Tennessee Comprehensive Assessment Program

TCAP

Alternative Assessment
Social Studies
Item Release

TN Department of **Education**

Tennessee Comprehensive Assessment Program

TCAP

Grade 6 Social Studies Alternative Assessment Item Release

Spring 2018

TN | Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

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Grade 6 Social Studies ALT Items

Item Information

ETS Item Code:	TAH01S0317	Content:	Social Studies
Item ID:	2133	Grade:	06
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	6.19	AAT or UC:	UC

Standard Text: Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.

AAT or UC Text: Identify an important use of the calendar in today's world.

Category: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel

Correct Answer: B

This is about the calendar.

A calendar shows the days, weeks, and months that are part of a year. A date is a specific day in a week or a month.

[For all students, point to and read "This is a calendar (point to the calendar). These boxes show the days (point to several of the days)."]

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

How do people use the calendar?

Point to and read each option to the student.

A. to know what time it is

B. to know when something will happen

Item Information

ETS Item Code:	TAH01S0318	Content:	Social Studies
Item ID:	2134	Grade:	06
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	6.19	AAT or UC:	AAT
Standard Text:	Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.		
AAT or UC Text:	Identify the importance of achievements of Egyptian civilization (i.e., the invention of a calendar; architecture and arts, such as the Pyramids and Sphinx at Giza; writing-hieroglyphics; and the invention of paper).		
Category:	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel		
Correct Answer:	B		

This is about Egypt.

People in ancient Egypt invented a calendar. The calendar helped them know when the Nile River was going to flood. It also helped them know when to plant crops and when to harvest crops.

What was the calendar used for in ancient Egypt?

Point to and read each option to the student.

A. to learn how to write

B. to help grow food

C. to buy goods

Item Information

ETS Item Code:	TAH01S0319	Content:	Social Studies
Item ID:	2135	Grade:	06
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	6.19	AAT or UC:	AAT

Standard Text: Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.

AAT or UC Text: Identify the importance of achievements of Egyptian civilization (i.e., the invention of a calendar; architecture and arts, such as the Pyramids and Sphinx at Giza; writing-hieroglyphics; and the invention of paper).

Category: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel

Correct Answer: A,B,A

This is about Egypt.

Ancient Egypt is important for many reasons. People in ancient Egypt invented a type of writing called hieroglyphics. The writing used pictures and symbols. They also invented a type of paper made from plants. Writing was very difficult, so only a few people learned how to write in ancient Egypt.

[For all students, point to and read "This is a picture of writing from ancient Egypt. These symbols are called hieroglyphics (point to the hieroglyphics)."]
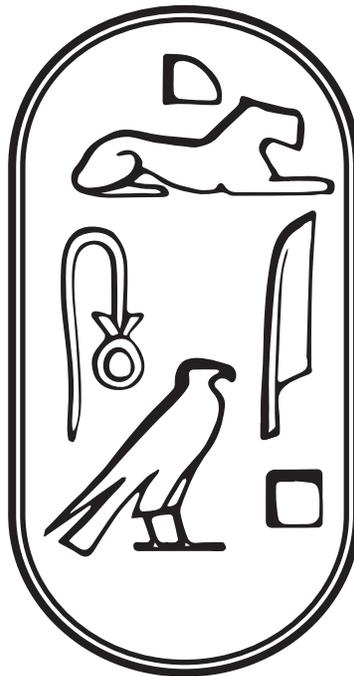
Point to and read each question to the student.

Did hieroglyphic writing use pictures?   A. YES   B. NO

Did everyone know how to write in ancient Egypt?   A. YES   B. NO

Was paper in ancient Egypt made from plants?   A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0320	Content:	Social Studies
Item ID:	2136	Grade:	06
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	6.19	AAT or UC:	AAT

Standard Text: Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.

AAT or UC Text: Identify the importance of achievements of Egyptian civilization (i.e., the invention of a calendar; architecture and arts, such as the Pyramids and Sphinx at Giza; writing-hieroglyphics; and the invention of paper).

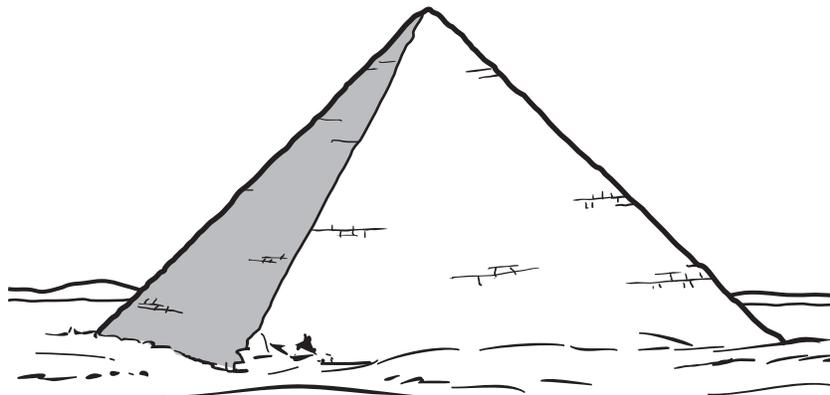Category: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel

Correct Answer: A,A,B

This is about Egypt.

People in ancient Egypt built pyramids. Pyramids were made of large stones. It took many workers and many years to build a pyramid. It was very difficult.

[For all students, point to and read "This is a picture of a pyramid (point to the pyramid)."]

Point to and read each question to the student.

Were pyramids built of stone?

A. YES   B. NO

Did it take a long time to build a pyramid?

A. YES   B. NO

Was it easy to build a pyramid?

A. YES   B. NO

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Tennessee Comprehensive
Assessment Program TCAP
Grade 6 Social Studies
Alternative Assessment
Item Release
Spring 2018

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 7 Social Studies
Alternative Assessment
Item Release

Spring 2018

TN | Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

METADATA DEFINITIONS

ETS Item Code: Unique letter/number code used to identify the item.	**Category:** Text of the Reporting Category the standard assesses.
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Standard Text: Text of the educational standard assessed.	**Points:** Maximum points possible for this item.
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Grade 7 Social Studies ALT Items

Item Information

ETS Item Code:	TAH01S0424	Content:	Social Studies
Item ID:	2177	Grade:	07
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	7.33	AAT or UC:	UC

Standard Text: Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).

AAT or UC Text: Identify a feature of a manor (i.e., the thick impenetrable walls) that provided safety.

Category: The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s

Correct Answer: A

This is about castles.

During the Middle Ages, a lord lived in a castle on a large area of land. The lord protected the people who lived on his land.

[For all students, point to and read "This is a picture of a castle (point to the castle). The castle has tall stone walls (point to the walls)."]

Castle
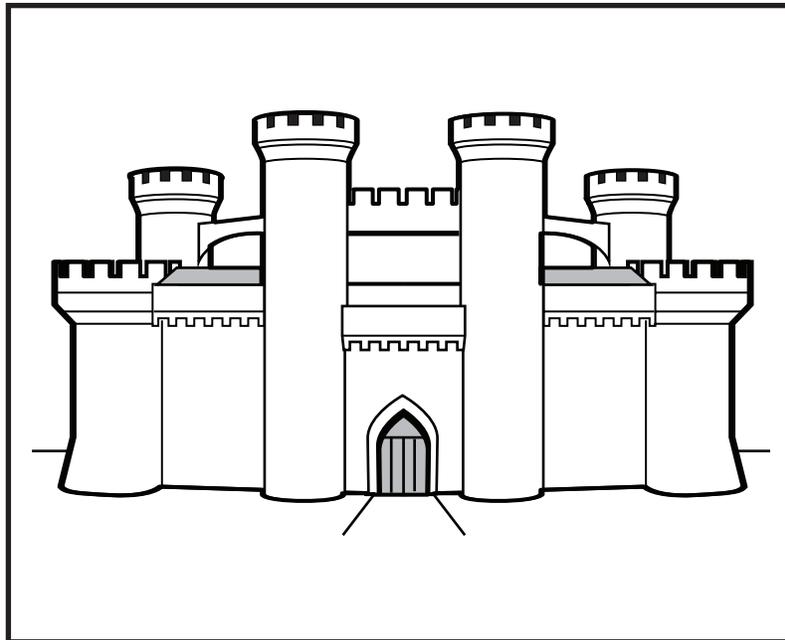
How could a castle keep people safe when there was danger?

Point to and read each option to the student.

A. The people could stay inside the stone walls.

B. The people could travel to another country.

Item Information

ETS Item Code:	TAH01S0423	Content:	Social Studies
Item ID:	2178	Grade:	07
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	7.33	AAT or UC:	AAT

Standard Text: Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).

AAT or UC Text: Identify a reason why farmers exchanged their land or their freedom to powerful landowners (e.g., protection, reliable food source or land for wood gathering).

Category: The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s

Correct Answer: C

This is about farming in the Middle Ages.

During the Middle Ages, a lord owned a large area of land. He ruled the peasants who worked on the land.

Most people were peasants. Peasants worked as farmers and had to give most of the crops to the lord. In exchange, the lord would protect the peasants.

Why did the peasants work for a lord?

Point to and read each option to the student.

A. so they could buy land

B. so they could live in a city

C. so they had land to grow food

Item Information

ETS Item Code:	TAH01S0422	Content:	Social Studies
Item ID:	2179	Grade:	07
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	7.33	AAT or UC:	AAT

Standard Text: Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).

AAT or UC Text: Identify a reason why farmers exchanged their land or their freedom to powerful landowners (e.g., protection, reliable food source or land for wood gathering).

Category: The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s

Correct Answer: A,A,B

This is about farming in the Middle Ages.

During the Middle Ages, a lord owned a large area of land. He ruled the peasants who worked on the land.

Most people were peasants. Peasants worked as farmers and had to give most of the crops to the lord. In exchange, the lord would protect the peasants.

Point to and read each question to the student.

Did the lord own a lot of land?   A. YES   B. NO

Did the lord receive food from the peasants?   A. YES   B. NO

Could peasants sell the land?   A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0421	Content:	Social Studies
Item ID:	2180	Grade:	07
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	7.33	AAT or UC:	AAT

Standard Text: Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).

AAT or UC Text: Identify a reason why farmers exchanged their land or their freedom to powerful landowners (e.g., protection, reliable food source or land for wood gathering).

Category: The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s

Correct Answer: A,B,A

This is about farming in the Middle Ages.

During the Middle Ages, a lord owned a large area of land. He ruled the peasants who worked on the land.

Most people were peasants. Peasants worked as farmers and had to give most of the crops to the lord. In exchange, the lord would protect the peasants.

Point to and read each question to the student.

Did peasants work as farmers?	A. YES	B. NO
Did peasants own land?	A. YES	B. NO
Was the lord the ruler?	A. YES	B. NO

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Grade 7 Social Studies
Alternative Assessment
Item Release
Spring 2018

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TCAP

Grade 8 Social Studies
Alternative Assessment
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Spring 2018

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Table of Contents

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Standard Code:	3210.5.1	**Item Type:**	SR
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Grade 8 Social Studies ALT Items

Item Information

ETS Item Code:	TAH01S0521	Content:	Social Studies
Item ID:	2237	Grade:	08
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	8.76	AAT or UC:	UC

Standard Text: Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.

AAT or UC Text: Identify ways a person can influence the actions or decisions of a group of people.

Category: The Civil War, Reconstruction, and Westward Expansion (1830–1890)

Correct Answer: B

This is about people.

A group of people is going to do something together. The group is trying to decide whether they want to read books or watch a movie.

How can people help the group decide what to do?

Point to and read each option to the student.

A. go outside

B. say what they would like best

This is about the Emancipation Proclamation.

Abraham Lincoln wrote the Emancipation Proclamation during the Civil War. The Emancipation Proclamation freed the slaves in the South. After the war, the slaves in the North were freed also.

When were the slaves in the South freed?

Point to and read each option to the student.

A. before the war

B. during the war

C. after the war

Item Information

ETS Item Code:	TAH01S0523	Content:	Social Studies
Item ID:	2239	Grade:	08
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	8.76	AAT or UC:	AAT

Standard Text: Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.

AAT or UC Text: Identify the importance of the Emancipation Proclamation in 1863.

Category: The Civil War, Reconstruction, and Westward Expansion (1830–1890)

Correct Answer: A,A,B

This is about the Emancipation Proclamation.

Abraham Lincoln was the president of the United States during the Civil War. He wrote the Emancipation Proclamation. The Emancipation Proclamation said that all the slaves in the South were now free. It also said that the freed slaves could join the army or navy of the United States.

Abraham Lincoln said the purpose of the war was to make sure that all states remained a part of the United States. However, the Emancipation Proclamation made freeing the slaves another purpose of the war.

Point to and read each question to the student.

Was the Emancipation Proclamation written by Abraham Lincoln?   A. YES   B. NO

Did Abraham Lincoln free the slaves in the South?

A. YES   B. NO

Was there only one purpose for the war?

A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0524	Content:	Social Studies
Item ID:	2240	Grade:	08
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	8.76	AAT or UC:	AAT

Standard Text: Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.

AAT or UC Text: Identify the importance of the Emancipation Proclamation in 1863.

Category: The Civil War, Reconstruction, and Westward Expansion (1830–1890)

Correct Answer: A,A,B

This is about the Emancipation Proclamation.

Abraham Lincoln was the president of the United States during the Civil War. He wrote the Emancipation Proclamation. The Emancipation Proclamation said that all the slaves in the South were now free. It also said that the freed slaves could join the army or navy of the United States.

Abraham Lincoln said the purpose of the war was to make sure that all states remained a part of the United States. However, the Emancipation Proclamation made freeing the slaves another purpose of the war.

Point to and read each question to the student.

Did the Emancipation Proclamation let freed slaves join the army?

A. YES   B. NO

Did Abraham Lincoln want states to remain a part of the United States?

A. YES   B. NO

Did the Emancipation Proclamation free the slaves in the North?

A. YES   B. NO

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Grade 8 Social Studies
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Spring 2018

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 3 Social Studies
Alternative Assessment
Item Release

TN Department of **Education**

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Grade 3 Social Studies ALT Items

This is about maps.

Maps use symbols to show information. A map legend tells you what the symbols mean. This is the symbol for a mountain.

 Mountain

Which picture is a map legend?

A.

B.

Item Information

ETS Item Code:	TAH01S0050	Content:	Social Studies
Item ID:	2006	Grade:	03
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	3.3	AAT or UC:	AAT
Standard Text:	Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.		
AAT or UC Text:	Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).		
Category:	Geography		
Correct Answer:	B		

This is about a map.

A compass rose is a symbol that shows directions on a map.
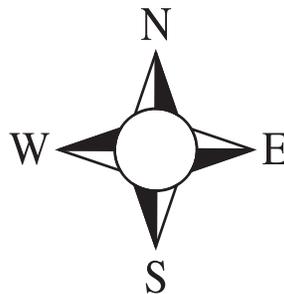
Tennessee
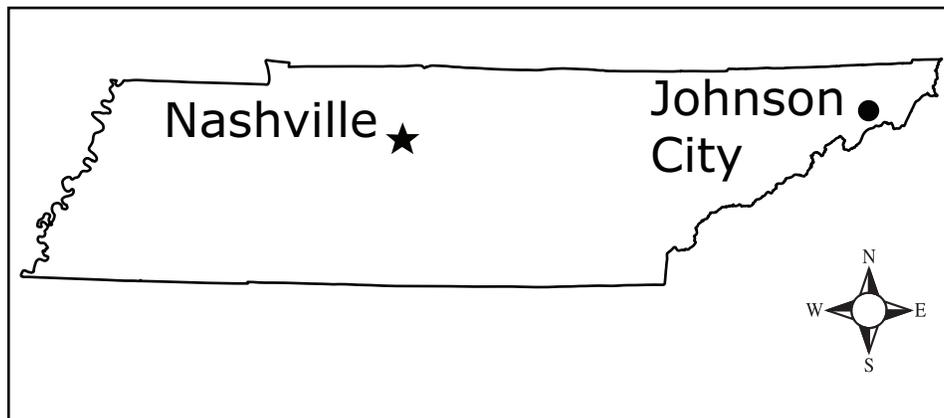
Use the compass rose to help answer the question.

This is Nashville. Which direction should I move my finger to get to Johnson City?

A. north

B. east

C. south

Item Information

ETS Item Code:	TAH01S0051	Content:	Social Studies
Item ID:	2007	Grade:	03
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	3.3	AAT or UC:	AAT
Standard Text:	Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.		
AAT or UC Text:	Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).		
Category:	Geography		
Correct Answer:	B,A,B		

This is about finding cities on a map.

Nebraska
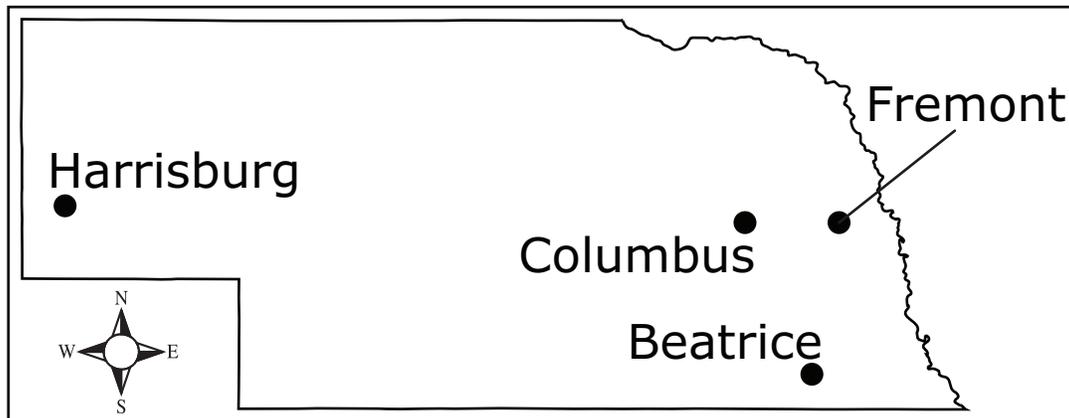
Use the compass rose to describe the location of each city.

This is Beatrice. This is Harrisburg. Is Harrisburg to the south?   A. YES   B. NO

This is Fremont. This is Columbus. Is Columbus to the west?   A. YES   B. NO

This is Harrisburg. This is Fremont. Is Fremont to the north?   A. YES   B. NO

Item Information

ETS Item Code: TAH01S0052   Content: Social Studies
Item ID: 2008   Grade: 03
DOK Level: 4   Item Type: MP
Level: 3b   Points: 3
Standard Code: 3.3   AAT or UC: AAT
Standard Text: Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.
AAT or UC Text: Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).
Category: Geography
Correct Answer: A,A,B

This is about finding cities on a map.

Pennsylvania
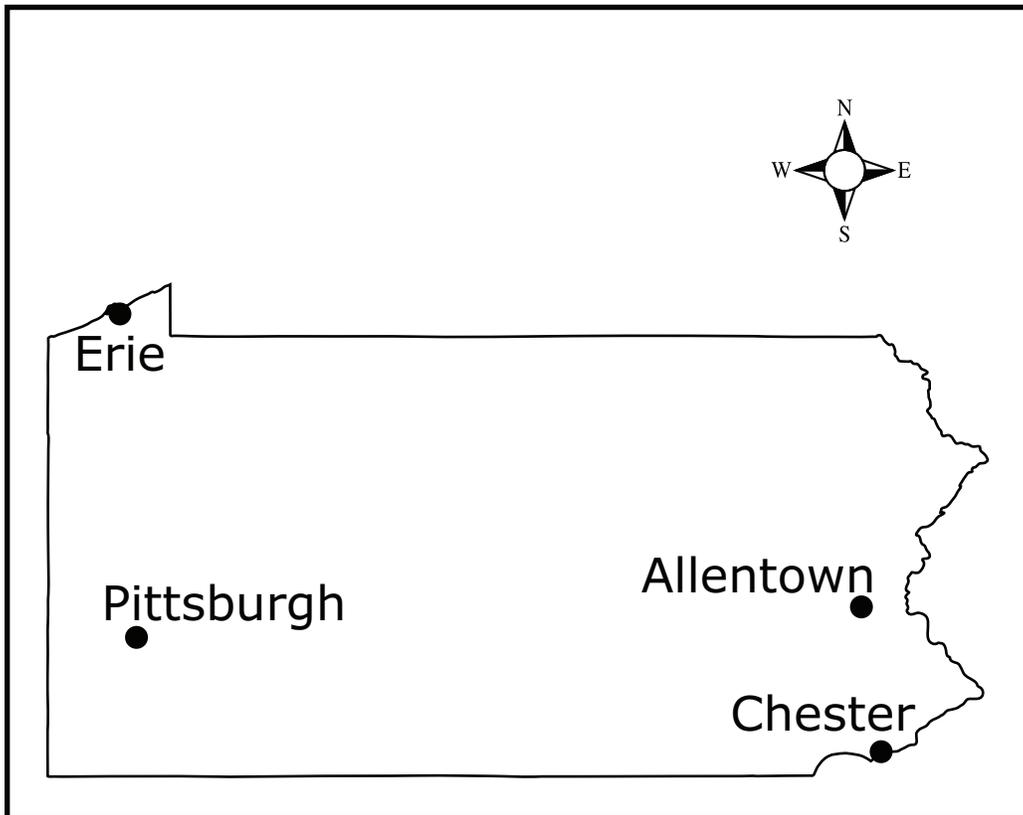
Use the compass rose to describe the location of each city.

This is Pittsburgh. This is Erie. Is Erie to the north?

A. YES

B. NO

This is Pittsburgh. This is Allentown. Is Allentown to the east?

A. YES

B. NO

This is Pittsburgh. This is Chester. Is Chester to the west?

A. YES

B. NO

Item Information

ETS Item Code:	TAH01S0049	Content:	Social Studies
Item ID:	2005	Grade:	03
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	3.3	AAT or UC:	UC
Standard Text:	Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.		
AAT or UC Text:	Identify a map legend or compass rose on a map.		
Category:	Geography		
Correct Answer:	A		

This is about maps.

Maps use symbols to show information. A map legend tells you what the symbols mean. This is the symbol for a mountain.

Point to this symbol.

Mountain

Which picture is a map legend?

Point to and read each option to the student.

[Point to and read "Here are three symbols. This is the symbol for a tree (point to the tree). This is the symbol for a road (point to the road). This is the symbol for a school (point to the school)."]

A.

Key
🌳 Tree
〰 Road
🏫 School

[Point to and read "This is a picture of a car."]
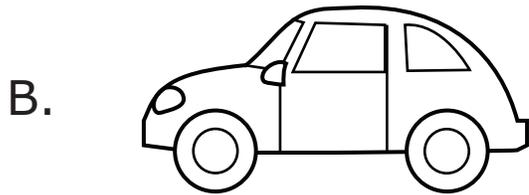
B.

Item Information

ETS Item Code:	TAH01S0050	Content:	Social Studies
Item ID:	2006	Grade:	03
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	3.3	AAT or UC:	AAT

Standard Text: Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

AAT or UC Text: Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).

Category: Geography

Correct Answer: B

This is about a map.

A compass rose is a symbol that shows directions on a map.

[Point to and read "This is a compass rose (point to the compass rose). N stands for north (point to the N). E stands for east (point to the E). S stands for south (point to the S). W stands for west (point to the W)."]
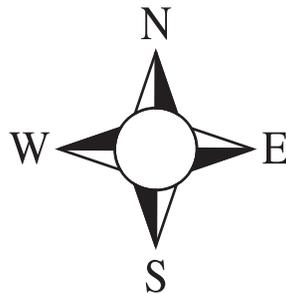
[Point to and read "This is a map of Tennessee. This is the city of Nashville (point to Nashville). This is the city of Johnson City (point to Johnson City). This is a compass rose (point to the compass rose)."]

Tennessee
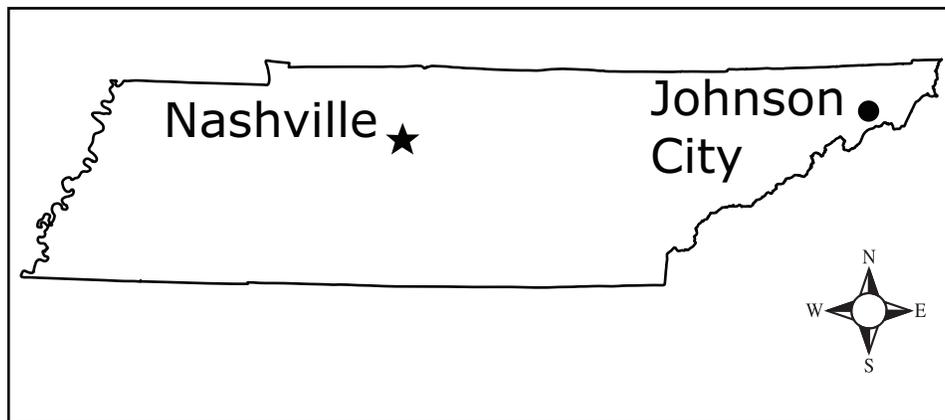
Use the compass rose to help answer the question.

Point to Nashville.

This is Nashville. Which direction should I move my finger to get to Johnson City?

Point to and read each option to the student.

A. north

B. east

C. south

Item Information

ETS Item Code:	TAH01S0051	Content:	Social Studies
Item ID:	2007	Grade:	03
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	3.3	AAT or UC:	AAT

Standard Text: Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

AAT or UC Text: Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).

Category: Geography

Correct Answer: B,A,B

This is about finding cities on a map.

[Point to and read "This is a map of Nebraska (point to the map). This is the city of Harrisburg (point to Harrisburg). This is the city of Columbus (point to Columbus). This is the city of Fremont (point to Fremont). This is the city of Beatrice (point to Beatrice). This is a compass rose (point to the compass rose). A compass rose shows directions on a map."]
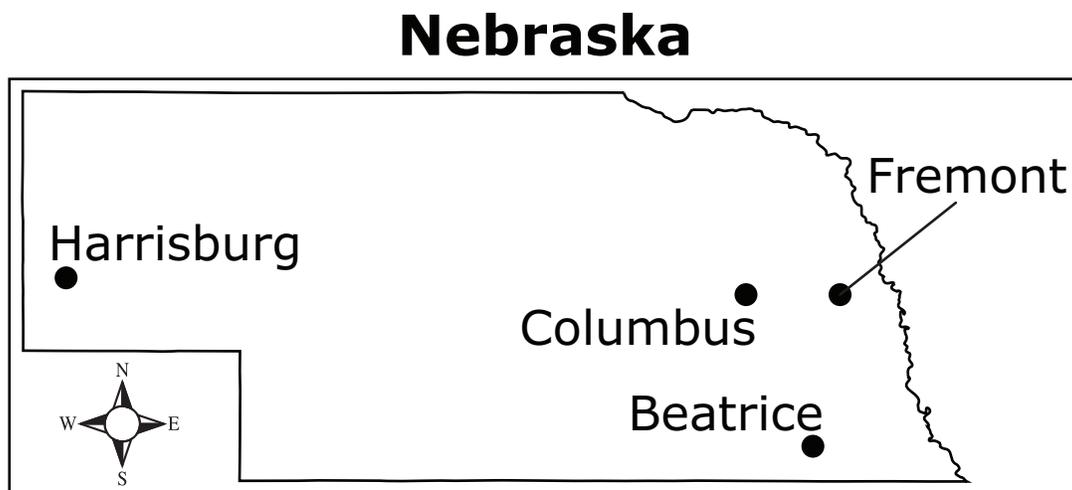
Nebraska

Use the compass rose to describe the location of each city.

Point to and read each question to the student.

Point to Beatrice and then Harrisburg as you read each name.

This is Beatrice. This is Harrisburg. Is Harrisburg to the south?   A. YES   B. NO

Point to Fremont and then Columbus as you read each name.

This is Fremont. This is Columbus. Is Columbus to the west?   A. YES   B. NO

Point to Harrisburg and then Fremont as you read each name.

This is Harrisburg. This is Fremont. Is Fremont to the north?   A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0052	Content:	Social Studies
Item ID:	2008	Grade:	03
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	3.3	AAT or UC:	AAT

Standard Text: Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

AAT or UC Text: Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).

Category: Geography

Correct Answer: A,A,B

This is about finding cities on a map.

[Point to and read "This is a map of Pennsylvania (point to the map). This is the city of Erie (point to Erie). This is the city of Pittsburgh (point to Pittsburgh). This is the city of Allentown (point to Allentown). This is the city of Chester (point to Chester). This is a compass rose (point to the compass rose). A compass rose shows directions on a map."]

Pennsylvania
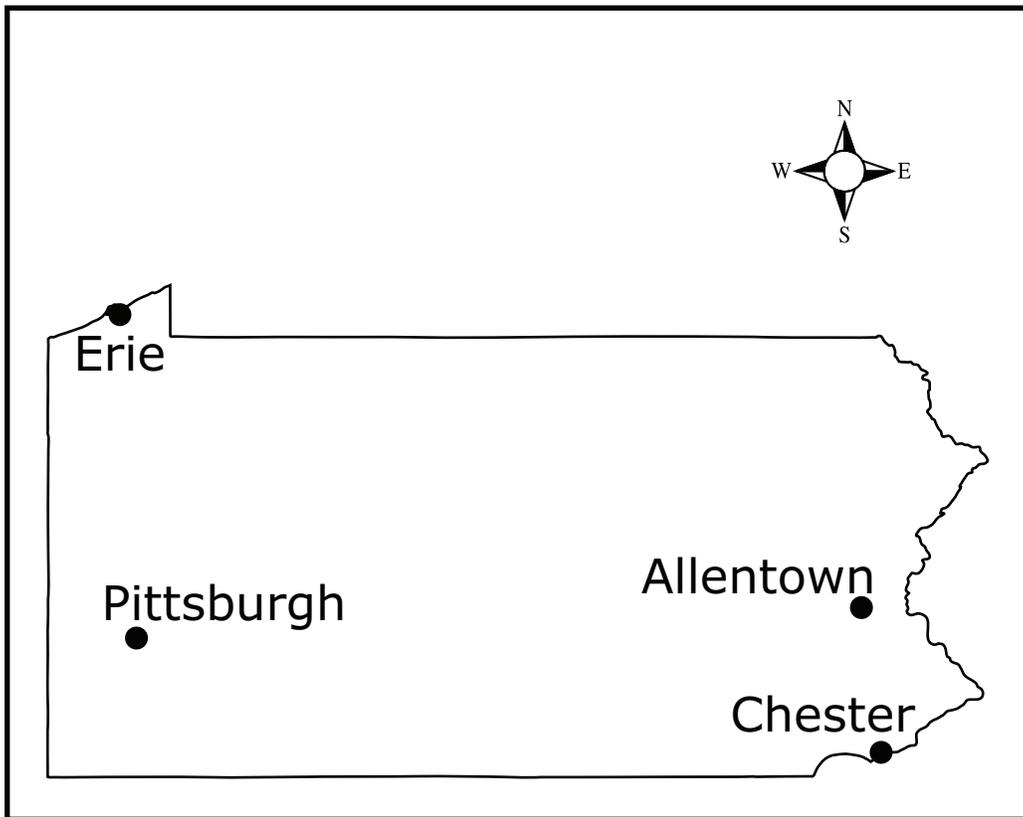
Use the compass rose to describe the location of each city.

Point to and read each question to the student.

Point to Pittsburgh and then Erie as you read each name.

This is Pittsburgh. This is Erie. Is Erie to the north?

A. YES   B. NO

Point to Pittsburgh and then Allentown as you read each name.

This is Pittsburgh. This is Allentown. Is Allentown to the east?

A. YES   B. NO

Point to Pittsburgh and then Chester as you read each name.

This is Pittsburgh. This is Chester. Is Chester to the west?

A. YES   B. NO

Tennessee Comprehensive
Assessment Program TCAP
Grade 3 Social Studies
Alternative Assessment
Item Release
Spring 2017

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 4 Social Studies
Alternative Assessment
Item Release

Spring 2017

TN Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

METADATA DEFINITIONS

ETS Item Code: Unique letter/number code used to identify the item.	**Category:** Text of the Reporting Category the standard assesses.
Item ID: Unique number code the vendor uses to identify the item internally.	**Correct Answer:** Correct answer. For multi part items correct answers are listed in order, separated by a comma.
DOK Level: (if listed): Depth of Knowledge (cognitive complexity) is measured on the following scale: 2 = Memorize/Recall, 3 = Performance, 4 = Comprehension.	**Content:** Subject.
Level: Tier, on the following scale: 1 = SR item with two options, lower complexity; 2 = SR item with three options, moderate complexity; 3 = MP item includes 3 questions with two answer options each, higher complexity.	**Grade:** Grade level.
Standard Code: Primary educational standard assessed.	**Item Type:** SR for single response multiple choice item, MP for multiple part multiple choice items.
Standard Text: Text of the educational standard assessed.	**Points:** Maximum points possible for this item.
AAT or UC Text: Text of the Alternate Assessment Target or Underlying concept	**AAT or UC:** Alternate Assessment Target or Underlying Concept.

Item Information

ETS Item Code:	TAH01S0133	Content:	Social Studies
Item ID:	2053	Grade:	04
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	4.18	AAT or UC:	UC
Standard Text:	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
AAT or UC Text:	Identify challenges with moving to a new place.		
Category:	Settling the Colonies to the 1700s		
Correct Answer:	A		

This is about moving to a new place.

People have to learn many things when they move to a new place.

What is one important thing to learn?

A. where my house is

House
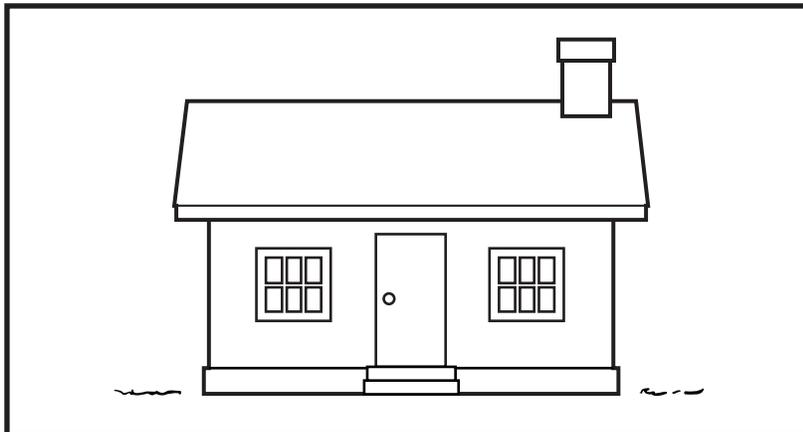
B. how to plant flowers

Flowers

Item Information

ETS Item Code:	TAH01S0134	Content:	Social Studies
Item ID:	2054	Grade:	04
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	4.18	AAT or UC:	AAT
Standard Text:	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
AAT or UC Text:	Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies.		
Category:	Settling the Colonies to the 1700s		
Correct Answer:	B		

This is about people who moved to a new place.

Long ago, people came to live in America. Many people came to America because they were not happy when they lived in Europe.

Why did some people come to America?

A. to read a book

B. to have a better life

C. to plant a flower

Item Information

ETS Item Code:	TAH01S0135	Content:	Social Studies
Item ID:	2055	Grade:	04
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	4.18	AAT or UC:	AAT
Standard Text:	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
AAT or UC Text:	Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies.		
Category:	Settling the Colonies to the 1700s		
Correct Answer:	A,B,A		

This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

Did some colonists want to find jobs?	A. YES	B. NO
Did colonists come to America to wash clothes?	A. YES	B. NO
Did some colonists want to make money?	A. YES	B. NO

Item Information

ETS Item Code:	TAH01S0136	Content:	Social Studies
Item ID:	2056	Grade:	04
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	4.18	AAT or UC:	AAT
Standard Text:	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
AAT or UC Text:	Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies.		
Category:	Settling the Colonies to the 1700s		
Correct Answer:	A,A,B		

This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

Did some colonists want to go to church?	A. YES	B. NO
Did some colonists want to become rich?	A. YES	B. NO
Did colonists want to live in Europe?	A. YES	B. NO

Item Information

ETS Item Code:	TAH01S0133	Content:	Social Studies
Item ID:	2053	Grade:	04
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	4.18	AAT or UC:	UC
Standard Text:	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
AAT or UC Text:	Identify challenges with moving to a new place.		
Category:	Settling the Colonies to the 1700s		
Correct Answer:	A		

This is about moving to a new place.

People have to learn many things when they move to a new place.

What is one important thing to learn?

Point to and read each option to the student.

A. where my house is

[Point to and read "This is a picture of a house (point to the house)."]

House

B. how to plant flowers

[Point to and read "This is a picture of some flowers (point to the flowers)."]

Flowers

Item Information

ETS Item Code:	TAH01S0134	Content:	Social Studies
Item ID:	2054	Grade:	04
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	4.18	AAT or UC:	AAT
Standard Text:	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
AAT or UC Text:	Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies.		
Category:	Settling the Colonies to the 1700s		
Correct Answer:	B		

This is about people who moved to a new place.

Long ago, people came to live in America. Many people came to America because they were not happy when they lived in Europe.

Why did some people come to America?

Point to and read each option to the student.

A. to read a book

B. to have a better life

C. to plant a flower

Item Information

ETS Item Code:	TAH01S0135	Content:	Social Studies
Item ID:	2055	Grade:	04
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	4.18	AAT or UC:	AAT

Standard Text: Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.

AAT or UC Text: Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies.

Category: Settling the Colonies to the 1700s

Correct Answer: A,B,A

This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

Point to and read each question to the student.

Did some colonists want to find jobs? A. YES B. NO

Did colonists come to America to wash clothes? A. YES B. NO

Did some colonists want to make money? A. YES B. NO

Item Information

ETS Item Code:	TAH01S0136	Content:	Social Studies
Item ID:	2056	Grade:	04
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	4.18	AAT or UC:	AAT

Standard Text: Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.

AAT or UC Text: Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies.

Category: Settling the Colonies to the 1700s

Correct Answer: A,A,B

This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

Point to and read each question to the student.

Did some colonists want to go to church?   A. YES   B. NO

Did some colonists want to become rich?   A. YES   B. NO

Did colonists want to live in Europe?   A. YES   B. NO

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Tennessee Comprehensive
Assessment Program TCAP
Grade 4 Social Studies
Alternative Assessment
Item Release
Spring 2017

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 5 Social Studies
Alternative Assessment
Item Release

Spring 2017

TN Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

METADATA DEFINITIONS

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Standard Code: Primary educational standard assessed.	**Item Type:** SR for single response multiple choice item, MP for multiple part multiple choice items.
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AAT or UC Text: Text of the Alternate Assessment Target or Underlying concept	**AAT or UC:** Alternate Assessment Target or Underlying Concept.

Grade 5 Social Studies ALT Items

This is about leaders.

The job of a leader in a community is to make the community better.

Who is a community leader?

Firefighter

A.

Baby

B.

Item Information

ETS Item Code:	TAH01S0254	Content:	Social Studies
Item ID:	2090	Grade:	05
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	5.12	AAT or UC:	AAT

Standard Text: Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

AAT or UC Text: Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglas, or Clara Barton had during the Civil War.

Category: Prior to Civil War and The Civil War and Reconstruction (1860-1877)

Correct Answer: B

This is about Abraham Lincoln.

Abraham Lincoln

Abraham Lincoln was the president of the United States. He helped free the slaves during the Civil War.

Why was Abraham Lincoln important?

A. He worked on the railroad.

B. He helped free the slaves.

C. He lived on a farm.

Item Information

ETS Item Code:	TAH01S0255	Content:	Social Studies
Item ID:	2091	Grade:	05
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	5.12	AAT or UC:	AAT

Standard Text: Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

AAT or UC Text: Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglas, or Clara Barton had during the Civil War.

Category: Prior to Civil War and The Civil War and Reconstruction (1860-1877)

Correct Answer: A,B,A

This is about Abraham Lincoln during the Civil War.

Abraham Lincoln
Served as president of the United States
Wanted states to remain a part of the United States
Chose generals to help the army win the war
Helped free many slaves

Did Abraham Lincoln help the slaves?

A. YES   B. NO

Did Abraham Lincoln want states to break away from the United States?

A. YES   B. NO

Was Abraham Lincoln a leader during the war?

A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0256	Content:	Social Studies
Item ID:	2092	Grade:	05
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	5.12	AAT or UC:	AAT

Standard Text: Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

AAT or UC Text: Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglas, or Clara Barton had during the Civil War.

Category: Prior to Civil War and The Civil War and Reconstruction (1860-1877)

Correct Answer: B,A,A

This is about Abraham Lincoln during the Civil War.

Abraham Lincoln
Served as president of the United States
Wanted states to remain a part of the United States
Chose generals to help the army win the war
Helped free many slaves

Did Abraham Lincoln want states to break away from the United States?   A. YES   B. NO

Was Abraham Lincoln the leader of the United States?   A. YES   B. NO

Did Abraham Lincoln help the army win the war?   A. YES   B. NO

Grade 5 Social Studies ALT Directions for Test Administration (Teacher Book)

Item Information

ETS Item Code:	TAH01S0253	Content:	Social Studies
Item ID:	2089	Grade:	05
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	5.12	AAT or UC:	UC
Standard Text:	Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.		
AAT or UC Text:	Identify a main role of a leader in a community.		
Category:	Prior to Civil War and The Civil War and Reconstruction (1860-1877)		
Correct Answer:	A		

This is about leaders.

The job of a leader in a community is to make the community better.
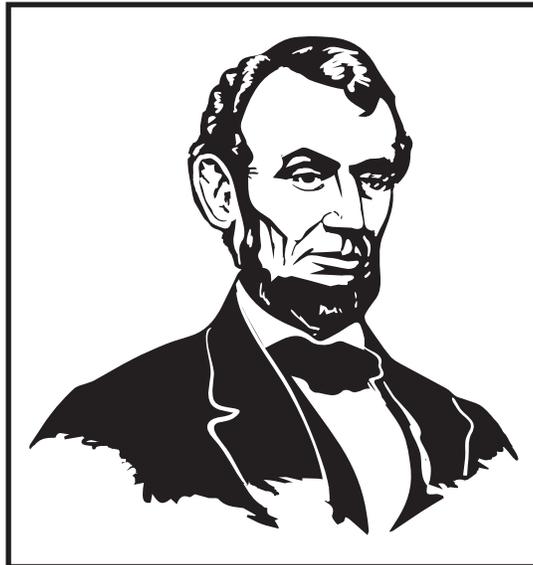
Who is a community leader?

Point to and read each option to the student.

[Point to and read "This is a picture of a firefighter (point to the firefighter)."]

Firefighter

A.
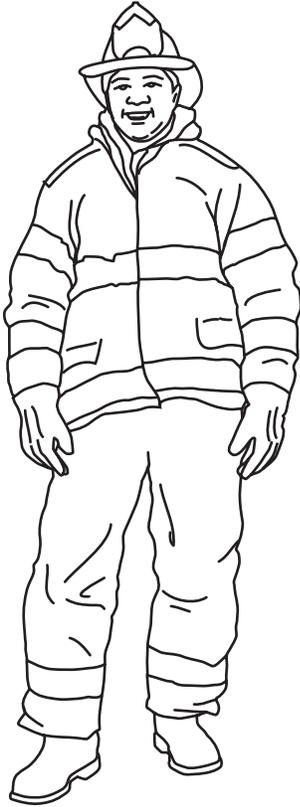
[Point to and read "This is a picture of a baby (point to the baby)."]

Baby

B.

Item Information

ETS Item Code:	TAH01S0254	Content:	Social Studies
Item ID:	2090	Grade:	05
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	5.12	AAT or UC:	AAT

Standard Text: Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

AAT or UC Text: Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglas, or Clara Barton had during the Civil War.

Category: Prior to Civil War and The Civil War and Reconstruction (1860-1877)

Correct Answer: B

This is about Abraham Lincoln.

[For all students, point to and read "This is a picture of Abraham Lincoln (point to the picture)."]

Abraham Lincoln
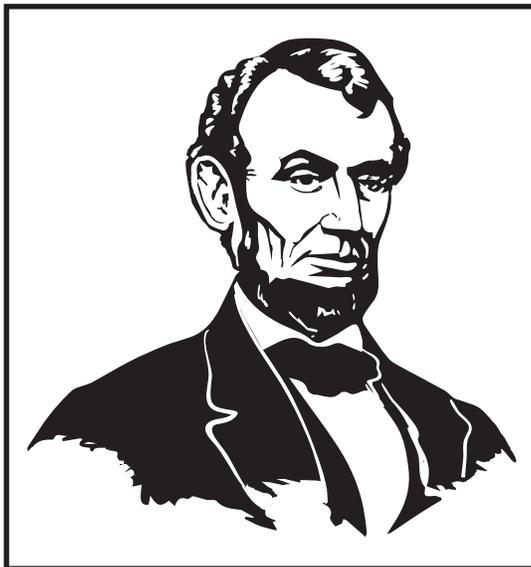
Abraham Lincoln was the president of the United States. He helped free the slaves during the Civil War.

Why was Abraham Lincoln important?

Point to and read each option to the student.

A. He worked on the railroad.

B. He helped free the slaves.

C. He lived on a farm.

Item Information

ETS Item Code:	TAH01S0255	Content:	Social Studies
Item ID:	2091	Grade:	05
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	5.12	AAT or UC:	AAT

Standard Text: Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

AAT or UC Text: Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglas, or Clara Barton had during the Civil War.

Category: Prior to Civil War and The Civil War and Reconstruction (1860-1877)

Correct Answer: A,B,A

This is about Abraham Lincoln during the Civil War.

[For all students, point to and read "This chart is about Abraham Lincoln. He served as the president of the United States (point to the first line in the chart). He wanted states to remain a part of the United States (point to the second line in the chart). He chose generals to help the army win the war (point to the third line in the chart). He helped free many slaves (point to the fourth line in the chart)."]

Abraham Lincoln
Served as president of the United States
Wanted states to remain a part of the United States
Chose generals to help the army win the war
Helped free many slaves

Point to and read each question to the student.

Did Abraham Lincoln help the slaves?   A. YES   B. NO

Did Abraham Lincoln want states to break away from the United States?

A. YES   B. NO

Was Abraham Lincoln a leader during the war?

A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0256	Content:	Social Studies
Item ID:	2092	Grade:	05
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	5.12	AAT or UC:	AAT

Standard Text: Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

AAT or UC Text: Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglas, or Clara Barton had during the Civil War.

Category: Prior to Civil War and The Civil War and Reconstruction (1860-1877)

Correct Answer: B,A,A

This is about Abraham Lincoln during the Civil War.

[For all students, point to and read "This chart is about Abraham Lincoln. He served as the president of the United States (point to the first line in the chart). He wanted states to remain a part of the United States (point to the second line in the chart). He chose generals to help the army win the war (point to the third line in the chart). He helped free many slaves (point to the fourth line in the chart)."]

Abraham Lincoln
Served as president of the United States
Wanted states to remain a part of the United States
Chose generals to help the army win the war
Helped free many slaves

Point to and read each question to the student.

Did Abraham Lincoln want states to break away from the United States?   A. YES   B. NO

Was Abraham Lincoln the leader of the United States?   A. YES   B. NO

Did Abraham Lincoln help the army win the war?   A. YES   B. NO

Tennessee Comprehensive
Assessment Program TCAP
Grade 5 Social Studies
Alternative Assessment
Item Release
Spring 2017

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 6 Social Studies
Alternative Assessment
Item Release

Spring 2017

TN Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

METADATA DEFINITIONS

ETS Item Code: Unique letter/number code used to identify the item.	**Category:** Text of the Reporting Category the standard assesses.
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Level: Tier, on the following scale: 1 = SR item with two options, lower complexity; 2 = SR item with three options, moderate complexity; 3 = MP item includes 3 questions with two answer options each, higher complexity.	**Grade:** Grade level.
Standard Code: Primary educational standard assessed.	**Item Type:** SR for single response multiple choice item, MP for multiple part multiple choice items.
Standard Text: Text of the educational standard assessed.	**Points:** Maximum points possible for this item.
AAT or UC Text: Text of the Alternate Assessment Target or Underlying concept	**AAT or UC:** Alternate Assessment Target or Underlying Concept.

Grade 6 Social Studies ALT Items

Item Information

ETS Item Code:	TAH01S0329	Content:	Social Studies
Item ID:	2145	Grade:	06
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	6.49	AAT or UC:	UC

Standard Text: Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.

AAT or UC Text: Identify why rules are important in a society.

Category: Ancient Greece to 300 B.C.

Correct Answer: B

This is about rules.

A society is a group of people. Many societies have laws that say what people can do and what people cannot do. The laws are rules that protect each person in the society.

Why are rules important?

A. to learn about weather

B. to keep people safe

Item Information

ETS Item Code:	TAH01S0330	Content:	Social Studies
Item ID:	2146	Grade:	06
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	6.49	AAT or UC:	AAT
Standard Text:	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.		
AAT or UC Text:	Identify an element of direct democracy in Ancient Greece.		
Category:	Ancient Greece to 300 B.C.		
Correct Answer:	A		

This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted to decide what the government would do.

Who makes decisions in a democracy?

A. the people

B. a king

C. another country

Item Information

ETS Item Code:	TAH01S0331	Content:	Social Studies
Item ID:	2147	Grade:	06
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	6.49	AAT or UC:	AAT
Standard Text:	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.		
AAT or UC Text:	Identify an element of direct democracy in Ancient Greece.		
Category:	Ancient Greece to 300 B.C.		
Correct Answer:	A,B,A		

This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Did people help make the laws in ancient Greece?	A. YES	B. NO
Does a king make the laws in a democracy?	A. YES	B. NO
Do people vote in a democracy?	A. YES	B. NO

Item Information

ETS Item Code:	TAH01S0332	Content:	Social Studies
Item ID:	2148	Grade:	06
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	6.49	AAT or UC:	AAT
Standard Text:	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.		
AAT or UC Text:	Identify an element of direct democracy in Ancient Greece.		
Category:	Ancient Greece to 300 B.C.		
Correct Answer:	A,B,A		

This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Did people help decide what the government would do?   A. YES   B. NO

Was the first democracy in the United States?   A. YES   B. NO

Do people make a choice when they vote?   A. YES   B. NO

Grade 6 Social Studies ALT Directions for Test Administration (Teacher Book)

Item Information

ETS Item Code:	TAH01S0329	Content:	Social Studies
Item ID:	2145	Grade:	06
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	6.49	AAT or UC:	UC

Standard Text: Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.

AAT or UC Text: Identify why rules are important in a society.

Category: Ancient Greece to 300 B.C.

Correct Answer: B

This is about rules.

A society is a group of people. Many societies have laws that say what people can do and what people cannot do. The laws are rules that protect each person in the society.

Why are rules important?

Point to and read each option to the student.

A. to learn about weather

B. to keep people safe

Item Information

ETS Item Code:	TAH01S0330	Content:	Social Studies
Item ID:	2146	Grade:	06
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	6.49	AAT or UC:	AAT
Standard Text:	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.		
AAT or UC Text:	Identify an element of direct democracy in Ancient Greece.		
Category:	Ancient Greece to 300 B.C.		
Correct Answer:	A		

This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted to decide what the government would do.

Who makes decisions in a democracy?

Point to and read each option to the student.

A. the people

B. a king

C. another country

Item Information

ETS Item Code:	TAH01S0331	Content:	Social Studies
Item ID:	2147	Grade:	06
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	6.49	AAT or UC:	AAT

Standard Text: Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.

AAT or UC Text: Identify an element of direct democracy in Ancient Greece.

Category: Ancient Greece to 300 B.C.

Correct Answer: A,B,A

This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Point to and read each question to the student.

Did people help make the laws in ancient Greece?	A. YES	B. NO
Does a king make the laws in a democracy?	A. YES	B. NO
Do people vote in a democracy?	A. YES	B. NO

Item Information

ETS Item Code:	TAH01S0332	Content:	Social Studies
Item ID:	2148	Grade:	06
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	6.49	AAT or UC:	AAT

Standard Text: Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.

AAT or UC Text: Identify an element of direct democracy in Ancient Greece.

Category: Ancient Greece to 300 B.C.

Correct Answer: A,B,A

This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Point to and read each question to the student.

Did people help decide what the government would do?　　A. YES　　B. NO

Was the first democracy in the United States?　　A. YES　　B. NO

Do people make a choice when they vote?　　A. YES　　B. NO

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Tennessee Comprehensive
Assessment Program TCAP
Grade 6 Social Studies
Alternative Assessment
Item Release
Spring 2017

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 7 Social Studies Alternative Assessment Item Release

Spring 2017

TN Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

METADATA DEFINITIONS

ETS Item Code: Unique letter/number code used to identify the item.	**Category:** Text of the Reporting Category the standard assesses.
Item ID: Unique number code the vendor uses to identify the item internally.	**Correct Answer:** Correct answer. For multi part items correct answers are listed in order, separated by a comma.
DOK Level: (if listed): Depth of Knowledge (cognitive complexity) is measured on the following scale: 2 = Memorize/Recall, 3 = Performance, 4 = Comprehension.	**Content:** Subject.
Level: Tier, on the following scale: 1 = SR item with two options, lower complexity; 2 = SR item with three options, moderate complexity; 3 = MP item includes 3 questions with two answer options each, higher complexity.	**Grade:** Grade level.
Standard Code: Primary educational standard assessed.	**Item Type:** SR for single response multiple choice item, MP for multiple part multiple choice items.
Standard Text: Text of the educational standard assessed.	**Points:** Maximum points possible for this item.
AAT or UC Text: Text of the Alternate Assessment Target or Underlying concept	**AAT or UC:** Alternate Assessment Target or Underlying Concept.

Grade 7 Social Studies ALT Items

Item Information

ETS Item Code:	TAH01S0429	Content:	Social Studies
Item ID:	2185	Grade:	07
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	7.45	AAT or UC:	UC
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Identify a reason why trade is important to groups of people.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	A		

This is about trade.

Every place has different resources. People trade resources.

Why do people trade things?

A. to get resources they need

B. to learn how to name resources

Item Information

ETS Item Code:	TAH01S0430	Content:	Social Studies
Item ID:	2186	Grade:	07
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	7.45	AAT or UC:	AAT
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Explain how the travels of Marco Polo contributed to the growth of European trade.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	B		

This is about trade.

Long ago, there was a merchant from Europe named Marco Polo. He made a trip to Asia and brought many new goods back to Europe. People liked the new goods and wanted more of them.

What was one effect of Marco Polo's travels?

A. People from Europe became farmers in Asia.

B. There was more trade between Europe and Asia.

C. Many people did not buy goods from Asia.

Item Information

ETS Item Code:	TAH01S0431	Content:	Social Studies
Item ID:	2187	Grade:	07
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	7.45	AAT or UC:	AAT
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Explain how the travels of Marco Polo contributed to the growth of European trade.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	A,A,B		

This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

Was there trade between Europe and Asia?	A. YES	B. NO
Did Marco Polo help people learn about Asia?	A. YES	B. NO
Was it easy to travel on the Silk Road?	A. YES	B. NO

Item Information

ETS Item Code:	TAH01S0432	Content:	Social Studies
Item ID:	2188	Grade:	07
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	7.45	AAT or UC:	AAT
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Explain how the travels of Marco Polo contributed to the growth of European trade.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	A,B,A		

This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

Did Marco Polo bring goods from Asia to Europe?	A. YES	B. NO
Was the Silk Road located in Africa?	A. YES	B. NO
Did Marco Polo write a book?	A. YES	B. NO

Grade 7 Social Studies ALT Directions for Test Administration (Teacher Book)

Item Information

ETS Item Code:	TAH01S0429	Content:	Social Studies
Item ID:	2185	Grade:	07
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	7.45	AAT or UC:	UC
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Identify a reason why trade is important to groups of people.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	A		

This is about trade.

Every place has different resources. People trade resources.

Why do people trade things?

Point to and read each option to the student.

A. to get resources they need

B. to learn how to name resources

Item Information

ETS Item Code:	TAH01S0430	Content:	Social Studies
Item ID:	2186	Grade:	07
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	7.45	AAT or UC:	AAT
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Explain how the travels of Marco Polo contributed to the growth of European trade.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	B		

This is about trade.

Long ago, there was a merchant from Europe named Marco Polo. He made a trip to Asia and brought many new goods back to Europe. People liked the new goods and wanted more of them.

What was one effect of Marco Polo's travels?

Point to and read each option to the student.

A. People from Europe became farmers in Asia.

B. There was more trade between Europe and Asia.

C. Many people did not buy goods from Asia.

Item Information

ETS Item Code:	TAH01S0431	Content:	Social Studies
Item ID:	2187	Grade:	07
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	7.45	AAT or UC:	AAT

Standard Text: Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.

AAT or UC Text: Explain how the travels of Marco Polo contributed to the growth of European trade.

Category: Early Modern Europe: Renaissance and Reformation

Correct Answer: A,A,B

This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

Point to and read each question to the student.

Was there trade between Europe and Asia?

A. YES   B. NO

Did Marco Polo help people learn about Asia?

A. YES   B. NO

Was it easy to travel on the Silk Road?

A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0432	Content:	Social Studies
Item ID:	2188	Grade:	07
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	7.45	AAT or UC:	AAT
Standard Text:	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.		
AAT or UC Text:	Explain how the travels of Marco Polo contributed to the growth of European trade.		
Category:	Early Modern Europe: Renaissance and Reformation		
Correct Answer:	A,B,A		

This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

Point to and read each question to the student.

Did Marco Polo bring goods from Asia to Europe?   A. YES   B. NO

Was the Silk Road located in Africa?   A. YES   B. NO

Did Marco Polo write a book?

A. YES   B. NO

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Tennessee Comprehensive
Assessment Program TCAP
Grade 7 Social Studies
Alternative Assessment
Item Release
Spring 2017

TN Department of
Education

Tennessee Comprehensive Assessment Program

TCAP

Grade 8 Social Studies Alternative Assessment Item Release

Spring 2017

TN | Department of **Education**

Table of Contents

Metadata Interpretation Guide – ALT Science and Social Studies

ITEM INFORMATION

ETS Item Code:	TAS01S0477	**Category:**	Biodiversity and Change
Item ID:	1273	**Correct Answer:**	B
DOK Level:	2	**Content:**	Science
Level:	1	**Grade:**	10
Standard Code:	3210.5.1	**Item Type:**	SR
Standard Text:	Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.	**Points:**	1
AAT or UC Text:	Compare physical characteristics of animals advantageous for survival in their environments.	**AAT or UC:**	UC

METADATA DEFINITIONS

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DOK Level: (if listed): Depth of Knowledge (cognitive complexity) is measured on the following scale: 2 = Memorize/Recall, 3 = Performance, 4 = Comprehension.	**Content:** Subject.
Level: Tier, on the following scale: 1 = SR item with two options, lower complexity; 2 = SR item with three options, moderate complexity; 3 = MP item includes 3 questions with two answer options each, higher complexity.	**Grade:** Grade level.
Standard Code: Primary educational standard assessed.	**Item Type:** SR for single response multiple choice item, MP for multiple part multiple choice items.
Standard Text: Text of the educational standard assessed.	**Points:** Maximum points possible for this item.
AAT or UC Text: Text of the Alternate Assessment Target or Underlying concept	**AAT or UC:** Alternate Assessment Target or Underlying Concept.

Grade 8 Social Studies ALT Items

This is about leaders.

An army is a group of people that works together to protect a country. People in an army have many different jobs.

Why does an army need a leader?

A. to feed the soldiers

B. to help people do their jobs

Item Information

ETS Item Code:	TAH01S0494	Content:	Social Studies
Item ID:	2210	Grade:	08
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	8.25	AAT or UC:	AAT

Standard Text: Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.

AAT or UC Text: Identify ways that leadership led to the American victory over the British during the American Revolution.

Category: Development of an American Republic (1720–1789)

Correct Answer: B

This is about the American Revolution.

The American colonists formed an army to fight the British. The people in the army did not know how to be soldiers. Baron von Steuben was a leader in the American army. He helped the soldiers stay healthy and helped them get supplies. Baron von Steuben helped train the soldiers so they would know what to do.

Why was Baron von Steuben a good leader?

A. He traveled to many countries.

B. He helped to teach skills to the soldiers.

C. He wanted to build a new house.

Item Information

ETS Item Code:	TAH01S0495	Content:	Social Studies
Item ID:	2211	Grade:	08
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	8.25	AAT or UC:	AAT

Standard Text: Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.

AAT or UC Text: Identify ways that leadership led to the American victory over the British during the American Revolution.

Category: Development of an American Republic (1720–1789)

Correct Answer: B,A,A

This is about George Washington.

The American Revolution was a war between the American colonists and the British. The American colonists did not want to be ruled by the British.

George Washington was the leader of the American army. He was a good leader, but his job was difficult. The war was long and the army did not have enough supplies. George Washington encouraged the soldiers to keep fighting. Then, the French sent ships to help the Americans. The Americans and the French worked together to defeat the British.

Did the British win the war?   A. YES   B. NO

Was George Washington a good leader?

A. YES   B. NO

Did the war last a long time?

A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0496	Content:	Social Studies
Item ID:	2212	Grade:	08
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	8.25	AAT or UC:	AAT
Standard Text:	Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.		
AAT or UC Text:	Identify ways that leadership led to the American victory over the British during the American Revolution.		
Category:	Development of an American Republic (1720–1789)		
Correct Answer:	A,B,A		

This is about George Washington.

The American Revolution was a war between the American colonists and the British. The American colonists did not want to be ruled by the British.

George Washington was the leader of the American army. He was a good leader, but his job was difficult. The war was long and the army did not have enough supplies. George Washington encouraged the soldiers to keep fighting. Then, the French sent ships to help the Americans. The Americans and the French worked together to defeat the British.

Was George Washington a good leader?   A. YES   B. NO

Did the soldiers have enough supplies?

A. YES   B. NO

Did French ships help defeat the British?

A. YES   B. NO

Grade 8 Social Studies ALT Directions for Test Administration (Teacher Book)

Item Information

ETS Item Code:	TAH01S0493	Content:	Social Studies
Item ID:	2209	Grade:	08
DOK Level:	2	Item Type:	SR
Level:	1	Points:	1
Standard Code:	8.25	AAT or UC:	UC

Standard Text: Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.

AAT or UC Text: Identify why groups of people need leaders.

Category: Development of an American Republic (1720–1789)

Correct Answer: B

This is about leaders.

An army is a group of people that works together to protect a country. People in an army have many different jobs.

Why does an army need a leader?

Point to and read each option to the student.

A. to feed the soldiers

B. to help people do their jobs

Item Information

ETS Item Code:	TAH01S0494	Content:	Social Studies
Item ID:	2210	Grade:	08
DOK Level:	3	Item Type:	SR
Level:	2	Points:	1
Standard Code:	8.25	AAT or UC:	AAT
Standard Text:	Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.		
AAT or UC Text:	Identify ways that leadership led to the American victory over the British during the American Revolution.		
Category:	Development of an American Republic (1720–1789)		
Correct Answer:	B		

This is about the American Revolution.

The American colonists formed an army to fight the British. The people in the army did not know how to be soldiers. Baron von Steuben was a leader in the American army. He helped the soldiers stay healthy and helped them get supplies. Baron von Steuben helped train the soldiers so they would know what to do.

Why was Baron von Steuben a good leader?

Point to and read each option to the student.

A. He traveled to many countries.

B. He helped to teach skills to the soldiers.

C. He wanted to build a new house.

Item Information

ETS Item Code:	TAH01S0495	Content:	Social Studies
Item ID:	2211	Grade:	08
DOK Level:	4	Item Type:	MP
Level:	3a	Points:	3
Standard Code:	8.25	AAT or UC:	AAT

Standard Text: Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.

AAT or UC Text: Identify ways that leadership led to the American victory over the British during the American Revolution.

Category: Development of an American Republic (1720–1789)

Correct Answer: B,A,A

This is about George Washington.

The American Revolution was a war between the American colonists and the British. The American colonists did not want to be ruled by the British.

George Washington was the leader of the American army. He was a good leader, but his job was difficult. The war was long and the army did not have enough supplies. George Washington encouraged the soldiers to keep fighting. Then, the French sent ships to help the Americans. The Americans and the French worked together to defeat the British.

Point to and read each question to the student.

Did the British win the war?

A. YES   B. NO

Was George Washington a good leader?

A. YES   B. NO

Did the war last a long time?

A. YES   B. NO

Item Information

ETS Item Code:	TAH01S0496	Content:	Social Studies
Item ID:	2212	Grade:	08
DOK Level:	4	Item Type:	MP
Level:	3b	Points:	3
Standard Code:	8.25	AAT or UC:	AAT

Standard Text: Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.

AAT or UC Text: Identify ways that leadership led to the American victory over the British during the American Revolution.

Category: Development of an American Republic (1720–1789)

Correct Answer: A,B,A

This is about George Washington.

The American Revolution was a war between the American colonists and the British. The American colonists did not want to be ruled by the British.

George Washington was the leader of the American army. He was a good leader, but his job was difficult. The war was long and the army did not have enough supplies. George Washington encouraged the soldiers to keep fighting. Then, the French sent ships to help the Americans. The Americans and the French worked together to defeat the British.

Point to and read each question to the student.

Was George Washington a good leader?

A. YES　　　B. NO

Did the soldiers have enough supplies?

A. YES　　　B. NO

Did French ships help defeat the British?

A. YES　　　B. NO

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