



ISTEP+: Grade 5

Social Studies

Released Part 1 Applied Skills (open-ended) Items
and Scoring Notes

Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- 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 (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

Question Types

This document addresses questions from *ISTEP+* Part 1. Students demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

Scoring

The questions on *ISTEP+* Part 1 are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

ISTEP+ Part 1: Social Studies		
Question Type	Score Reporting Categories	Scoring Method
Constructed-Response (CR)	History Civics and Government Geography Economics	2-pt. CR Rubric (Grades 5 and 7)
Extended Response (ER)	History Civics and Government Geography Economics	4-pt. ER Rubric (Grades 5 and 7)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

Item #1
Constructed-Response

Question 1: History

The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) _____

- 2) _____

Key element(s):

Reasons some Europeans moved to the Americas (any two of the following):

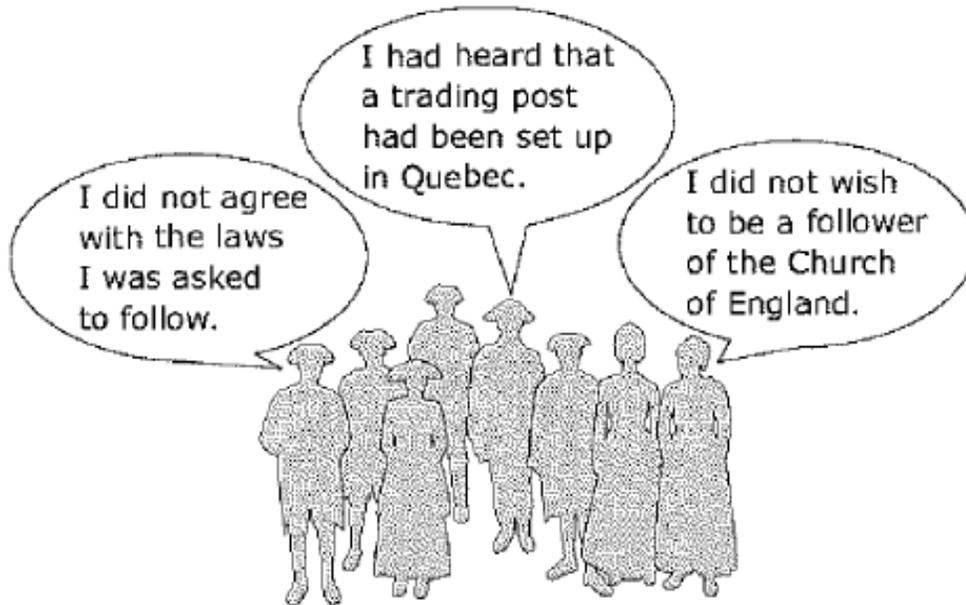
- to make money in the fur trade
- to trap animals to trade
- to start a business at the trading post
- to engage in trade
- to make money
- to start a new life
- to have more opportunities
- to have religious freedom
- to worship in one's own way
- to avoid religious persecution
- to have a voice in government
- to get away from the rule of the king
- to live where people have a say in government
- to enjoy a democratic way of life
- to escape debt
- to join family already living in the Americas
- to gain fame through exploration
- to start a new colony
- to own land
- to convert Native American Indians to Christianity
- to gain more political freedom
- other reasonable responses

Rubric:

2 points	Two key elements
1 points	One key element
0 points	Other

Question 1 – Sample A – Score Point 2

- 1** The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) They came for religious freedom.
- 2) They came for land.

Scoring Notes: The response contains two correct reasons some Europeans moved to the Americas prior to 1800 (religious freedom; came for land) (rubric bullets 8, 19). This response receives two points for two correct key elements.

Question 1 – Sample B – Score Point 2

- 1** The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



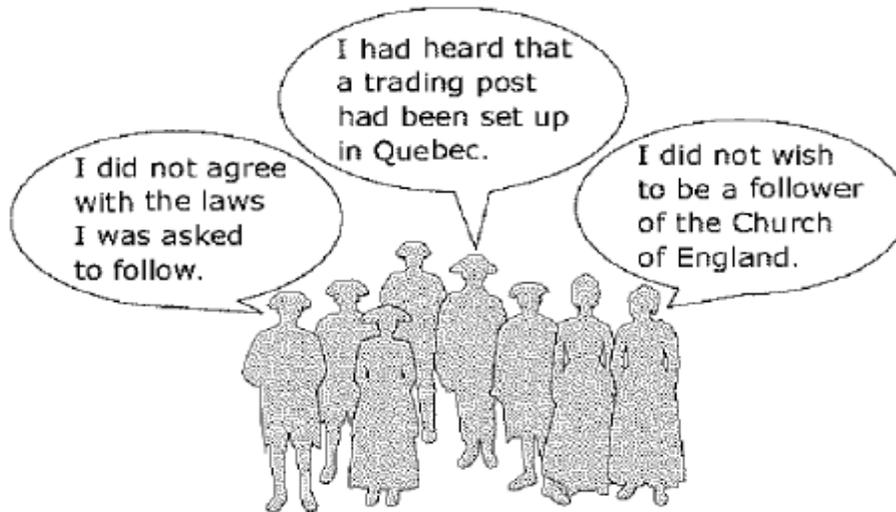
Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) Europeans' thought they would be
a little more free.
- 2) Europeans' would live better there
and have a better life.

Scoring Notes: The response contains two correct reasons some Europeans moved to the Americas prior to 1800 (they would be a little more free; live better there) (rubric bullets 14, 6). This response receives two points for two correct key elements.

Question 1 – Sample C – Score Point 1

- 1** The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



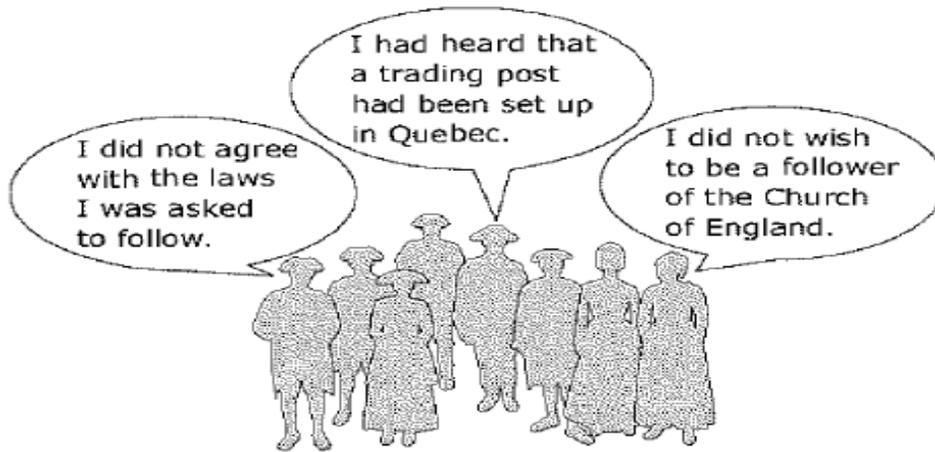
Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) Some of them didn't want to go to the Church of England,
- 2) A lot of people didn't like it.

Scoring Notes: The response contains one correct reason some Europeans moved to the Americas prior to 1800 (didn't want to go to the Church of England) (rubric bullet 8). The second proposed reason (A lot of people didn't like it) is not clearly about religion, politics, money, family, or some other valid reason, so it cannot receive credit. Overall, this response receives one point for one correct key element.

Question 1 – Sample D – Score Point 1

- 1** The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



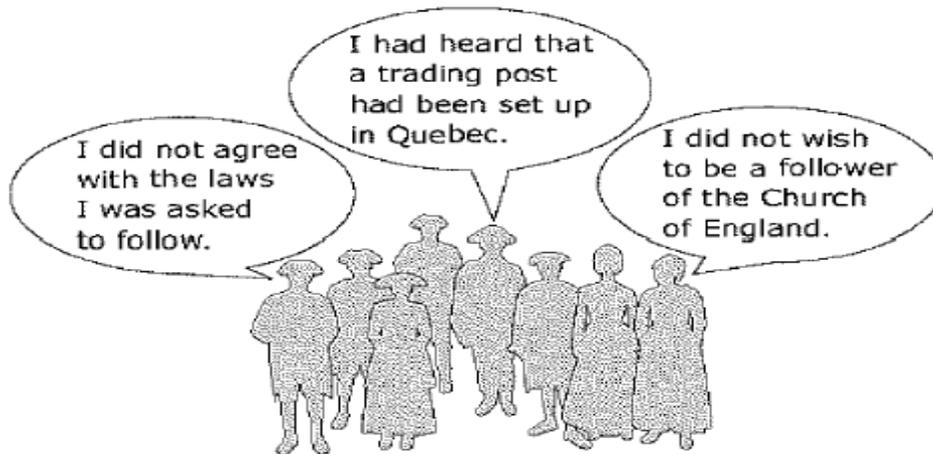
Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) They wanted more land.
- 2) They where Nice. people and they wanted Frindship.

Scoring Notes: The response contains one correct reason some Europeans moved to the Americas prior to 1800 (They wanted more land) (rubric bullet 19). The second proposed reason (They where nice people and they wanted frindship) is not clearly about religion, politics, money, family, or some other valid reason, so it cannot receive credit. Overall, this response receives one point for one correct key element.

Question 1 – Sample E – Score Point 0

- 1** The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) Some moved because they had too
- 2) maybe they had to because they didnt like it in Europe

Scoring Notes: The response contains no correct reasons some Europeans moved to the Americas prior to 1800 (Some moved because they had too; they had to because they didn't like it in Europe). Neither proposed reason is clearly about religion, politics, money, family, nor some other valid reason, so the reasons cannot receive credit. This response receives zero points for zero correct key elements.

Question 1 – Sample F – Score Point 0

- 1** The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) They seem like America
is different from there country.
- 2) They don't like America that
much.

Scoring Notes: The response contains no correct reasons some Europeans moved to the Americas prior to 1800 (They seem like America is different from there country; They don't like America that much). Neither proposed reason is clearly about religion, politics, money, family, nor some other valid reason, so the reasons cannot receive credit. This response receives zero points for zero correct key elements.

Item #2
Constructed-Response

Question 2: Civics and Government

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

- 1) _____

- 2) _____

Describe ONE way the members of the group are being good citizens.

Rubric

Key element(s):

Rights (any two of the following):

- right to assemble/meet in groups
- right to freedom of speech
- right to petition government leaders
- right to freedom of the press
- other reasonable response*

Good citizens (any one of the following):

- They are working to make the community safer
- They are working to make changes using peaceful methods
- They are notifying people in the community of a problem/safety hazard
- They are getting people in the community involved in solving a problem
- They are working together
- Other reasonable response

***See Rubric Addendum**

Rubric Addendum

Rights:

- right to protest

Rubric:

2 points	Two rights citizens are using and explanation of how they are being good citizens
1 points	Two rights citizens are using OR explanation of how they are being good citizens OR one right citizens are using and an explanation of how they are being good citizens
0 points	Other

Question 2 – Sample A – Score Point 2

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

- 1) They Used Freedom of speech
- 2) They also used freedom of press

Describe ONE way the members of the group are being good citizens.

They're trying to not get anyone hurt.

Scoring Notes: The response contains two correct rights stated in the Bill of Rights used by the members of the group (Freedom of speech; freedom of press) (rubric bullets 2 and 4) and one correct way the members of the group are being good citizens (trying to not get anyone hurt) (rubric bullet 1). This response receives two points for two correct key elements.

Question 2 – Sample B – Score Point 2

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

1) Freedom of speech,

2) Freedom to gather in groups,

Describe ONE way the members of the group are being good citizens.

They want safety,

Scoring Notes: The response contains two correct rights stated in the Bill of Rights used by the members of the group (Freedom of speech; freedom to gather in groups) (rubric bullets 2 and 1) and one correct way the members of the group are being good citizens (They want safty) (rubric bullet 1). This response receives two points for two correct key elements.

Question 2 – Sample C – Score Point 1

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

- 1) People have a right to be safe.
- 2) People have a right to speak freely or to speak what they believe.

Describe ONE way the members of the group are being good citizens.

The members are good citizens because they care about the safety of others

Scoring Notes: The response contains one correct right stated in the Bill of Rights used by the members of the group (right to speak freely) (rubric bullet 2). A response must contain two correct rights to receive credit for the first portion of the response. The response contains one correct way the members of the group are being good citizens (care about the safety of others) (rubric bullet 1). This response receives one point for one correct key element.

Question 2 – Sample D – Score Point 1

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

- 1) They used Safety First.
- 2) They also asked for support.

Describe ONE way the members of the group are being good citizens.

They are not screaming at them, they are asking nicely.

Scoring Notes: The response contains no correct rights stated in the Bill of Rights used by the members of the group (safety first; asked for support). A response must contain two correct rights to receive credit for the first portion of the response. The response contains one correct way the members of the group are being good citizens (not screaming at them, they are asking nicely) (rubric bullet 2). This response receives one point for one correct key element.

Question 2 – Sample E – Score Point 0

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

- 1) They have freedom of speech.
- 2) They also have voting rights.

Describe ONE way the members of the group are being good citizens.

Have a volunteer help kids cross the street.

Scoring Notes: The response contains one correct right stated in the Bill of Rights used by the members of the group (freedom of speech). A response must contain two correct rights to receive credit for the first portion of the response. The response contains no correct ways the members of the group are being good citizens (Have a volunteer help kids cross the street). This response receives zero points for zero correct key elements.

Question 2 – Sample F – Score Point 0

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

1) Crosswalk.

2) Safety first

Describe ONE way the members of the group are being good citizens.

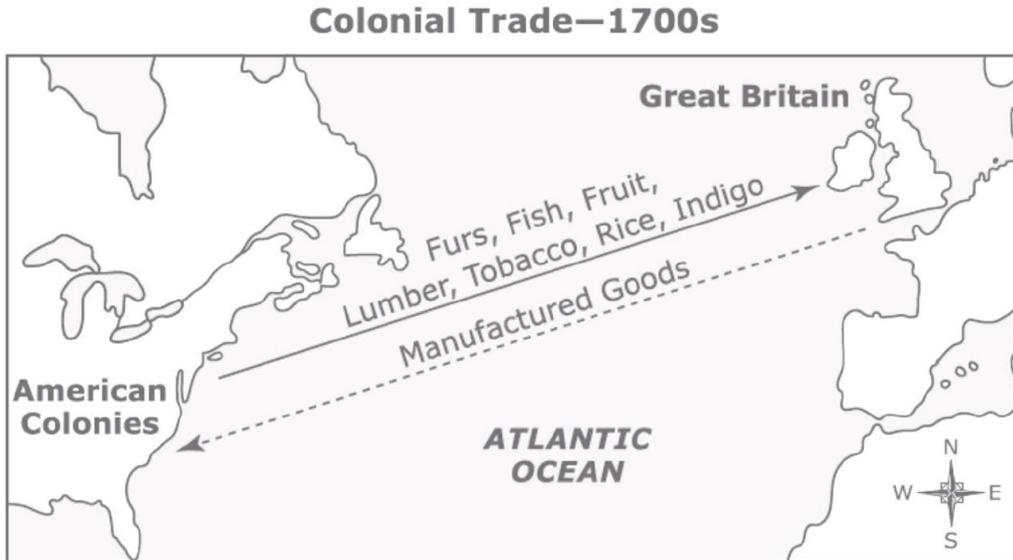
Thinking of everyone first.

Scoring Notes: The response contains no correct rights stated in the Bill of Rights used by the members of the group (Crosswalk; Safety first). A response must contain two correct rights to receive credit for the first portion of the response. The response contains no correct ways the members of the group are being good citizens (Thinking of everyone first). This response receives zero points for zero correct key elements.

Item #3
Constructed-Response

Question 3: Economics

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



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.

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:

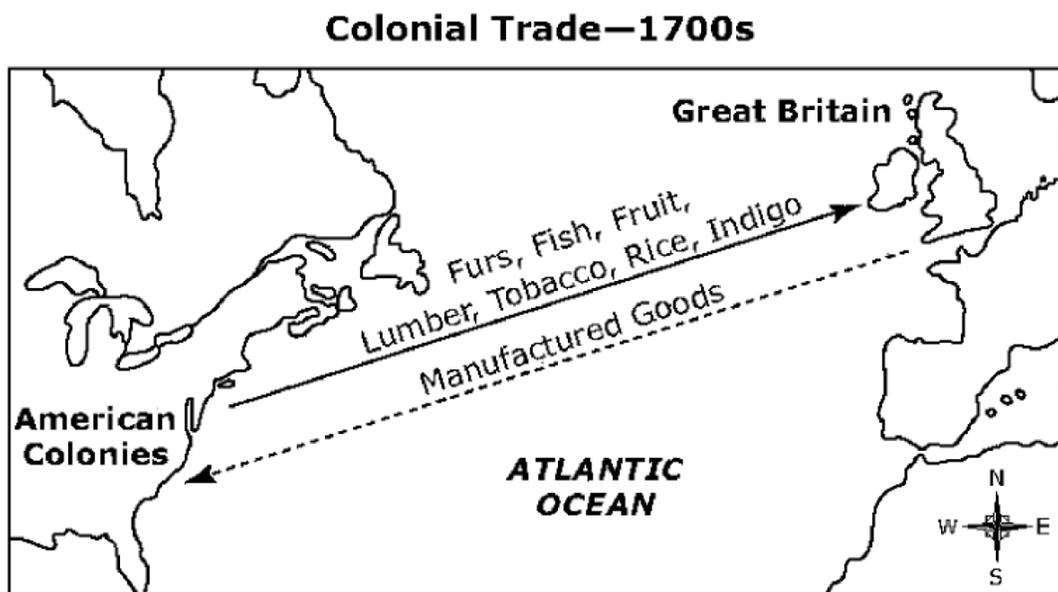
- To make money/profit
- Britain lacks resources
- America lacks factories

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

Question 3 – Sample A – Score Point 2

- 3** The map below shows trade between Great Britain and the American colonies during the 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.

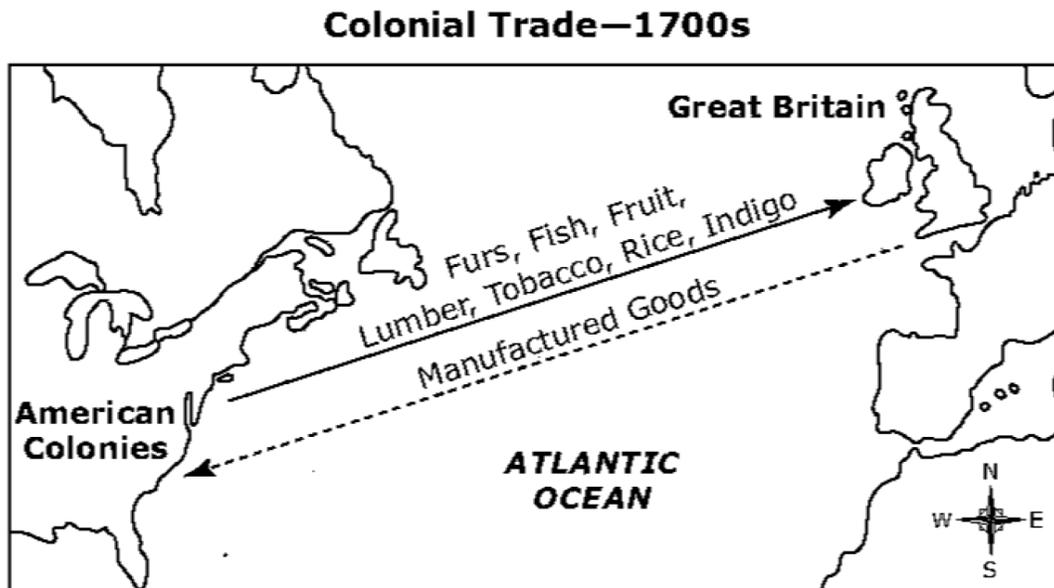
How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

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.

Question 3 – Sample B – Score Point 2

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



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

That is were they lived and they
need the goods to have survived.

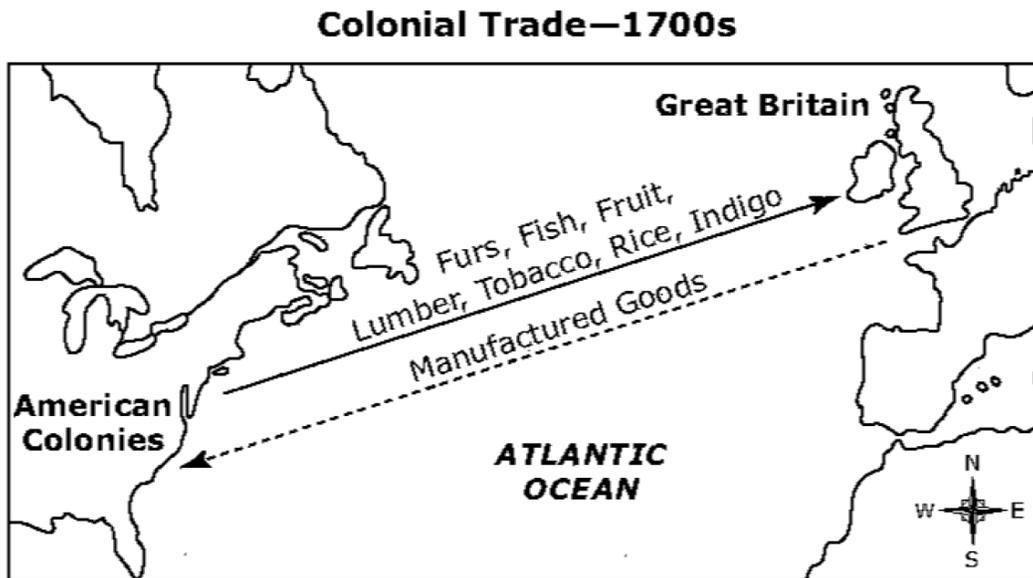
How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

They both traded thing to get other
things they can servive on.

Scoring Notes: The response contains a correct reason why American colonists needed to import manufactured goods (need the goods to have survived). Needing the goods for the act of survival is similar enough to living more comfortably (rubric bullet 2) to receive credit. The response also contains a correct reason why both benefited from trading with each other (to get other things they can servive on). "Survival" can be seen as access to goods or products that they cannot otherwise grow/make (rubric bullet 1). The response may contain very similar answers for both portions and still receive full credit if they are both correct. This response receives two points for two correct key elements.

Question 3 – Sample C – Score Point 1

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



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

They imported manufactured goods because
Great Britain traded with us, so we got their goods too.

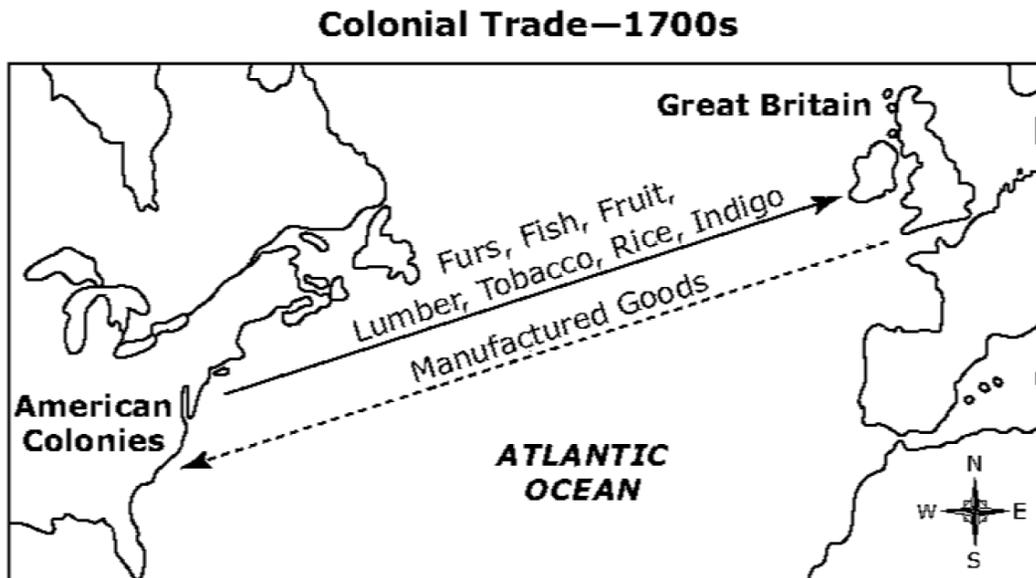
How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

They benefited from the trade because they
received more products they didn't have.

Scoring Notes: The response contains no correct reason why American colonists needed to import manufactured goods (Great Britain traded with us, so we got their goods too). The answer is not clear enough to receive credit. The response does contain a correct reason why both benefited from trading with each other (they received more products they didn't have). This can be seen as access to goods or products that they cannot otherwise grow/make (rubric bullet 1). This response receives one point for one correct key element.

Question 3 – Sample D – Score Point 1

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



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

To pay back the American Colonies for the goods they sent.

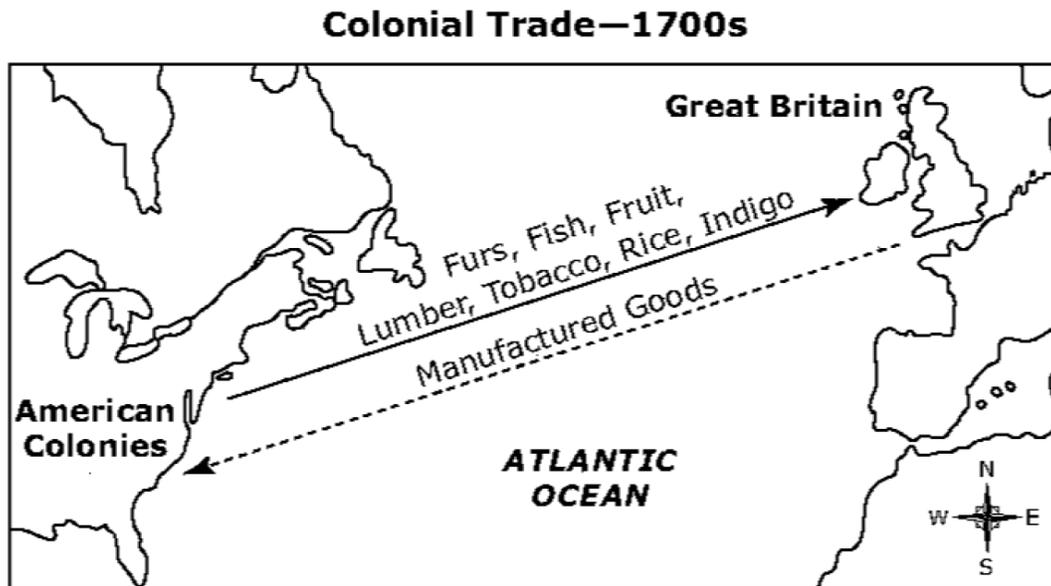
How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

They probably both got a lot of money in return.

Scoring Notes: The response contains no correct reason why American colonists needed to import manufactured goods (pay back the American colonies for the goods they sent). The answer is not clear enough to receive credit. The response does contain a correct reason why both benefited from trading with each other (they probably both got a lot of money in return). The use of trade for financial gain is an acceptable reason under rubric bullet 3. This response receives one point for one correct key element.

Question 3 – Sample E – Score Point 0

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



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

So the American Colonies would trade back with products.

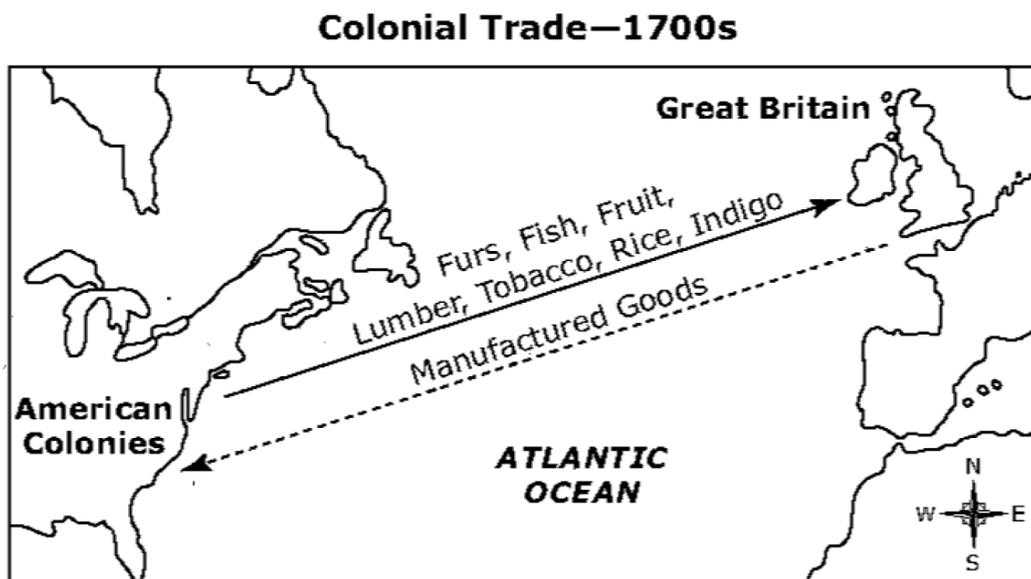
How did both Great Britain and the American colonies benefit from trading with each other? Do not list specific products.

They both traded equally and got back products in return from the Manufactured Goods.

Scoring Notes: The response contains no correct reason why American colonists needed to import manufactured goods (So the American Colonies would trade back with products). The answer is not clear enough to receive credit. The response also does not contain a correct reason why both benefited from trading with each other (They both traded equally and got back products in return from the Manufactured Goods). This is more of a definition of trade than a reason either or both sides benefitted from the trade. This response receives zero points for zero correct key elements.

Question 3 – Sample F – Score Point 0

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



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

So that they could trade it with other colonies for different things.

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

The American colonies sent a sernt [sic] amount over. Then Great Britain did too.

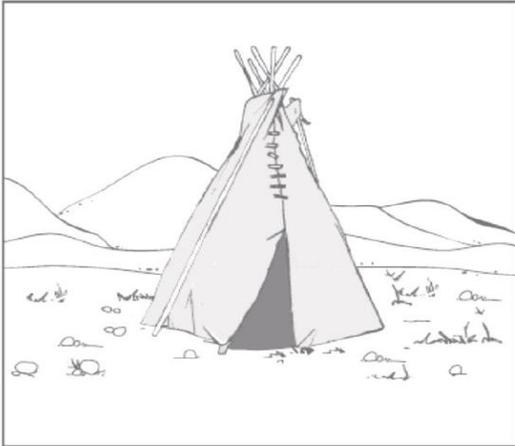
Scoring Notes: The response contains no correct reason why American colonists needed to import manufactured goods (So that they could trade it with other colonies for different things). The answer is not clear enough to receive credit. The response also does not contain a correct reason why both benefited from trading with each other (The American colonies sent a sernt amount over. Then Great Britain did too). This is more of a definition of trade than a reason either or both sides benefitted from the trade. This response receives zero points for zero correct key elements.

Item #4
Extended-Response

Question 4: Geography

4. Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

Describe ONE way the Lakota obtained their food.

What does the type of shelter used by the Makah indicate about their environment?

Describe ONE way the Makah obtained their food.

Rubric

Key element(s):

Lakota:

Shelter (any one of the following):

- They lived in the Great Plains region
- They needed to move around to have access to resources
- There were few trees/vegetation to use
- Animal skins were plentiful
- They needed protection from the weather
- The area had a mild climate
- Other reasonable response*

Food (any one of the following):

- By hunting (buffalo, deer, rabbits, fox)
- By using spears and arrows
- Other reasonable response*

Makah

Shelter (any one of the following):

- They lived near forests
- There were a lot of trees available
- They used the lumber from the trees
- They could make wooden planks out of the nearby trees
- They had the tools necessary to cut trees into planks
- They needed protection from the weather
- Other reasonable response*

Food (any one of the following):

- They hunted animals (deer, elk, bear) that lived in the forest
- They caught fish in the ocean
- They caught fish in the rivers
- They caught whales/seals/other marine mammals
- Other reasonable responses*

*See Rubric Addendum

Rubric Addendum

Lakota:

Shelter:

Food:

- Go to other places with more food

Makah:

Shelter:

Food:

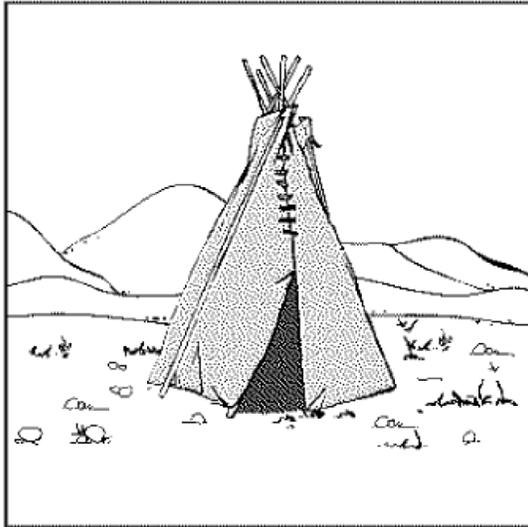
Rubric:

4 points	One key element for each part
3 points	One key element for three parts
2 points	One key element for two parts
1 points	One key element for one part
0 points	Other

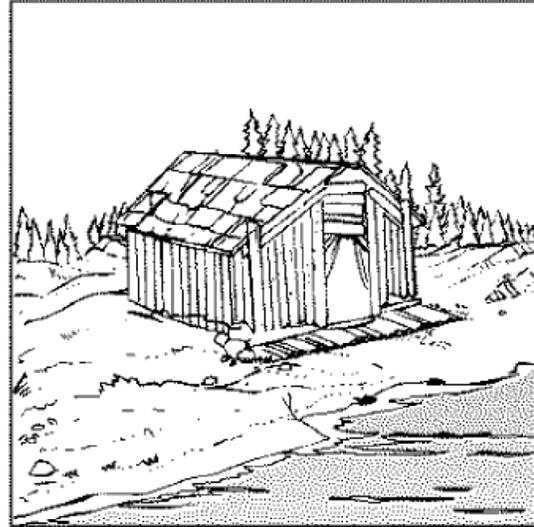
Question 4 – Sample A – Score Point 4

7 Look at the drawings of Native American Indian shelters below.

**Lakota Shelter in the
Plains Region**



**Makah Shelter in the
Northwest Region**



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

The Lakota shelter indicates that there were a lot of animals there.

Describe ONE way the Lakota obtained their food.

They hunted for their food.

What does the type of shelter used by the Makah indicate about their environment?

There were alot of trees there
to build there shelter.

Describe ONE way the Makah obtained their food.

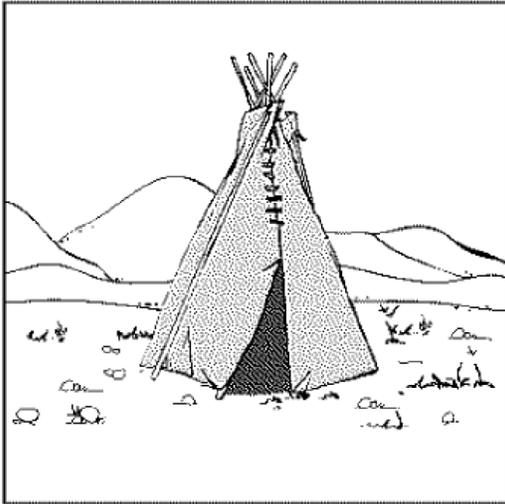
They fished for fish to eat.

Scoring Notes: The response contains a correct statement on what the Lakota shelter indicates about their environment (alot of animals there) (rubric bullet 4) and a correct way the Lakota obtained their food (hunted) (rubric bullet 1). The response also contains a correct statement on what the Makah shelter indicates about their environment (alot of tree's) (rubric bullet 2) and how they obtained their food (fished) (rubric bullet 2 or 3). This response receives four points for four correct key elements.

Question 4 – Sample B – Score Point 4

7 Look at the drawings of Native American Indian shelters below.

**Lakota Shelter in the
Plains Region**



**Makah Shelter in the
Northwest Region**



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

It indicates that they didn't have much to build their shelter with.

Describe ONE way the Lakota obtained their food.

One way they obtained their food is from hunting animals like buffalo.

What does the type of shelter used by the Makah indicate about their environment?

It indicates they have a lot of trees and wild around them.

Describe ONE way the Makah obtained their food.

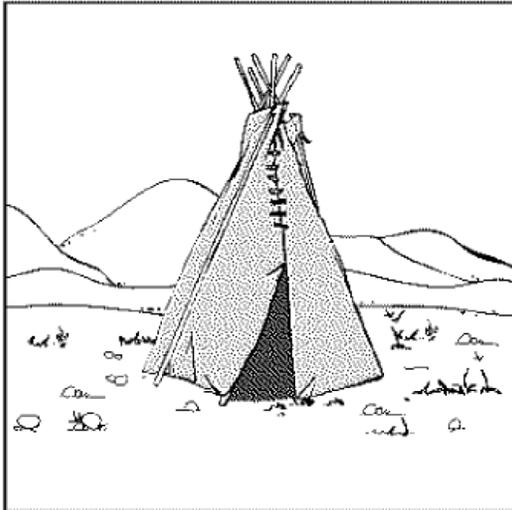
One way they obtained their food was the environment/hunting.

Scoring Notes: The response contains a correct statement on what the Lakota shelter indicates about their environment (didn't have much to build their shelter with) (rubric bullet 3) and a correct way the Lakota obtained their food (hunting animals) (rubric bullet 1). The response also contains a correct statement on what the Makah shelter indicates about their environment (alot of trees) (rubric bullet 2) and how they obtained their food (hunting) (rubric bullet 1). This response receives four points for four correct key elements.

Question 4 – Sample C – Score Point 3

7 Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

They used twigs to support animal
hide.

Describe ONE way the Lakota obtained their food.

By growing crops.

What does the type of shelter used by the Makah indicate about their environment?

They cut down trees and use their wood and bark to make homes.

Describe ONE way the Makah obtained their food.

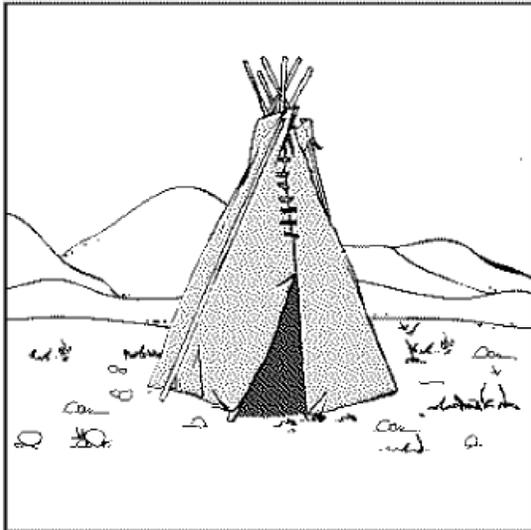
By hunting animals

Scoring Notes: The response contains a correct statement on what the Lakota shelter indicates about their environment (twigs to support animal hide) (rubric bullet 4), but an incorrect way the Lakota obtained their food (growing crops). The response contains a correct statement on what the Makah shelter indicates about their environment (cut down trees and use their wood and bark) (rubric bullet 3) and how they obtained their food (hunting) (rubric bullet 1). This response receives three points for three correct key elements.

Question 4 – Sample D – Score Point 3

7 Look at the drawings of Native American Indian shelters below.

**Lakota Shelter in the
Plains Region**



**Makah Shelter in the
Northwest Region**



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

Lakota just had teepees the
Makah had houses.

Describe ONE way the Lakota obtained their food.

The Lakota hunted for
there food.

What does the type of shelter used by the Makah indicate about their environment?

The Makah can use the wood from the trees.

Describe ONE way the Makah obtained their food.

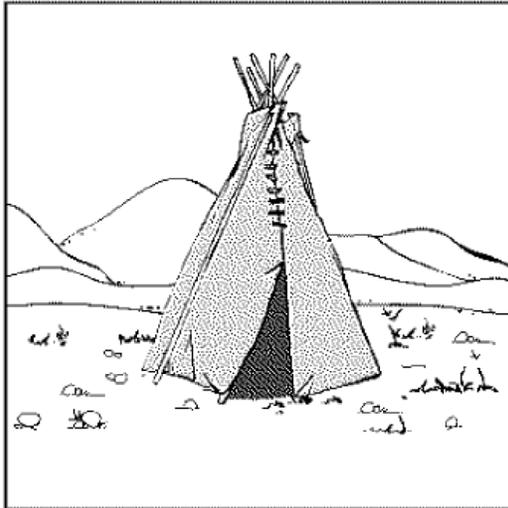
The Makah can go fishing

Scoring Notes: The response contains an incorrect statement on what the Lakota shelter indicates about their environment (just had teepiis). This indicates nothing about their environment. The response contains a correct way the Lakota obtained their food (hunted) (rubric bullet 1). The response also contains a correct statement on what the Makah shelter indicates about their environment (use the wood from the trees) (rubric bullet 3) and how they obtained their food (fishing) (rubric bullet 2 or 3). This response receives three points for three correct key elements.

Question 4 – Sample E – Score Point 2

7 Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

They might have some big animals that they use their skin for their tipis. And they didn't have a lot of trees.

Describe ONE way the Lakota obtained their food.

They would maybe put them in a ditch.

What does the type of shelter used by the Makah indicate about their environment?

They have lots of trees around them so
they make their houses out of wood.

Describe ONE way the Makah obtained their food.

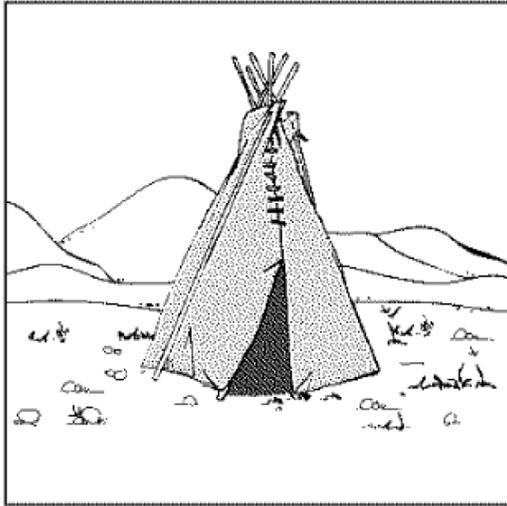
They probably put a log fence around it.

Scoring Notes: The response contains a correct statement on what the Lakota shelter indicates about their environment (have some big animals that they use there skin) (rubric bullet 4), but an incorrect way the Lakota obtained their food (put them in a ditch). The response contains a correct statement on what the Makah shelter indicates about their environment (lots of trees around them so they can make their houses out of wood) (rubric bullet 2 or 3), but an incorrect way they obtained their food (put a long fence around it). This response receives two points for two correct key elements.

Question 4 – Sample F – Score Point 2

7 Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

It indicates that they have poor shelter.

Describe ONE way the Lakota obtained their food.

They obtained their food by not worrying so much about shelter and more worries on food so they bought more food than shelter.

What does the type of shelter used by the Makah indicate about their environment?

It indicates that they have enough trees for shelter.

Describe ONE way the Makah obtained their food.

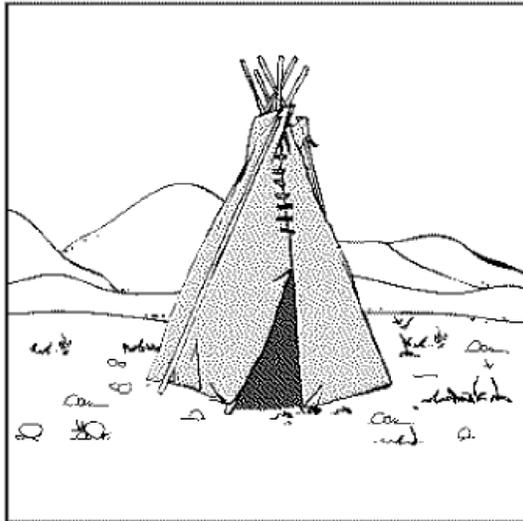
They obtained their food by fishing in the streams nearby.

Scoring Notes: The response contains an incorrect statement on what the Lakota shelter indicates about their environment (indicates that they have poor shelter) and an incorrect way the Lakota obtained their food (by not worrying so much about shelter and more worries on food so they bought more food than shelter). The response contains a correct statement on what the Makah shelter indicates about their environment (have enough trees) (rubric bullet 2) and a correct way they obtained their food (fishing in the streams) (rubric bullet 3). This response receives two points for two correct key elements.

Question 4 – Sample G – Score Point 1

7 Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

They don't have to worry about
the climate and rain falling in there.

Describe ONE way the Lakota obtained their food.

the grow the crops on a farm
and the they just let it set there,

What does the type of shelter used by the Makah indicate about their environment?

they will have somewhere to put their food

Describe ONE way the Makah obtained their food.

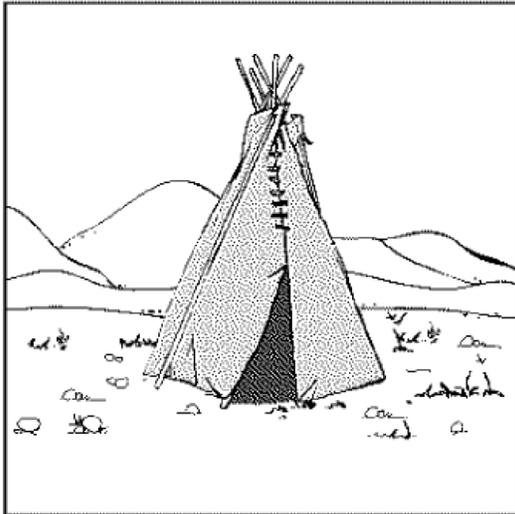
the probly build a refigerator and put the food in there.

Scoring Notes: The response contains a correct statement on what the Lakota shelter indicates about their environment (They don't have to worry about the climate and rain falling in there) (rubric bullet 5), but an incorrect way the Lakota obtained their food (grow the crops on a farm). The response contains an incorrect statement on what the Makah shelter indicates about their environment (they will have somewhere to put there food) and an incorrect way they obtained their food (build a refigerator and put the food in there). This response receives one point for one correct key element.

Question 4 – Sample H – Score Point 1

7 Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

They would go out to the forest and hunt.

Describe ONE way the Lakota obtained their food.

By going to the forest and hunting
out there

What does the type of shelter used by the Makah indicate about their environment?

They can eat the left overs.

Describe ONE way the Makah obtained their food.

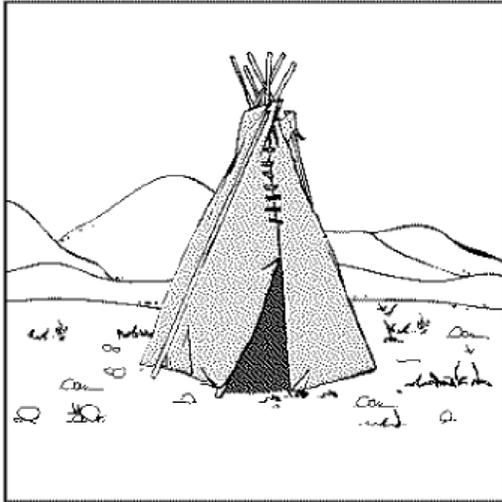
By not wasting it and not eating it in one day.

Scoring Notes: The response contains an incorrect statement on what the Lakota shelter indicates about their environment (go out to the forest and hunt). The answer is incorrect because of the actual lack of forest (trees) in the area as shown in the drawing of the shelter and the lack of acknowledgement that the hunting could produce the skins used to build the shelter. The response contains an acceptable way the Lakota obtained their food (By going to the forest and hunting out there) (rubric bullet 1). The acknowledgement of hunting as the main way to obtain food receives credit even with the incorrect assumption that the hunting took place in a forested area. The response contains an incorrect statement on what the Makah shelter indicates about their environment (They can eat the left overs) and an incorrect way they obtained their food (By not wasting it and not eating it in one day). This response receives one point for one correct key element.

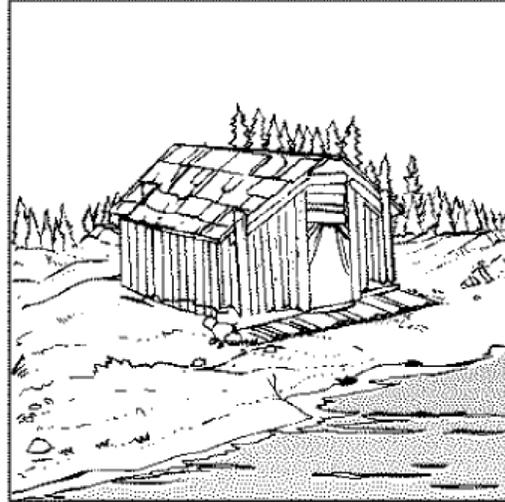
Question 4 – Sample I – Score Point 0

7 Look at the drawings of Native American Indian shelters below.

**Lakota Shelter in the
Plains Region**



**Makah Shelter in the
Northwest Region**



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

They don't have alot of food or water.

Describe ONE way the Lakota obtained their food.

They ate little by little.

What does the type of shelter used by the Makah indicate about their environment?

They get alot of shelter and food and water.

Describe ONE way the Makah obtained their food.

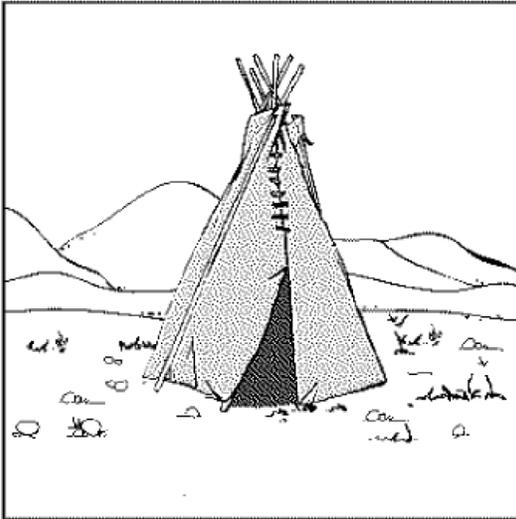
They always got alot of portions to save.

Scoring Notes: The response contains an incorrect statement on what the Lakota shelter indicates about their environment (They don't have alot of food or water). Neither the lack of food or water on its own receives credit. The response also contains an incorrect way the Lakota obtained their food (They ate little by little). The response contains an incorrect statement on what the Makah shelter indicates about their environment (They get alot of shelter and food and water) and an incorrect way they obtained their food (They always got alot of portions to save). This response receives zero points for zero correct key elements.

Question 4 – Sample J – Score Point 0

7 Look at the drawings of Native American Indian shelters below.

Lakota Shelter in the Plains Region



Makah Shelter in the Northwest Region



Native American Indians depended on their environment for shelter and food.

What does the type of shelter used by the Lakota indicate about their environment?

It indicates that they are in a peaceful environment

Describe ONE way the Lakota obtained their food.

One way the Lakota obtained food was they buried it.

What does the type of shelter used by the Makah indicate about their environment?

Makah's shelter indicates that there is danger about.

Describe ONE way the Makah obtained their food.

One way they obtained their food was to put it in a baggy.

Scoring Notes: The response contains an incorrect statement on what the Lakota shelter indicates about their environment (They are in a peaceful environment). The response also contains an incorrect way the Lakota obtained their food (they buried it). The response contains an incorrect statement on what the Makah shelter indicates about their environment (the is danger about), and an incorrect way they obtained their food (put it in a baggy). This response receives zero points for zero correct key elements.