tuesday.

Show All Work
\[
\frac{20}{25} - \frac{15}{25} = \frac{5}{25} \div 5 \cdot \frac{1}{5}
\]
\[
\begin{align*}
20 - 15 &= 5 \\
15 - 5 &= 10 \\
70 - 5 &= 5 \\
5 \cdot 5 &= 0
\end{align*}
\]

Answer \(\frac{5}{5} = \frac{1}{5}\)

Part B
Mr. Green gives away the SAME number of stickers each day.
How many days, after Tuesday, will it take for Mr. Green to give away ALL the stickers in the package? Use words, pictures, and/or symbols to explain your answer.

It will take 3 more days because on Monday he gave away 5 stickers. On Tuesday he also gave away 5 stickers. The pattern would go on for 3 more days and he would have no stickers left.

Scoring Notes: The response demonstrates a thorough understanding of solving real-world problems with fractions with correct computation of fractions for Parts A and B. The response demonstrates a thorough understanding of making sense of problems and persevering in solving those problems with a correct fraction of stickers in Part A and a correct number of days in Part B. This response receives two points for content and two points for process.
Extended-Response (ER) Item and Rubric

**Content Rubric**

3 A score of three indicates a **thorough understanding** of the mathematical concepts embodied in the task. The response:
   - shows algorithms, computations, and other content related work executed correctly and completely.

2 A score of two indicates a **partial understanding** of the mathematical concepts embodied in the task. The response:
   - shows an attempt to execute algorithms, computations, and other content related work correctly and completely; computation errors or other minor errors in the content related work may be present.

1 A score of one indicates a **limited understanding** of the mathematical concepts embodied in the task. The response:
   - contains major errors, or only a partial process.
   - contains algorithms, computations, and other content related work which may only be partially correct.

0 A score of zero indicates **no understanding** of the mathematical concepts embodied in the task.

**Process Rubric**

3 A score of three indicates a **thorough understanding** of the problem-solving concepts embodied in the task. The response:
   - shows an appropriate strategy to solve the problem, and the strategy is executed correctly and completely.
   - identifies all important elements of the problem and shows a complete understanding of the relationships among them.
   - provides clear and complete explanations and/or interpretations when required.

2 A score of two indicates a **partial understanding** of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response:
   - shows an appropriate strategy to solve the problem. However, the execution of the strategy lacks an essential element.
   - identifies some of the important elements of the problem and shows a general understanding of the relationships among them.
   - provides incomplete or unclear explanations and/or interpretations when required.

1 A score of one indicates a **limited understanding** of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response:
   - shows an appropriate strategy to solve the problem. However, the execution of the strategy is applied incorrectly and/or is incomplete.
   - shows a limited understanding of the relationships among the elements of the problem.
   - provides incomplete, unclear, or omitted explanations and/or interpretations when required.

0 A score of zero indicates **no understanding** of the problem-solving concepts embodied in the task.
While a storm, a 500-liter tank is completely filled with rainwater. After the storm, the water begins to evaporate. The volume of the water decreases by approximately 2.6 liters each day.

**Part A**

Write an equation to model the relationship between the volume of water in the tank and the number of days the water has been evaporating. Be sure to define your variables.

**Define the variables**

- $d = \text{number of days}$
- $a = \text{amount of water left}$

**Equation**

$500 - 2.6d = a$

**Part B**

What are the slope and $y$-intercept in your equation and what do they represent in this situation?

**Slope**

The amount of water evaporating per day.

**$y$-intercept**

The starting amount of water in the tank.

**Part C**

What was the volume of water, in liters, in the tank 20 days after the storm ended?

**Show All Work**

$500 - 2.6(20) = a$

$500 - 52 = a$

$448 = a$

**Answer** 448 liters

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Scoring Notes: The response indicates a partial understanding of algebra and functions by giving a correct equation in Part A and describing the slope and $y$-intercept appropriately in Part B. However, no values are given for the slope and $y$-intercept in Part B. The response indicates a partial understanding of the mathematical process by giving vague variable definitions in Part A but providing a correct setup and solution to Part C. This response receives two points for content and two points for process.
## Science Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Score Reporting Categories</th>
<th>Scoring Method</th>
</tr>
</thead>
</table>
| Constructed-Response (CR) | Physical Science  
Life Science  
Science, Engineering and Technology  
The Nature of Science  
The Design Process       | 2-pt. CR Rubric  (Grades 4 & 6)                                                   |
| Extended Response (ER)  | Physical Science  
Earth Science  
Life Science  
Science, Engineering and Technology  
The Nature of Science  
The Design Process       | 4-pt. ER Rubric  (Grades 4 & 6)                                                   |
1. Landslides can occur in the mountains after heavy rain from a storm. What happens during a landslide?

Why are landslides a concern for farmers living at the bottom of a mountain?

Key Element(s):

Any response indicating that large amounts of earth (soil, dirt, rocks, etc.) move quickly down the mountain.

Any response indicating that the current farmland could be covered up by the dirt from the mountain and/or change of soil type and/or loss of farming equipment under the landslide.

Rubric:

2 points  Two key elements
1 point   One key element
0 points  Other
Landslides can occur in the mountains after heavy rain from a storm. What happens during a landslide? 
Trees, mud, rocks, and plants fall down a hill or mountains.

Why are landslides a concern for farmers living at the bottom of a mountain? The stuff that falls down can hurt their animals and crops, and ruin things.

Scoring Notes: Part one of the response correctly describes what occurs during a landslide. Part two of the response correctly describes a concern for farmers living at the bottom of a mountain. This response receives two points for two correct key elements.
4. A student hypothesizes that a combination of salt and visible light is required in order to degrade the type of plastic used to make the rings that hold packs of beverages together. The student follows the procedure listed below.

1. Place 1 gram (g) of plastic in each of three small beakers.
2. Add 25 milliliters (mL) of either salt solution or distilled water.
3. Cover each beaker and place under either visible or infrared light.
4. After 5 days, rinse and dry the plastic and determine its mass.

The results are shown in the following table.

<table>
<thead>
<tr>
<th>Beaker</th>
<th>Solution Added (25 mL)</th>
<th>Type of Light</th>
<th>Mass of Plastic (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Initial</td>
</tr>
<tr>
<td>A</td>
<td>Salt</td>
<td>Visible</td>
<td>1.0</td>
</tr>
<tr>
<td>B</td>
<td>Salt</td>
<td>Infrared</td>
<td>1.0</td>
</tr>
<tr>
<td>C</td>
<td>Distilled water</td>
<td>Infrared</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Photodegradation of Plastic Rings

After analyzing the data, the student claims that the results support his hypothesis. However, one of his classmates correctly claims that one more control beaker (Beaker D) should have been tested.

Describe the solution, type of light, and initial mass of plastic that should go in Beaker D.

Explain why knowing the results for Beaker D is important in determining whether the experiment supports the student’s original hypothesis.

Describe a LIKELY reason why it appears that the plastic in Beaker C gained mass during the experiment.

Describe ONE additional way the student could improve the experimental setup.
Extended-Response Rubric

- Beaker D should contain 1 g of plastic, 25 mL of distilled water, and be placed in regular light.
- Other valid response

This is an important control because the student’s hypothesis is that both NaCl and regular light are required for degradation of the plastic. This control will allow the student to determine whether regular light can degrade the plastic in the absence of NaCl.
- Other valid response

The plastic in Beaker C appears to gain a very small amount of mass. This small amount could be due to the limits of accuracy of the method used to measure the mass.
- The plastic wasn’t completely dried, so a small amount of water was accidently included in the mass of the plastic.
- Other valid response

One way to improve the experiment would be to increase the number of trials for each of the experimental conditions.
- Other valid response

Rubric:

4 points  Four key elements
3 points  Three key elements
2 points  Two key elements
1 point  One key element
0 points  Other
After analyzing the data, the student claims that the results support his hypothesis. However, one of his classmates correctly claims that one more control beaker (Beaker D) should have been tested.

Describe the solution, type of light, and initial mass of plastic that should go in Beaker D.

There should be 1 gram of plastic in Beaker D, it should be filled with 25 ml of distilled water and placed under visible light.

Explain why knowing the results for Beaker D is important in determining whether the experiment supports the student's original hypothesis.

It is important because if the plastic in the salt solution under visible light could degrade just as fast as the plastic in distilled water under visible light. This would mean that the salt doesn't affect degradation.

Describe a LIKELY reason why it appears that the plastic in Beaker C gained mass during the experiment.

There may have been a little bit of water that was still on the plastic when the student weighed it.

Describe ONE additional way the student could improve the experimental setup.

The student could have made sure all of the beakers stayed the same temperature for the five days.

Scoring Notes: Part one of the response correctly describes the solution, light, and mass of plastic necessary for Beaker D. Part two of the response correctly explains why Beaker D is necessary in this experiment. Part three of the response correctly identifies a likely reason the mass of the plastic increased. Part four of the response correctly describes an additional improvement to the experimental setup. This response receives four points for four key elements.
# Social Studies Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Score Reporting Categories</th>
<th>Scoring Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructed-Response (CR)</td>
<td>History Civics and Government Geography Economics</td>
<td>2-pt. CR Rubric (Grades 5 and 7)</td>
</tr>
<tr>
<td>Extended Response (ER)</td>
<td>History Civics and Government Geography Economics</td>
<td>4-pt. ER Rubric (Grades 5 and 7)</td>
</tr>
</tbody>
</table>
Question 3: Economics

The map below shows trade between Great Britain and the American colonies during the 1700s.

**Colonial Trade—1700s**

Great Britain

Furs, Fish, Fruit,
Lumber, Tobacco, Rice, Indigo

Manufactured Goods

American Colonies

**ATLANTIC OCEAN**

Why did American colonists need to import manufactured goods from Great Britain?

_________________________________________________________________________________________
                                                                                             
_________________________________________________________________________________________

How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

_________________________________________________________________________________________
                                                                                             
_________________________________________________________________________________________
Constructed-Response (CR) Item Rubric

Key element(s):

Why American colonists imported manufactured goods:
- It gave them access to goods they could not make/were difficult to make.
- They could live more comfortably with access to manufactured goods.
- Businesses benefited from having manufactured goods that were needed.
- The manufactured goods were of better quality.
- They preferred/were familiar with specific goods in Great Britain.
- other reasonable response*

How both Great Britain and the American colonies benefited:
- It gave them access to foods/products they could not grow.
- They could buy foods/products more cheaply.
- other reasonable response*

*see Rubric Addendum for some additional reasonable responses

Rubric Addendum

Why American colonists imported manufactured goods:
- Getting goods to survive

How both Great Britain and the American colonies benefited:
- To make money/profit
- Britain lacks resources
- America lacks factories

Rubric:

2 points One way American colonists benefited from the trade and one way British citizens benefited from trade.
1 points One way American colonists benefited from the trade OR one way British citizens benefited from trade.
0 points Other
3 The map below shows trade between Great Britain and the American colonies during the 1700s.

Colonial Trade—1700s

Why did American colonists need to import manufactured goods from Great Britain?

The Americans needed manufactured goods because they could not make many manufactured goods.

How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

Britain did not have a lot of these resources, and America did not have very many factories.

Scoring Notes: The response contains a correct reason why American colonists needed to import manufactured goods (they could not make many manufactured goods) (rubric bullet 1). The response also contains a correct reason why both benefited from trading with each other (Britain did not have a lot of these resources, and America did not have very many factories) (rubric bullet 1). This response receives two points for two correct key elements.
Extended-Response (ER) Item

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>Estimated GDP per Capita (2008 U.S. dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>38,100</td>
</tr>
<tr>
<td>Japan</td>
<td>34,200</td>
</tr>
<tr>
<td>China</td>
<td>6,000</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>1,500</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

1) ____________________________________________

2) ____________________________________________

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

1) ____________________________________________

2) ____________________________________________
Extended-Response (ER) Rubric

Key element(s):
Part 1—Ways that the standard of living of countries with a higher GDP per capita probably differs from the standard of living of countries with a lower GDP per capita:
The countries with a higher GDP per capita probably have (any two of the following):
- A higher literacy rate
- A better education system
- A better health care system
- A lower infant mortality rate
- A better sanitation system
- Better housing
- A better transportation system
- Greater wealth
- Other reasonable responses*

Part 2—Actions that a country with a low GDP per capita might take to increase its GDP:
A country with a low GDP per capita might (any two of the following):
- Invest in education
- Invest is construction of roads and other infrastructure
- Explore for more natural resources
- Increase trade with other countries
- Pass laws to protect property rights
- Pass laws to lower business taxes/lower business expenses
- Try to eliminate corruption by government officials
- Try to encourage foreign investment
- Try to improve sanitation for workers
- Try to improve the diets of workers
- Increase industry/manufacturing
- Create more jobs
- Other reasonable response

Scoring Note: In Part 1, although all key elements relate only to countries with a high GDP, students will receive credit for describing the opposite in relation to countries with a low GDP. However, students will only receive credit for each key element once.

*See Rubric Addendum

Rubric Addendum

Part 1—Ways that the standard of living of countries with a higher GDP per capita probably differs from the standard of living of countries with a lower GDP per capita:
The countries with a higher GDP per capita probably have (any two of the following):
- Indoor Plumbing
- Better food and clothes

Part 2—Actions that a country with a low GDP per capita might take to increase its GDP:
A country with a low GDP per capita might (any two of the following):
- Make new products
- Sell oil
- Export food/grow different crops
- Borrow money from a country with high GDP (investment).

Unacceptable responses include
- Spending less money (too vague)

Rubric:

4 points Two key elements for Part 1 and two key elements for Part 2
3 points Two key elements for Part 1 and one key element for Part 2 OR One key element for Part 1 and two key elements for Part 2
2 points Two key elements for Part 1 and no key elements for Part 2 OR no key elements for Part 1 and two key elements for Part 2 OR one key element for each part
1 point One key element for Part 1 OR one key element for Part 2
0 points Other
The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries. Study the information in the table.

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<tr>
<td>Bangladesh</td>
<td>1,500</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

1) One action a country might take to increase its GDP might be to build more schools to promote higher education.

2) Another action a country might take to increase its GDP might be to start more businesses so more people can have jobs.

Scoring Notes: The response for Task 1 contains three correct ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita, and (a wider variety of higher paying jobs) (rubric bullet 1). The response for Task 2 contains three correct actions that a country with a low GDP per capita might take to increase its GDP per capita (build more schools to promote higher education), and (start more businesses so more people can have jobs) (rubric bullet 2). Promoting business reflects bullets such as lowering taxes, building infrastructure, better transportation, etc. Overall, this response receives four points for four correct key elements.
Classroom Uses for the ISTEP+ Released Items and Scoring Notes

• For ELA and Math, use the scoring rubrics for the open-ended items on your classroom assignments and assessments.

• For all content areas, use the Instructional and Assessment Guidance and Assessment Vocabulary in conjunction with the Released Items and Scoring Notes to create items aligned to your corporation’s curriculum.
Resources

• Released Items and Scoring Notes
  • www.doe.in.gov/assessment/istep-grades-3-8
  • http://www.doe.in.gov/assessment/istep-grade-10

• English/Language Arts Rubrics
  • http://www.doe.in.gov/assessment/englishlanguage-arts-rubrics

• Math Rubrics
  • www.doe.in.gov/assessment/istep-grades-3-8
  • http://www.doe.in.gov/assessment/istep-grade-10

• Instructional and Assessment Guidance
  • www.doe.in.gov/assessment/istep-grades-3-8

• Assessment Vocabulary
  • www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary
What other resources are available?

• Teacher’s Toolbox

• From the College and Career Readiness Team
  • English/Language Arts Resources
    www.doe.in.gov/standards/englishlanguage-arts
  • Math Resources
    www.doe.in.gov/standards/mathematics
  • Science Resources
    www.doe.in.gov/standards/science-computer-science
  • Social Studies Resources
    www.doe.in.gov/standards/social-studies
Questions

• Please contact the following staff members if you have questions:

  ELA – Jennifer Stargel (Gr. 3-5) jstargel@doe.in.gov
    Erin Thompson (Gr. 6-8, 10) ethompson@doe.in.gov
  Math – Mary Williams (Gr. 3-5) mwilliams@doe.in.gov
    Joe Staten (Gr. 6-8, 10) jstaten@doe.in.gov
  Science – Ben Kemp bkemp@doe.in.gov
  Social Studies – Adam Mastrucci 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.